MOTIVATION AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE LEARNING PROCESS, ON THE STUDENTS OF THE SECOND LEVEL OF PROFICIENCY AT THE DEPARTMENT OF LANGUAGES, DE LA ESCUELA POLÍTÉCNICA DEL EJÉRCITO, EN EL VALLE DE LOS CHILLOS. SEPTEMBER 2011 – MARCH 2012

LA MOTIVACIÓN COMO UNA ESTRATEGIA PARA MEJORAR EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS, EN LOS ESTUDIANTES DEL SEGUNDO NIVEL DE PROFICIENCIA EN EL DEPARTAMENTO DE IDIOMAS DE LA ESCUELA POLITÉCNICA DEL EJÉRCITO, EN EL VALLE DE LOS CHILLOS. SEPTIEMBRE 2011- MARZO 2012

Research project before obtaining the degree of Bachelor in Sciences of Education.
Mention: English

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Quito, July 12, 2013
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INFORME DE APROBACIÓN DEL TUTOR

En mi carácter de Tutor del Trabajo de Grado, presentado por el señor LUIS HERIBERTO SUQUILLO COYAGO, para optar el Título de LICENCIADO EN CIENCIAS DE LA EDUCACION MENSIO INGLES, cuyo tema es: MOTIVATION AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE LEARNING PROCESS, ON THE STUDENTS OF THE SECOND LEVEL OF PROFICIENCY AT THE DEPARTMENT OF LANGUAGES DE LA ESCUELA POLITÉCNICA DEL EJÉRCITO, EN EL VALLE DE LOS CHILLOS. SEPTEMBER 2011 – MARCH 2012. Considero que dicho Trabajo reúne los requisitos y méritos suficientes para ser sometido a la presentación pública y evaluación por parte del jurado examinador que se designe.

En la ciudad de Quito a los 18 días del mes de Abril de 2012.

TUTOR

MSC. GILBERT PATRICIO NEIRA RODRIGUEZ
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RESUMEN

La visión de la Enseñanza de Inglés ha cambiado en las últimas décadas, los profesores de Idiomas se han visto obligado a considerar que la enseñanza de un Idioma es un proceso que involucra diferentes variables que interactúan y ayudan a los que aprenden a lograr sus objetivos. Como profesores de Inglés necesitamos buscar nuevas maneras para mejorar el proceso de enseñanza aprendizaje. Con estas consideraciones necesitamos reflexionar la inapropiada aplicación de estrategias para motivar la enseñanza-aprendizaje del idioma Inglés. Además debemos tomar en cuenta que las más importantes falencias al enseñar Inglés es la falta de motivación de los estudiantes, como profesores de Inglés estamos expuestos a diferentes problemas cuando enseñamos el idioma. Por esta razón necesitamos que nuestras clases sean motivadoras e interesantes, evitando que los estudiantes se frustren y tengan poco deseo de aprender el idioma. Necesitamos dar a nuestros estudiantes un ambiente agradable y confortable para obtener nuestros propósitos. Es mi intención al presentar este proyecto dar a los profesores de Inglés algunos principios y técnicas para hacer nuestras clases activas organizadas e interesantes. Los profesores se beneficiarían en gran medida de los instrumentos de motivación así como de las entrevistas, encuestas, de la investigación confiable y de los resultados de este proyecto, los profesores de idioma extranjero obtendrán ventajas de este trabajo de investigación.

PALABRAS CLAVES: MOTIVACIÓN, ACTIVIDADES DE APRENDIZAJE, INGLÉS-APRENDIZAJE, TECNOLOGÍAS DE INFORMACIÓN Y COMUNICACIÓN, APRENDIZAJE SIGNIFICATIVO

Translated by: MSC. LILIAN AVALOS CASCANTE
MOTIVATION AS A STRATEGY TO IMPROVE THE ENGLISH LANGUAGE LEARNING PROCESS, ON THE STUDENTS OF THE SECOND LEVEL OF PROFICIENCY AT THE DEPARTMENT OF LANGUAGES DE LA ESCUELA POLÍTÉCNICA DEL EJÉRCITO, EN EL VALLE DE LOS CHILLOS. SEPTEMBER 2011 – MARCH 2012

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ABSTRACT

The view of language teaching has changed in the last decades, language teachers have been forced to consider that teaching and learning as a process which includes different variables that interact and help learners to work towards obtaining their goals. As English teachers we need to look for different ways to improve our teaching situation. Bearing in mind this important issue we need to consider the inappropriate application of strategies to motivate the learning of the English language, in addition considering that the most important shortcomings in most of the English classes is the lack of motivation, we as language teachers are faced to different kinds of problems when teaching and learning the language. For this reason, it is necessary to make our classes interesting and motivating, avoiding the frustration and the unwillingness to learn the language. We need to give our students a happy and comfortable atmosphere so we may fulfill our goals. It is my intention to present this project to give language teachers some important insights to make our classes lively, organized and interesting. Teachers will benefit greatly if they improve their methodology. The techniques and instruments presented in this project such as the interview, polls and the survey are reliable and the information was gathered in the field. The teachers of the foreign language are going to obtain advantage from this work of investigation.

KEY WORDS: MOTIVATION, LEARNING ACTIVITIES, ENGLISH LEARNING, TICS FOR COMMUNICATION AND MEANINGFUL LEARNING.
INTRODUCTION

The current research work “Motivation as a strategy to improve the learning process of the English language, on the students of the second level of proficiency of the Department of languages de la Politécnica del Ejército - Valle de los Chillos, is the result of several years observing and experiencing the lack of motivation of students in our classes. It is important for teachers to face the demand of improving the teaching and learning process so by changing our methods and strategies we will fulfill our goals and produce a significant change in our practices and in the formation of students according to the request of the new century.

Nowadays, it is impossible to consider the teaching and learning process without stimulating the motivation of students to participate actively in the acquiring of knowledge. The lack of motivation does not give good results. This investigation will present strategies of motivation for learning English Language, based in playful activities to develop the basic capabilities and skills of the language.

Informative Data

Institution: Department of languages de la Escuela Politécnica del Ejército, del Valle de los Chillos
Theme: Motivation as a strategy to improve the English language learning process.

Autor: SUQUILLO COYAGO, Luis Heriberto

Tutor: MSc. Patricio Neira

Date: April 25, 2012
PARTI

THE PROBLEM

Line of research UCE-2012

Human Welfare and Public Health.- This line of investigation deals with: the education, health, housing and source of job. The education is understood like a basic strength to understand and perform the required changes to get a society more fair and equitable.

Planning of the Problem

Contextualization

Macro
About 400 millions of people use English as a first language, but according to British Council by the year 2015, there will be about 2000 million people who learn the language. That means that in ten years English will be spoken by about 3000 million people, the 50% percent of the world population. Nowadays, we can affirm that the English language is an obligatory requirement to get a better job or become a good professional in a workable market, due to the advance of the globalization.

Euroinnova outlines that ‘nowadays the importance of English is of high level. It is considered as an alternative and a complement of education becoming a formative exigency to the personal academic and professional qualification’.

As we can see the importance of English remains evident even in the personal field, 80% of the electronic information is stored is in English meanwhile of the 40 million of users of internet about 80% are communicating in English.

To know English is not a luxury, it is an evident necessity so the people that does not know the language would be in a clear situation of disadvantage. The independence and the ways of life of
this epoch make consider that motivation is a prominent tool to perform any activity in the different fields such as: scientific, technological and military.

Education needs to awake the interest of student for learning English to achieve different objectives, teacher need to know how to bring up the interest of students, different strategies of motivation have to be implemented in our classes, this project research constitute a real advantage in the current educative environment

Meso

The Ministry of Education has been promoting a plan to strengthen the learning of English in the country since few years ago with the main objective to give students better opportunities in the globalized world today, the load schedule has been increased to five periods per week. The Ministry of Education states that:

“The learning of the English language is important for the development of our country in the XXI century. For this reason, the Ministry of Education has established like government policy” to encourage the learning of the language placing in a special ranking in the new curriculum of the medium Basic Education medium and specializations”.

The Ecuadorian government and the organization of international school- leaving certificate of Ginebra, Switzerland also resolved a Memorandum of Reciprocal Agrees and Understanding the February 9 of 2006 according to this agreements, the government starts to perform the project of creation of school- leaving Certificate International / B.I) in public high schools of our country. The B.I makes easy the formation if the students have the possibility of getting some help to study abroad.

Micro

The Department of Languages at the ESPE- Valle de los Chillos, under the premises “Road to the excellence” requires that the process of the teaching-learning of English may contribute to the integral development of students providing tools to help them to integrate the productive society and be able to satisfy their needs.

The ESPE has a legal agreement with the Trinity College-London an Institution interested in improving the teaching and learning of English, on this basis they are collecting evaluation results to equal certifications, if you get a B2 you can it is equivalent to the FCI (First English
Certificate). ESPE considers that to know English is not enough, it is also necessary to acquire the international standards, this institution is looking for quality and excellence.

All these procedures allow the Institution to demonstrate the students’ superiority and, makes us think that excellence is in the teachers’ hands which will reflect students actions.

One of them expresses.

"Carlos, a student, says that he has done several courses where he learnt some rules about the English language and some pronunciations, it is frustrating to get to the classroom and receive information in a foreign language that immediately unchain a mental block and interest. Does someone understand why it has to be so?"

The inadequate implementation of appropriated strategies of motivation to develop the language skills of listening, reading, speaking and writing develop students frustration, they lose interest, which makes unavoidable to deliver appropriated strategies to motivate students to improve the inter-learning of the Lingua Franca.

**Critical Analysis**

The inappropriate handling of motivation strategies in the classroom is the consequence of little and passive interest and participation of students in class. Teachers need to plan and become good mediators and, facilitator in their classes, to get a favorable attitude of students towards the learning of the language and also to help them to acquire the learning autonomy.

The absence of the use of motivational technique use of traditional methods, repetitive actions make the teaching process boring and tiring and giving student difficulty to learn the language especially in the upper levels, if the teacher use appropriated technique students will be enthusiastic and be able develop their skills to learn.

The de-contextualization of the process by part of teachers and students gives as result the inconformity of students because their aims are not carried out, and therefore the learning of this language is almost unreachable.
This investigation indentified the level of motivation on the students in the second level of sufficiency in English of the Department of languages ESPE, and suggest motivational strategies, besides proposed to obtain a genuine motivated learning of the English language

**Prognosis**

If the demotivation of the students persists in the second level of the sufficiency in English of the Department of languages ESPE, for the English Language learning won’t last for long period, turning into the learning in a traditional task that not allows to the students to develop the linguistic skills in the foreign language. In the majority of occasions, it is going to be displaced and above all with short comings in the develop of communicative competences.

In this way, the students learn the English language with difficulty and as a requirement of their career, without a significant learning that will be an authentic tool for the professional performance. Looking for the systematic improvement of the educative quality that the ESPE offers nowadays, therefore the quality of educative institutional supplies; to satisfy so, to adjust a proper profile of the graduated with the new challenges of the XXI Century. The purpose includes the necessity of improving and increasing the quality of the graduated from ESPE-Department of languages, about the sufficiency of English.

**Formulation of the Problem**

In what way does the motivation influence in the meaningful learning of the English language, in the students of the second level of sufficiency of the Department of languages de la Escuela Politécnica del Ejército, del Valle de los Chillos. September 2011 to March 2012. ?

**Guidelines Questions**

- In which extent does the teacher apply motivational techniques in their classes with the students of the second level of sufficiency of the Department of Languages?
- How is the process of teaching-learning developed by the English teachers with the students of the second level of sufficiency of the Department of languages?
- How does the motivation influence in the learning of the English language with the students of the second level of Department of Languages?
Delimitation of the Research

Field: Pedagogy
Area: Didactic
Spatial delimitation: The research is developed in the physical spaces of the Department of languages, in the second level of sufficiency of English.
Temporary Delimitation: The work of research is carried out during the semester September 2011 to March 2012.

Units of Observation:

- Director
- Teachers
- Students

Justification

The importance of the present research is that it offers alternatives for language teaching, it also present for teachers to achieve a good academic performance which in the end will facilitate students to have a meaningful learning to develop the four macro skills and have more opportunities in their personal and their professional life.

Additionally this investigation will contribute to the fulfillment of the Institutional mission and vision as it is an instrument for providing students an integral education based in Universal principles of integrity, values and personal and collective motivation essential for awaking the interest and motivation to learn the language for the learning of the language.

This research is consistent because the material has been carefully selected including technological, bibliographic and budget resources, There is an academic benefit as this investigation takes into account current and specialized bibliographic information of the theme, moreover a practical benefit because it contains a proposal for the investigated problem. The beneficiaries are the students and teachers of the Department of languages de la Escuela Politécnica del Ejército, del Valle de los Chillos.
Objectives

General Objective

To analyze the application of motivational strategies to influence a meaningful learning of the English language on students of the second level of the Department of Languages in the ESPE-Valle de los Chillos.

Specific Objectives

- To establish how the up-dated strategies of motivation are applied with students of the second level of the Department of languages.

- To determine the process of the teaching-learning that teachers of English are implementing with the students of the second level of the Department of Languages.

- To elaborate a proposal that helps to solve the problem and will influence in the motivation of the students of the second level of the Department of Languages.
PART II

THEORETICAL FRAME STRUCTURE

Antecedents of the research

The lack of motivations has been perceived as the main cause of the low academic performance, especially in formal education. Many investigations had been carried out on this field and they have demonstrated the importance of motivation in the process of teaching and learning a language.

Foundations

Philosophical Foundation

The concept of the dialectical-materialistic of men and society is achieved by the scientific concept of communication; it does not take into consideration the impartial practice of social relationships.

At present times it is not easy to analyze communication and its concrete function in the process of teaching and learning of a foreign language, as communication is a complex process in any human activity.

Human beings act reciprocally, a form of self knowledge has been carried implicitly and reflects the similar dialectical relationship between men and women and it is a basis of the theoretical, practical, epistemological value of communication.

This research presents suggestions to help teachers of foreign languages to be aware of the essence of the communicative process from the philosophical point of view which takes place in the classroom. Moreover the purpose is to contribute to the improvement of teachers for their professional life.
Axiological Foundation

Life is the most significant motivation in human beings, where everyone has the opportunity to change paradigms and be useful in the society interacting among teachers, students and the social order consequently generating achievements and good practices in different fields of study.

Labor market requires qualified people consequently the learning of English had opened opportunities for students who speak the language. PASCUAL, A (1999) points out that “Values have vital meanings for individuals and they are the response of a culture which can’t be analyzed adequately without taking into consideration the vital stories, thus values are also expressions of these stories and they have deep roots in the formation of personality” (p.28)

Values are important and guide the different activities of human beings. It is the evidence of behavior and personality of individuals in any circumstance, the also allow people to open doors in the society; justice, honesty and other values help to acquire good living standards moreover they generate excellent heritage to the following generations. Additionally values are part of a good formation and well structured personality.

Epistemological Foundation

According to PIAGET “knowledge emerges from the interrelations between cognitive subjects and cognitive facts, it is impossible to separate the subject from the object. The building of the right knowledge is to realize what has been done previously. It outlines that possessions are expressed in concrete situations which will build relationships between human beings and objects.

Teachers are mediators, facilitators and stimulators of meaningful experiences, which contribute to the development of cognitive competence of students, such as; to create, to think, to analyze and the methodology to promote the argumentation of things, through research providing adequate environment for motivation as well as for thinking, recognizing, perceiving and remembering for a later purpose.

Ontological Foundation

Human as a bio- psycho- social unit needs to be among others and the surrounding environment where he/she develops his/ her own educative context. Consequently it is necessary to be framed by
learning facts which will lead to a propositional base and critical knowledge; strengthening the
cognitive and procedimental innovations, by means of the change of attitude and the use of active
methodology which at the end make them more competitive in speaking, acting and thinking in
front of the same society.

According to PEREZ J. “motivation emphasizes the factors that take to a person to the action.
Motivation can be classified in three kinds according to its origin:: Extrinsic Motivation, Intrinsic
Motivation and transcendent Motivation.

**Heuristic Foundation**

Education has basic tasks to contribute to the formation of students and to create conditions for
developing critical thinking and learn to think which constitute the first stages of the learning
consequently teachers are forced to give methods and techniques to their students to look for
appropriated solutions for any kind of problems in their daily life.

Nowadays, we can recognize three important tendencies related with the developing of thought,
one of them is the heuristic training as a method for teaching and as an object for learning. The
teacher has to equip students with procedures to fulfill this aim; among them we have the heuristic
procedures that permit to integrate the new knowledge with the assimilated one.

Another aspect of the heuristic procedure is the use of the heuristic conversations and therefore the
correct utilization of the dialogue techniques. We can apply this heuristic conversation to look for a
new knowledge.

**Psycho-pedagogical Foundation**

The constructivism of the social knowledge is summarized in the thought of **Ausubel, Brunner,**
**Piaget, Pichon-Riviere and Vigostky.**

The representation of constructivist knowledge, in the frame of the socio-historic culture comes
from the Brunner’s thought with the issue of ‘learning by discovering’ as Ausubel outline the
meaningful learning, which has to deal with the things that students know. It is necessary that the
person learn with a pro-positive attitude. To create this significant learning it is very important the
compressive memory, what students remember means to think (Vigostky outlines the zone of next
development) here the teacher has the role of mediator to propitiate the zones of the next
development emphasized by Piaget. It is necessary to know the evolutive moment of the students, the cognitive competence of the individual is the main base for his/her learning. Pichón and Riviere, outstand the value of team work. The interaction that allows individuals to learn quantitatively is superior and the English philosopher Herbert Spencer defines to ‘education as the process of preparing human beings for a complete life.

Sociological Foundation

According to some researches performed in the past, it is determined that the human being is a critical living creature and changes day after day as well as education it go also goes into new normative adjustments of a more practical and worthy society where our students have to advance with firm and big steps to get significant learning; the same will carry him/her to the affectivity of the social progress and above all democracy.

Since the point of view of the socio-historic-cultural constructivism the thought of Brunner, is learning by discovering. FIERRO Cecilia, (1998) says “All humans have personal and social compromise with the socio-economic educative reality in which be develop” (page 71)

Be part of a globalized world is a demand in an unavoidable compromise for teachers who work for peace to have future professionals that change society for the benefit of all.

Legal Foundation

Esta investigación esta basada en el Reglamento de Régimen Académico de la Educación Superior y la Constitución del Ecuador, tomando en cuenta los siguientes artículos que dicen:

Del Trabajo de Titulación o Graduación

Art. 34. El trabajo de graduación o titulación constituye uno de los requisitos obligatorios para la obtención del título o grado en cualquiera de los niveles de formación. Dichos trabajos pueden ser estructurados de manera independiente o como consecuencia de un seminario de fin de carrera, de acuerdo a la normativa de cada institución.

Art. 35. El estudiante, una vez egresado, dispondrá como máximo de un año para el nivel técnico superior y de dos años para el tercer nivel o de pregrado, para culminar su trabajo de titulación o graduación; pasado este tiempo se someterá a los requerimientos de actualización de conocimientos
determinados por la institución y los relacionados con el trabajo de titulación o graduación. Los programas de cuarto nivel o de postgrado se regirán por su propio reglamento.

Art. 36. Las instituciones de educación superior pueden autorizar la denuncia del tema de graduación o titulación, una vez que el estudiante de tercer nivel o de pregrado haya aprobado al menos el 80% del programa académico.

Art. 37 Los trabajos de graduación o titulación se definen de la siguiente manera de acuerdo a los títulos o grados que se otorgan:

37.1 Para obtener el título de Técnico o Tecnólogo los estudiantes deben realizar y defender un trabajo de graduación o proyecto factible, que constituye una investigación práctica referida a una situación particular. Se sustenta en referentes teóricos, archivos, laboratorios, énfasis en el trabajo de campo y en soluciones a corto plazo. El mayor nivel de profundidad define el trabajo de graduación para la obtención del título de Tecnólogo.

37.2 Para la obtención del grado académico de Licenciado o del Título Profesional universitario o politécnico, el estudiante debe realizar y defender un proyecto de investigación conducente a una propuesta para resolver un problema o situación práctica, con características de viabilidad, rentabilidad y originalidad en los aspectos de acciones, condiciones de aplicación, recursos, tiempos y resultados esperados.

37.3 Los estudiantes que accedan al título de Diplomado deben realizar y defender un proyecto bajo la misma definición que en numeral 37.2 de este artículo.

37.4 Para acceder al título de Especialista, los postulantes deben realizar un trabajo específico de investigación que dé cuenta de las técnicas y destrezas desarrolladas con aplicación a casos concretos dentro del área de conocimiento profundizada.

37.5 Para obtener el grado de Magíster, los postulantes deben realizar y sustentar una tesis de investigación científica que presente novedad y originalidad en el problema, los materiales de investigación, los métodos aplicados y en las conclusiones y recomendaciones.

37.6 Para el título de Doctor se debe cumplir con lo que establezca el Reglamento de Postgrado.

Art. 38. Las instituciones de educación superior deberán verificar, con la base de datos del CONESUP, los temas de trabajos de titulación o graduación, con el fin de propender a la innovación, diversificación y calidad en los trabajos investigativos, y no repetir investigaciones ya realizadas.

Art. 39. Los casos de plagio de trabajos de graduación o titulación serán sancionados en acuerdo a lo dispuesto en el artículo101 de la Ley Orgánica de Educación Superior.

Art. 5.- La educación como obligación de Estado.- El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios
educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley. El Estado garantizará una educación pública de calidad, gratuita y laica.

Art. 6.- Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley.

El Estado tiene las siguientes obligaciones adicionales:
Propiciar la investigación científica, tecnológica y la innovación, la creación artística, la práctica del deporte, la protección y conservación del patrimonio cultural, natural y del medio ambiente, y la diversidad cultural y lingúística;

Describing Question

In what way the motivation influences in the learning of the English language with the students of second level of the Department of languages de la Escuela Politécnica del Ejército, en el Valle de los Chillos. September 2011 – March 2012.?

Signaling of Variables

- Independent variable : The Motivation
- Dependent Variable: Learning of the English Language.

Characterization of the variables

Independent Variable

The motivation

The word motivation comes from the Latin verb movers (move). The idea of movement is implicit in the ideas of common sense about motivation, it supposes something that you want to reach, something that we move and we help and complete the jobs. Through stimulus such as: wishes, necessities, desires, will, encourage people to perform or not to perform something in function to meet a need.
Dependent Variable

Process of English Learning

The process of learning of English is very complex. Teachers try to do it in the best way. So, they resort to Pedagogy, Didactic and learning in order to get a good method to teach English.

The word ‘Pedagogy’ has its origin in the antique Greek paidagogos, this term is formed by paidos (“child”) and gogy (“carry” or “guide”). It was considered as the art of teaching. Pedagogy takes into consideration the directions to follow to develop the process of teaching, to achieve high knowledge, with a minimum of effort and a maximum of efficiency.

The word ‘Didactic’ comes from the antique Greek (“To teach”) It is a Scientific – Pedagogical training which considers the object of study the processes and elements that exist in the teaching and learning procedures.

Learning is a process that help us to acquire new capabilities, skills, knowledge, behaviors and values as a result of the study, experiences, training, thinking and observing. The learning is the most important mental function in the human being.
GRAPHIC N° 1: Conceptual Inclusions

LogicOrganizer of Variables

Society
Psychology
Psychology of the Education
Motivation

I.V
Independent Variable

Pedagogy
Didactics
Learning
Learning of English

D.V.
Dependent Variable

Prepared by: SUQUILLO, Luis
Develop of Variables

Categories of the Independent Variable

Society

Definition:

The man is a social living creature; he is immersed in society since he is born until he dies. But it is difficult to give a correct definition about the society, I present some definitions about it:

According to the illustrated dictionary of the knowledge, ‘society’ is the permanent meeting of people, towns and nations that live together and are related under some common laws”.

JOSEPH H. Fichter (1993) supports that the society is a “group of systems, group of relations that are established between the individuals and groups with the aim of composing a certain kind of community, structured in defined fields of actions where the process of possessions, participation, behavior, authority, bureaucracy, conflict and others is regulated.” (pg. 18) This definition is right, because individuals act together, to meet their social necessities and share a common and wide culture.

Psychology

Psychology is a science that studies the mental process, the word comes from the Greeks: psyche-soul or mental activity and-logy-study. This discipline analyses the three dimensions of the mentioned processes: cognitive, affective and conductible. Psychology is in charge of collecting facts about behavior and human experience, organizing them systematically and preparing theories for its understanding. These studies explain the behavior of humans and as far as foretell their future actions.

Basic Psychology deals with the generation of new knowledge regarding to the psychological phenomenon; and the Applied psychology deals with practical problems through the application of the knowledge generated by basic psychology.

Cognitive psychology is well known; it studies the act of knowledge which is the way of the understanding, it organizes and uses the given information through senses. So the cognitive
psychology studies functions as the attention, perception, memory and the language. Sigmund Freud, Carl Juan and Jean Piaget are considered as some of the psychologists pioneers.

**Psychology of education**

Psychology of Education deals with human teaching in the educational system, It analyzes the different ways of learning and teaching, the affectivity in the educative participation for Improving the process. The application of this psychology as well as the application of the principles of social psychology in the organizations which aim is to educate.

The psychology of education studies how the students learn and its development, sometimes approaching the attention of groups, such as: smart boys and girls or those students that suffer from specific disabilities. It also gives support to a wide range of specialties inside the educational field, including the organizational learning, educative technology, development of plans of studies, educational design, classroom management and special education.

The terms “educational psychology” and ‘scholar psychology’ frequently are used as synonyms, the theoreticians and investigators prefer to identified it as ‘educational psychologist’, whereas the professionals who perform their activities in schools are identified as ‘scholars psychologists’.

The child needs to learn to behave and get habits and skills; he / she will learn through stages of imperfection progressively. The teacher has to guide their learning and their behavior, propitiating their personal development. The teacher gives rules and discipline, but he also gives the student the possibility of unrolling and arguing his ideas. Promoting communication and the respect of the student, approaching his/her attention in the most positive aspects of his – her behavior and also correcting unacceptable behaviors.

**Motivation**

**Concept**

Motivation is a highly complex phenomenon to define; it is not a simple task. Motivation can be considered as a process by means of which behavior is started, saved and guided to reach a goal that meets an important need at that moment for the individual. The term motivation comes from
the Latin verb mover (move). The idea of the movement is implicit in the ideas of common sense about motivation, it is assumed that there is something that we want to reach, it is something that move and help us to complete the tasks.

Through stimulus such as: wishes, necessities, desires, wills and impulses; people are induced to do or not to do something, we have these feelings, in order to meet a need. Then, motivation is considered as the development of attitudes through which behavior is an approach to fulfill objectives and look for the concretion of our wills.

Additionally motivation would be the impulse that begins, guides and keeps the process oriented to achieve the proposed goals PINT RICH. P (2002) says “The motivation is more a process than a product” (pg. 7)

In order to get an excellent product, it is necessary to prepare students with an adequate motivation that bring up curiosity, interest and the desire to learn and investigate.

As a process motivation can’t be seen directly, it must be inferred from certain behaviors, as the selection among different jobs, effort, persistence and phrases that say “I really want to work”. Motivation is a crucial concept in all the fields of the society, it requires of certain physics and mental activities, meanwhile the first requires effort and persistence, the second is surrounded by multiple cognitive actions like the pacification, mental essays, organization, supervision, make decisions, etc.

**Intrinsic Motivation**

Intrinsic motivation is inherent to each individual; it means that each person look for meeting his needs and achieve his aims. That active searching of satisfaction can be by itself pleasant and no precise from someone’s stimulus, in many situations, it is an argument of personal growth.

According to WOOL FOLK, A (2001) “the intrinsic motivation is a power that has a remarkable effect and positive in the life of people” (pg. 26)

It’s emphasized that intrinsic motivation is also when the person approaches his attention by the study and work, showing always interest for the attainment of his goals. Motivation that comes from the intrinsic factors of interest, curiosity, entertainment, etc., is also known as internal
motivation; it refers to a situation in which the experience of making an activity first of all generate interest, enjoyment and it is the reason to do it.

The person performs efficiently in an activity motivated by pleasure and satisfaction that he or she feels while learning, exploring and trying to understand something new. Here, it is related with many aspects such as: the exploration, curiosity and objectives of learning.

With this kind of motivation people are focused mostly to the process of achievements than to results. They can think that they are motivated to achieve their goals. However is more important to be involved in an activity that makes you feel pleasure and emotion when you try to do or create something. The intrinsic motivation works when somebody performs an action that undergo feelings (example: esthetic experiences, sensorial pleasure, enjoyment and excitation).

**Extrinsic Motivation**

The extrinsic motivation comes from outside of the person. Money is a clear example; coercion and punishment are also extrinsic motivation. Socio-psychological investigations have demonstrated that extrinsic rewards can carry out justification and the consequent decrease of the intrinsic motivation.

**Motivation in the Educative Context**

The motivation guides a person to perform an action, in the educational field it is referred as something that encourage the will for learning. MORA. G (2007) points out “do not understand to the motivation as a technique or a method of teaching, do it as a factor that is always present in all process of learning”.

Many professionals of education confuse the terms technique or method with the motivation. The motivation is the factor that has influence in any activity specially in education, it is believed that a motivated student will get a more satisfactory academic performance, which at the end will form professionals with performances of quality and excellence. A motivated student who learns and a teacher who loves his/her subject is a perfect combination in the process of teaching and learning English.

According to some researches, the role of the teacher has changed nowadays, because the role of the student has also changed. The constructivist postulations have been accepted by them today,
acknowledging the student an active role in the elaboration of his / her knowledge and also as a subject who learns and reinterprets culture in daily life.

VALVERDE BEROCOSO, (1995) underlines that “There is a mutual influence among teachers and students.” Teachers influence in their motivation and learning through of his/her planning and training.

Nowadays, teachers have to has to assume the role of mediator, facilitator to guide the knowledge towards proper objectives. This will allow the learner to assume the responsibility of his / her process of learning.

Next, it is explained briefly, the first psychological contributions made about the motivation.

**Humanistic Theories**
Abraham Maslow developed a list of necessities and classified them in five general groups. He sustains as the most important, that these five groups were organized rankly according to their importance for human development.

Among these necessities, self-realization is at the top as it is a paramount aspect for the development of personality, however these necessities can’t be fulfilled if the lower ones such as physiological, security are not achieved.

ERIKSON, (1963) points out that “If there is disagreement between two necessities, prevail the lower. Besides, the rank of necessities change parallels to other evaluative tasks that take place during the human development” (pg. 173)

For example, the physiological necessities are the most important for babies as well as safety for little children, The ownership and self-esteem necessities, for the older kids, and self-realization is essential for adolescents and adults.

Maslow emphasized that the environment also plays an important role, therefore, this provides the opportunities to meet the need otherwise growth and development wouldn’t take place. As the last aim, Maslow considers that one of the main functions of education is the contribution to the development of students as persons, not only mildly (intellectually), but social and emotionally, pursuing to get their self-personal realization. These theories challenged the principles of conductivism. Two of the most known theoreticians were Abraham Maslow and Carl Rogers.
Maslow’s theory
Pyramid of Maslow rank of necessities.

**GRAPHIC Nº 2: MASLOW’S RANK PYRAMID OF NECESSITIES**

Prepared by: SUQUILLO, Luis

Rogers’ theory

Roger, in his book. “The Freedom of Learning” (1969) outlines that “the significant learning comes from the experience, it is relevant for the person that when learning cognition and feelings are involved affecting behavior, attitudes and personality; it is also auto evaluated if the learner believes he / she is meeting his / her necessities or reaching his / her goals.

Rogers also mentions that: “people have a natural tendency towards the learning, they are curious about their world and they are eager to learning” ROGERS. C. (1969) points out that “In the majority of educative systems, when children have passed a certain number of years in school, intrinsic motivation might disappear completely. Nevertheless, it is here where teachers need to make learning easy and motivated”.

To have students always motivated to a significant learning, it is necessary that the knowledge will be relevant for students, they have to participate in this process of learning actively. To learn requires self-evaluation and self-criticism and the belief that to learn is the most important.
Rogers advises to give the students freedom in the process of learning, it is necessary a larger use of new methods of investigation, simulation, planned training and self-evaluation.

When students feel that learning is a threat to his / her image, it can produce resistance to learn. Therefore, it’s necessary an atmosphere of security and confidence, this will let them acquire the new knowledge much better.

To put the theory of Rogers into practice has been a very complex process. His ideas of helping people to find and face their own challenges the increase of their potentials to the maximum are very relevant for learning and teaching, at the same time his theory only develops very general concepts, and very hardly defining and measuring.

Atkinson’s theory about motivation of achievement

Atkinson suggested the theory of motivation and achievement. He tries to explain the individual differences when people are motivated or not. Atkinson support that these differences are determined by the level of necessity of achievement for each person, his / her expectative of success and the value attributed to the results.

A high degree of necessity of achievement can impel the fellow to act, but a fear to fail can make them to avoid this behavior. The degree of motivation comes determined by the relative strength of these factors. The impulse of achievement was considered as something unconscious and outside the control of the subject.

Cognitive theory of the motivation

The theories of the cognitive psychology develop the issues proposed by Atkinson and emphasize the capacity of choosing people at the moment of acting. Therefore, they consider that it controls their actions. Human beings are conscious of the possible consequences of determined behaviors’, a series of goals and concrete forms of performance are established on these basis.

The cognitive theories are based in this hypothesis ‘students are motivated by criteria, expectations and reinforcements not only by rewards or outer punishments but by these other aspects. COOL. C (1997) outlines “Attribute as responsibility of the student’s with relation to their own educative
process” (Pg. 189). It’s one of the objectives of serious education, above all, to teach them to motivate by their own criteria and expectation which are proposed by themselves.

**Expectative theory of value**

In the psychology of motivation, one of the patterns that has influenced in the last decades is a general cognitive perspective. It is born and affirms that the person is an active and rational entity, maker of decisions. According to the principles of this theory expectations and values are the main elements for motivation, expectations of success in a given task and the value that is granted for the success in a job.

Any individual won’t put any effort in a given task if he is convinced that he won’t get to do it with success, and if he thinks that to obtain success in this activity isn’t worth it.

**Theory of the Attribution**

The attribution theory is cognitive, developed by the psychologist WINER, B(1986) who points out “That the people in general, are referred to four main groups of attributions for their successes or failures: capacity, effort, luck and difficulty”. (pg. 62)

These factors are classified according to their variability or stability, and depending on their internal or external causes. Controllability is the difference between the elements that the people believe which are under their control and the others which are not.

The combination of elements and dimensions of the attribution can change from a person to person regarding to concrete events and activities. The result of the actions performed by different combination are important. For example when the individual thinks that the capacity is stable and uncontrollable, he/she won’t make any effort to improve it, when the person attributes his/her successes to luck, he/she will might think that it doesn’t have the control to produce a new success. Students with high expectations give much value to their academic activity and have the tendency to choose such activities so they will be ready to strengthen and preserve it.

This will be reflected in better levels of performance, appearing more motivated behaviors, while the negative emotions could carry to a person to avoid doing again the same job in the future, these attributions will affect the expectations and the performance when learning.
The failure attributed to a lack of capacity is much more evident than the failure attributed to the bad luck or to unstable factors. The external attributions don’t influence in the conception of them, but they are uncontrollable, the good or bad luck cannot be changed. For example, the internal attributions, on the contrary, influence in the self-concept, and it provides positive attitude, increasing the self-esteem with the contrary it may decrease. Teachers always find that for good students it is not difficult to learn.

The argument would be to get a change in the causal dimension, in a way that students have to attribute their success to internal and controllable causes, teachers should help him/her to his/her own concept positively and in this way increase his/her motivation to learn new things.

**The motivation for the learning of a foreign language**

Although the motivation for learning is a complicated multi-face structure, as the objective of the learning process is well known, this concept become even more complex, since the control of a language is not really an educative affair as the majority of the subjects are; it is a very deep social affair that involves an attachment to a varied range of elements to learn the culture of the language.

**The Dornier’s cognitive method**

One of the investigators that have studied motivation for learning languages recently Dornier, for whom motivation is a multidimensional building’ that is affected by situational elements and also by cognitive aspects. Dornier tries to explain the different facts implied in motivation of second languages, and propose a categorization in different levels.

The level of the language recognizes many orientations and motives which deal with different aspects; such as: culture, community and usefulness of the language that will affect the attaining of goals set by the students and decisions that they make. The level of the student supposes the individual characteristic that the student presents for his/her learning. The main characteristics of this level are the necessity of achievement and security.

The level of situation of learning encloses related elements with the classroom, teacher and the dynamic of the group. The most developed level is the one which involves the situation of learning. In this level the referred elements are visible for the course which includes the syllabus, the
materials, methods for teaching, tasks of learning, they can be described in the frame of four motivational conditions:

- Intrinsic interest
- The relevance of personal training for the necessities of the students, values or goals;
- The expectations of success
- The satisfaction with the solution of an activity, intrinsic and extrinsic rewards.

The specific components concerning to teachers are: behavior, personality and manner of teaching, including the reason of affiliation to please the teacher and also the type of authorization, democratic, and the direct socialization of motivation with students.

Dörnyei (2001) proposes some strategies that are classified in four groups, taking into consideration the phases which are established in his pattern:

- Strategies to create the motivators basic condition
- Strategies to generate the initial motivation
- Strategies to keep on and protect motivation
- Strategies to finish the experience of learning: promoting positive auto-evaluations.

**Strategies to Create the Basic Condition-motivators**

Dörnyei (2001) affirms that “The motivational strategies cannot be used successfully empty situation.” Pg. (119) there is a need of certain conditions to generate an effective motivation. The most important motivational conditions are:

1. Proper behavior of the teacher and good relationship with the students.
2. Pleasant environment and support
3. Cohesion of the group and proper group norms

**Proper behavior of the teacher and good relationship with the students**

Dornier stands out the importance of teacher’s motivation includes many variables: Values, beliefs, attitudes and behaviors, the general level of compromise towards the students and their learning. This relationship between teacher and student is interactive and independent; however there is a great importance in the performance of the teacher, because he/she is considered as the leader of the group.

This idea of the teacher’s responsibility in the motivation of students is very positive for teaching, if the motivation is considered like a changeable variable, it can be manipulated by the teacher to
make easier the learning of students; with a sequence of adequate strategies, the motivation will increase in the classroom.

The author also emphasizes the importance of the context in the motivation. For example, some motivator strategies in a determined group, of a specific culture and age, will not work equal in other group of different characteristics, it is necessary to take into consideration in order to apply those specific strategies of motivation.

Students don’t go into the classroom with a determined motivation. They begin their learning with a motivation that can be increased or diminished. In this last sense, Dörnyei (2001) introduces the concept of “de-motivation”, it’s referred to specific external strengths that diminish the motivational base of a behavioral action. For that reason, the teacher has to pay attention not only to the initial motivation of the students, it is necessary to hold motivation applying different strategies to avoid any kind of de-motivation in the learning stage.

He also suggest some strategies which work similarly in every context and for each group, they can be more effective during the morning. Others agents that can influence the results of their application can be: the age, culture, level of language, ideal with the language and so on. Teachers have to notice the importance of their role to determine the strategies that will work with their students.

**Cohesion of group and adequate grouped norms**

Dornier proposes to create the cohesion and promote it inside of the group in the classroom, some necessary topics for motivation can be:

- To promote the interaction, cooperation and share authentic personal information of students.
- To use activities to break the ice at the beginning of the class.
- To use tasks regularly in small groups where the students can interact among them.
- To encourage and if it is possible to organize extracurricular activities.
- To avoid the setting of fixed couples.
- To include activities which permit to have success in the group, games, completion activities and so on.
- To promote the idea of working in groups, small groups
Strategies to generate the initial motivation

Dornier suggests the following strategies:

- Point out the students’ values and attitudes.
- Increase the students ‘expectations of success. He describes them as series of drawings to achieve these expectations.
- Make relevant material for the students
- Create realistic beliefs about students’ learning.
- Provide enough preparation (pre-activities)
- Offer help
- Allow the students help among them
- Leave the criteria of success clear.
- Establish a model of success
- Consider and study possible obstacles in learning.

Dörnyei demonstrates the following forms of performance for the creation of relevant material:

- To use techniques of needs analysis to meet specific goals and interests of students and then include it in the curriculum as much as it is possible
- To deal with themes and experiences of the day by day and previous experiences of the students.
- To involve students in the design and development of the course.

The author points out that it is not known a perfect method for learning languages, the use of different strategies and clue elements of success would help students to learn better.

Strategies to keep on and protect Motivation

Motivation has always seemed to be dealt with the idea of starting learning, but almost nobody has studied about the manner of keeping this motivation during the whole process. In fact, it is about this work that Dornier has studied. He divides this group of strategies in eight points:

1. To do the learning stimulating and enjoyable
2. To present the activities in a motivating way
3. To establish specific goals of learning
4. To protect the self esteem of students and increase their self confidence.
5. To allow to the students to keep a positive social image.
6. To promote the cooperative work among students
7. To create self-government of students.
8. To supply self-motivators strategies for learning.

To present the activities in a motivating way, Dornier suggests:

- To explain the purpose and the objectives of the task
- To stimulate the anticipation of the students in the content of the job.
- To provide proper strategies for the realization of the task

The setting up of specific aims of learning is essential. Dörnyei (2001) points out that: “The short term goals are particularly important in the learning of a second language” (pag 127) They can immediately provide extra incentives because the final product of this learning, would be the well learning of a language which can take many years, the attainment of these goals can help students to evaluate and make decision about his progresses which are very important aspects for motivation.

These aims are referred not only to possible official evaluation, they can also be personal, for example, to read a chapter of a book each weekend or to learn ten new words every day.

According to Pint Rich and Schunk (1996) and Dembo and Eaton (1997) (Dornier, 2001) the principles to establish proper goals will be the followings:

- The goals should be clear and specific, measurable, challenging and realistic.
- The objectives must have a deadline
- The long and short term goals have to be related.

To create the self government of the student

We have already discussed about the importance of generating self government in order to make students’ motivation. Dörnyei suggests the following strategies to create this autonomy.

- Let the students a great possible number of choices about their process of learning.
Delegate students as much as possible the typical roles of teachers.
Let them take the role of teacher, facilitator, finding a balance between the type of traditional, cooperative and autonomous teacher

Strategies for ending the experience of learning: encourage positive self evaluation.

The way of finishing the experience of learning is very important to set the base of the future motivation, the way that you analyze the past, influences enormously in future actions. It does not only depend on the level in which the objective has been achieved, it also depends on the form the results are interpreted, they will stimulate positive auto evaluations in such way that students will be motivated to continue their learning, approaching new objectives.

Dörnyei proposes a series of strategies to facilitate this positive auto evaluation:

To promote motivational attributions to encourage students to create attributions of effort and perseverance, avoiding the attribution of lack of skill.

To provide feedback motivation, it is better to inform than to give judgments, to value the effort and the way of solving the problems. All of these contributes to the self concept and self confidence, helping the student to improve his/her learning.

To increase the satisfaction of the students: controlling the advance and including jobs that imply the public exposure of the students’ tasks.

It is important to avoid making negative public comparisons, completing with opinions and suggestions. It is necessary to evolve students in the progress of evaluation, taking into consideration alternative instruments of evaluation, as a portfolio, and allowing the student to evaluate themselves and to the teacher.

Trying to support with practical suggestions to the teachers of languages, Dornier established ten rules to motivate learning:
The ten principles to motivate language learning.

1. To establish a personal example with your own behavior.
2. To create a nice and relaxed environment in the classroom.
3. To introduce the task correctly.
4. To develop a good relationship with the students.
5. To increase the linguistic self confidence of students.
6. To make classes interesting.
7. To promote the autonomy of students.
8. To increase the bearing of the student’s goals.
9. To personify the advance of learning.
10. To familiarize students with the culture of the language.

Category of the Dependent Variable

Pedagogy

The word Pedagogy has its origin in the antique Greek paidagogos. This term was composed by paidos (“child”) and gogy (“carry” or “guide”). It was first considered as the art of teaching, nowadays, the pedagogy is the group of knowledge in charge of education as a typical, social and human phenomenon specifically, it’s an applied science of psycho-social character, which object of studying is education.

It’s important to point out that there are some authors who consider that pedagogy is not a science, it is conceived as knowledge or art. The pedagogy has been dealt with the andragogy too, the educative discipline is in charge of training and educating a human being continuously in any period of their development and in their cultural and social life.

LARROYO, F(2008) points out that pedagogy is “a process by means of which the new generations are taken and transmit to others in form of norms, codes and habits, for the cultural goods of a community”. (pg. 253)

In the praxis, pedagogy takes into consideration the directions to follow, in the development of the advance of teaching. The idea is to get the best learning, with less effort and a maximum efficiency, premise of indispensable knowledge, in base of an acceptable cost-benefit relationship of all types.
It assures education and furthermore the contact with the real necessities of its subject-object of work.

**Didactics**

The word didactics comes from the Greek didaktike (“teach”), it is defined as the scientific-pedagogical training, it has as an object of study, processes and elements are present, in teaching-learning.

BENEDITO refers that: “The didactics is a structure in which the teaching is in function of the learning.”

Therefore, the didactics is engaged with practical systems and methods of teaching destined to shape the reality, the rules of the pedagogical theories.

The components of the didactical act are:

- The teacher
- The student
- The social context of the learning
- The curriculum

The didactics can be understood as a pure technique or applied science, and as a basic theory or science of the instruction, education and formation. The different didactical patterns (descriptive, explicative, predictive) or technological models (prescriptive, normative)

It’s necessary to distinguish:

- General didactics which is applied to any person. It doesn’t matter the environment.
- Differential didactics, it takes into consideration the evolution and characteristics of the individual.
- Special or specific didactics which studies specific methods for each subject.
Learning

In the process of learning we acquire new abilities, skills, knowledge, behaviors, values as result of study, experience, and training of the reasoning and the observation practice. Learning is one of the most important mental functions in human, animal and artificial systems.

The human learning deals with education and personal development, it must be guided properly and it is better when the person is motivated. The study about how to learn attracts the neuropsychology, the educational psychology and the pedagogy.

FELDMAN, (2005) affirms that“ learning can be defined as a permanent process of relative change in the behavior of a person generated by experience.” (pg. 37)

The learning supposes a behavioral changes or a change in the behavioral capacity, this change has to last long time. Another important opinion is that learning happens through practice or by other forms of experience.

Process of learning

The process of learning is an individual activity; it is developed in a social and cultural context. It is the result of individual cognitive processes which means new information (facts, concepts, methods, and values) it is assimilated and internalized; the new representations like mental, significant and functional (knowledge) are meet, then they are applied in different situations to the contexts where they were learned.

To learn not only means to keep information in mind, it is also necessary other cognitive operations that imply; to know, to understand, to apply, to analyze, to summarize and to value. Every new learning concept have dynamic definitions, for that reason it is susceptible of being reviewed and rearranged to start a new cycles that involve the three systems above mentioned.

Constructivist Learning

This constructivist philosophical position implies the human knowledge which is not received in a passive way; it is processed and reviewed actively, PIAGET. J talks about the constructivism and outlines that “Our world is a human world, product of the human interaction with the natural and social stimulus that we have reached to prosecute from our mental operations”. (pg. 18)
For the constructivism the objectivity is moved away from men, it doesn’t have sense, so all knowledge, is an interpretation of mental building. As a result, it is impossible to isolate the investigator from research, learning is always an inner and subjunctive rebuilding.

Profiles of a constructivist teacher

a) Accept and impulse the autonomy and leadership of the student
b) Use prime matter and primary resources in group with physical, interactive and manageable materials.
c) To use cognitive terminologies such as: classify, analyze, create, infer, forecast, deduce, stimulate, think, elaborate.
d) To investigate about the understanding of concepts that students have.
e) To challenge the investigations making questions that need answers and also encourage doing questions among them.

Learning English

What methodology you must follow to teach English? Is there an only method or many? are there any better methods than others? The answer to these questions depends on the particular characteristics of the groups or teams and of individual necessities of students.

After the analysis of recent methods suggested by investigators, some methods proved to be effective in the teaching – learning of the language, and they are the following:

Direct method, the Communicative approach method, the Community learning method, the Total physical response method, the cooperative learning method, and the multiple intelligences strategy.

Direct Method

According to LARSEN – FREEMAN Diane says. The direct method has a very basic rule “don’t let the translation”. (pg. 71) The meaning is dealt with the language directly, without passing by the process of translation in the native language of the student, the student must associate the meaning with the object language of studying, through pictures, photos, images, gestures of the teacher. The professor must never translate for the students.
The student uses the languages as if they were in real situations, so this method is based in real situations. For example, a unit consists in the language that people use in a bank, in a mall, restaurant or topics like geography, weather, money and other themes.

The grammar is taught inductively, that is why, teachers present examples and the students infer the rule or generalization of examples. The professor never provides the explicit as grammatical rules, the students practice the new vocabulary using in context.

The vocabulary is more important than the grammar, the student develops the four skills of the language: Listening, speaking, reading and writing, emphasizing the first and the second: the teacher pays more interest in the pronunciation since the beginning of the course. There isn’t a formal evaluation; the students don’t use the language to show their own knowledge, they do that for their interactions with their friends and the teacher.

**Associated Techniques to this Method**

**Reading aloud**

The student takes turns to read parts of a reading, when everybody finishes of reading, the teachers makes gestures or use pictures, photos or real thing to explain meanings.

**Questions and Answer**

This technique is in English totally, the professor makes questions, the students answer them in complete form to put into practice the vocabulary and the new grammatical structures. The students make questions to their friends and teacher who answer them.

**Auto-correction**

The teacher is who motivates to the self correction of the students in different manners. For example: the student makes a selection of what he / she is going to say and a given alternative; other alternative can be, the teacher repeats what the student has told, making a pause just before the mistake made by the student, in this way, he / she will know which word or phrase was mispronounced.
There isn’t a formal evaluation; the students use the language not only to show the knowledge of them, they use it in their interaction with their friends and teacher.

**Conversation**

The teacher has many questions in English; students have to understand to be able to answer correctly. The questions have in particular certain grammatical structures, after this practice, the students feel self confidence and they are able to make questions and keep on a conversation in the language that they are learning.

**To fill in the blanks**

This technique is used in some methods; all the sentences or questions are in English, the students fill in the blanks applying the grammatical rules that were induced in previous exercises.

**Dictation**

The teacher reads a text several times; the first time, he does it at a normal fluency of the language, meanwhile, the students just listen; the second time, he does it phrase by phrase pausing in order to the students can copy what they are listening; the third time, the teacher reads again as the first time, while the students review their mistakes.

**The method of the Communicative Approach**

The objective of this method is that the students are competitive such as: persuade, promise, argue, agree and suggest, within a social context, due to communication is a process, it is not enough that the students have the knowledge of the functions of the language LARSEN – FREEMAN Diane outlines that the students have to be able to “negotiate meanings through the interaction between the people that speak and listen, among the persons that write and read” (pg. 7)

This permits to clarify meanings, the person that receives the feedback to whom he speaks, in this way, he emits or can review what he / she has told it and he/she tries to emit his / her message again if it is necessary.
Real communicative activities have three aspects:

- The gap of information
- Choice
- Feedback

The gap of the information is produced when in a conversation or dialogue, a person knows and the other doesn’t. In the communication, the person that speaks has a choice of what and how he / she will feel it. True communication acts have three objectives. It emits or can evaluate if his / her objectives have been gotten according to the information that the receiver gets.

The main characteristic of this method is that everything you do in the classroom, you have to put into practice, the communication through small groups and authentic material. The teacher is a facilitator of the learning of his / her students, promoting situations that produce communications between the students and him / her students learn to communicate by communicating.

Teacher give opportunities to students they can express their individualities, sharing their ideas, giving opinions making up the new language with their personality. The professor does not only evaluate the way of using the language, he also considers the fluency, because the students who have more control of the grammatical structures than vocabulary are always better at communicating, LARSEN – FREEMAN Diane expresses “some students with limited linguistic knowledge can be more effective communicators” (pg. 117)

It is very frequent to find students that lack of basis for language; however, they can communicate their ideas and messages; they have confidence in themselves, they do not worry about the errors, they make sure you and the others understand what they are talking about.

Associated techniques to this method

The students are given a passage of a text, the graphs are scrambled and they have to unscramble correctly. This technique teach students the properties of cohesion and coherence of the language, a variety of this technique can be the scrambled sentences in a dialogue for the level of beginners.
Games

It’s a technique that belongs to this method. If they are designed properly, they will supply a nice environment to let the students develop their skills of the language naturally.

Pictures of stories

Many activities can make with this type of technique, for example; the teacher distributes the first picture of the story and the students have to predict which is the second picture and so on successively until they complete the story.

Role – Play

This technique is very important, because the students have the chance to communicate in different social contexts and with different social roles. The teacher informs to the students what they are going to talk, and to whom they are going to interpret.

The Method of the Community Language learning

The community language learning method considers that the students and the teacher form a community, in this way the cooperation is fomented in the classroom, not only the competitiveness. The learning of the language is not an individual attainment, it is a collective achievement, because of the collaboration of every member of the community. A global approach is defended as an integral formation, to harmonize the cognitive plan and the affective. The purpose is to develop the responsibility of the learner, for that reason; there is an environment to make decisions about the contents.

The community language learning is developed in the frame of the humanistic psychology by CURRAN (1961) who points out that “in the communitarian environment, students can take initiatives to get their own learning, this way they will decide all together what they want to learn, and how to generate the vocabulary and necessary structures to cover their necessities” (pg. 86)

This conception is adequate because the students feel a different atmosphere from the typical. The student feels more security in new environment, because his / her initiative is taken in consideration
by the teacher, who considers to the students like a whole; that is putting into consideration their feelings, emotions, fears, etc.

CURRAN also considers “the learning as a process where a counselor (teacher) advices and helps to some customers (students) in the learning of the language”.

The relationship among the counselor and the clients is evaluated during the process similar to the evaluative development of a child, since the moment of the birth until he/she reaches the mature; the students start to guarantee their confidence in themselves, and they are amplifying their edge of self government, so the counseling of the teacher is every time less necessary.

The teacher is then a counselor that listens to, understands and helps to learn, he is in charge of organizing and managing the tasks, above all in the initial stages. The students act in the design of the program directly, this promotes motivation, in summary, the responsibility stays between the teacher and students. The students choose a part of a dialogue, in order to practice, the pronunciation, the teacher just repeats it the times that the students need, without making any opinion and the goal is not to worry him; students correct their mistakes by themselves.

The two main functions of language are the communication with other people and the development of the creative knowledge. The oral language goes before the written. This does not mean that in class the teacher has to try the formal aspects of the language; such as: the grammar, the lexical or phonology, culture is added to the language.

The language is used to clarify the meaning, give instructions, value the functions and feedback. The students are going to feel much better if they understand everything. Before starting a task, the teacher gives the details clearly, trying to avoid students’ worry or afraid in front of the new topics and they can face the activity sure of themselves.

Behind the learning, it is important to create chances in order to put into practice the learned topics. Finally it is necessary to think about the activities which were done in the classroom. The evaluation is not approached towards specific linguistic affairs; it aspires to be global, for example, an interview.
Method of the Total Physical Response, TPR

The total physical response is a method of teaching languages that combines the speech with the action and proposes to teach the language through the physical activity.

Developed by J. Asher, Teacher of psychology from the State University of Saint Joseph, California, this method deals with the theory of memory in psychology. A connection with the memory can be stronger if it is established with the oral drilling or through the association with a motor activity.

J. Asher studies the coordination among the speech and action in the acquisition of the first language, it tries to adjust the characteristic of that process to the learning of the second language. In the acquisition of the first language, the child acquires the linguistic code by means of the commands that he receives, first he gives physical responses before beginning to produce linguistic answer in the learning of the second language.

Asher shows that, in many situations, the meaning of the second language can be transmitted by actions, adults can answer by actions in the process of learning, they observe others and in their answer they acquire the new linguistic code.

The objective of the Total Physical Response is to develop the oral competence in the initial levels of the second language. It gives special emphasis the development of the skills of understanding before teaching to speak, it takes more importance to the meaning than the form, and it’s focused to minimize the stress of the learning process by the physical actions and games.

The method is based in structuralism reasons of the language. Asher considers to the verb, specially the imperative verb, as the linguistic element around which is organized the use and the learning of the lingo

The conception of learning answer is behavioral based in the stimulus – answer model. The grammar is taught inductively, because from the first moment, the method requires the attention to the meaning. The basic linguistic unit is the sentence and follows the lexical and grammatical criteria to choose the elements of teaching. The exercises with imperatives and the performance with commands of the teacher are the basic activities which are performed.
The students have little influence above the contents of learning; their basic roles consist in listening with interest, to answer to the orders of the teacher physically. This is an activate role which guides the actions that make students. The content is decided by students they present the models, choose the support materials and lead the interactions. The students must assimilate the basic rules and develop the oral ability according to their natural rhythm, correcting mistakes at the beginning.

**Associated techniques to this Method**

**Commands**

It is the main technique of this method. The orders are given to the students to perform actions, the action clears the meaning up, the professor also asks the students to put them into practice among them.

**Method of the Cooperative Learning**

The cooperative learning is a form to work in group, based in the collective construction of the knowledge, the development of mixed skills of learning and personal and social development where each member of the group is in charge of his / her learning as the rest of the members of the group.

The internal dynamics make to function the cooperative learning, it takes the characteristic that help teachers to structure the activities in such way that the students come to be independents positively, they become responsible to do their part of the job, work face to face to promote success of each one of them, using the social abilities properly, cooperative learning is maybe the technique with a great number of experimental studies, the teachers agree that the learning is deeper and long lasting.

According to different studies the cooperation compared with competition, individual efforts tend to result in high levels of achievement. The frequent use of high levels of reasoning will develop difficult tasks and guide to work towards the carrying the objectives out in spite of the difficulties, a great intrinsic motivation and a major devoting of time to a job. Besides the academic achievements already mentioned the formation in values and the positive interpersonal relationships develop effectively through the cooperative learning and must be the core of the learning community.
Competences to develop the Cooperative Method

1. To develop the ability to work in group, motivating the active participation of the students in the teaching – learning process.
2. The critical and logical thinking to confront the students with hard situations.
3. To look for and choose, organization and value of information
4. Capacity of reasoning
5. Creativity to discover the solution
6. Autocratic capacity or auto-evaluation above his / her own performance
7. Self learning.
8. Abilities of oral and written expression, ability to argue.
9. Solving problems, ability to negotiate.
10. Responsibility and honesty
11. Leadership
12. Flexibility
13. Planning of time
14. Ethic compromise
15. Attitude of tolerance, solidarity, respect to differences.

According to JOHNSON & JOHNSON, (1991) “The cooperative learning is the instructive use of small groups of students to work together and take the maximum for proper learning that it is produced in their inter-relationship.” (pg. 123)

The interaction in groups offers a possibility of detecting or neutralizing prejudices, pre-concepts, inhibition and so on. The cooperative learning is referred to a string of training strategies that include the cooperative interaction between student to student, about a theme as part of the process of learning.

The cooperative learning makes possible to understand the concepts that have to be learned through the discussion and resolution of the problems that is through a true inter-relationship. Using this method, the students also learn the social and communicative abilities. The effectiveness of the cooperative learning programs have been proved in many different schools, high schools and universities.
Associated Techniques of this Method

The Puzzle.-

It is also called jigsaw technique, in groups of five or six students who will work together. Each student will have to process the information individually, then they explain to the rest of classmates. The unique manner of learning the sections or parts of learning is explaining them to the rest of students and trusting in the individual group responsibility.

Tournaments of learning teams.-

They are teams of 4 or 5 students for the learning tournament. Behind the initial presentation of the content by teacher, the members of the teams study together. After this period of preparation, the teams have to show what they learned in the tournament.

Teams of learning by Decision.-

This method uses groups of 4 or 5 students, similar to the TGT, but substitute the tournaments by easy individual tests, the students realize after they have studied in their groups.

The teacher explains and presents the theme to each group. The students work in teams during different meetings, here they discuss, confront, make questions, elaborate conceptual maps, memorize, etc. he verifies that all the members of the team have learned about the theme. The scores of the tests are traduced to scores of the team by means of a system called performance by divisions.

Groups of research.-

It is the most complex of all and it is the best answer to the philosophy of the cooperative groups. It provides the students a great variety of experiences of learning than other methods, it also approaches to how student gets the knowledge and skills. These are some steps to follow:

1. The students choose specific subtopics from a theme or problem that normally is outlined by the teacher. Then, the teams are divided in small groups in function of the aspects to study.
2. The students and the teacher plan concrete goals to learn the chosen themes.
3. To develop the plan, the students analyze and summarize the information. While the teacher carry on with the advancement of each group and help them.

**Guided and structured cooperation.-** It forms groups of two, each member reads the first part of the text. Then the member repeats the information without looking at the text. Both work with the information. Then they read the second part of the text, interchanging the initial roles, and continue in this way until they finish the text. It’s based in the reading and summary of parts, questions and answers.

**Co-op Co-op.-** consists in: each group prepares a theme then, it is divided in parts, similar to the jigsaw. Each student must prepare an individual preparation of the assigned subtheme then, he / she will present to the group. The team creates the entire theme taking in consideration the subtheme, and then presents to the other groups. The evaluation is performed by the members of the team, classmates and the teacher.

**Individual Monitor or Tutoring.-** The groups are formed by couples of students, one acts as a student and the other as a monitor for learning concrete tasks. Better situations are given when there is enough control by the monitor and not when it is an absolute dominator.

**Learning by Multiple Intelligences**

The Multiple Intelligences (MI) point out the learning based in the philosophy of the characteristics of the human intelligence that have many dimensions which must be known and developed in education. Traditionally the evaluation was used to know our level of intelligence, this test was elaborated by Stanford – bidet, who described that the intelligence is unique and is born with the human beings.

Whereas these traditional evaluations were closing the circle; new currents of learning were developed. So the new multiple intelligences proposed by Howard Gardner in 1993, who identified that the dimension made by the traditional intelligence tests, they are measured logically, he outlines that the people have certain developed intelligences and others don’t.

Also, he thought that every person can develop by means of different types of motivation and combination, he argued that the multiple intelligences were for a varied group of learners with different types of intelligences, where the subjects had to face different ways of teaching and different kinds of learning.
GARDNER, H. (1983) tells “The pedagogy is much more important when it is taught in different forms of learning and knowledge inside a context of teams for learning” (pg. 123) according to this quotation the teaching and learning must focus the subject with individual characteristics and differences, this theory has already its principles by 1930, methods and movements, such as: individual learning, autonomous learning and strategies of learning.

Gardner proposes a general clue to the talents that each subject develops; he called it “Model of Multiples Intelligences”, which finished with the traditional ways of learning, like the intelligence quotation and others, giving origin to eight known intelligences.

1.- **Linguistic Intelligence.**- It is then main one because it develops the learning of a language and it is framed in the ability that motivates people to be lawyers, writers and others.

2.- **Logic Intelligence.**- Mathematics: develops the ability of thinking with rationality found in doctors, engineer, painters, etc.

3.- **Spatial Intelligence.**- Develops the mental ability models of the world, here we have the architects, sculptors, decorators, etc.

4.- **Musical Intelligence.**- Naturally it is posed and known by the singers, musical composers, musicians, dancers, so forth.

5.- **Corporal Kinesthetic Intelligence.**- It is developed in people, with coordination in different forms, it develops the body: athletes, surgeons craftsmen, etc.

6.- **Interpersonal Intelligence.**- It is the ability to understand, develop our talents, the happiness to solve situations and to develop a balanced life.

7.- **Intra-personal Intelligence.**- ability to work with other persons with abilities to sell and share in team and in this way to understand other persons.

8.- **Naturalistic Intelligence.**- it is ability of feeling the necessity of understanding and organizing the nature.
It is told that this idea of the Naturalistic Intelligence was pulled out by many teachers and the public in general, taking the first place in the institutions and teachers in the learning process, didactic persons, parents of family, these are framed in the learning by means of talents.

There are many other intelligences, but Gardner defend the eight models of intelligences, he says that the other inside of the eight intelligences. These intelligences in the child’s age end in the natural age of persons.

**Procedures of learning by Multiple Intelligences**

Christi Son describes that the low level of learning of a language or a signature is due to that there isn’t a physical description of the object, that is:

- To teach by means of the different intelligences that every student develop, this activity is performed by the professor to obtain a feedback and emphasize this activity, getting experiences, developing activities, without forgetting to put students in team or couples.

- Learning through the transference of intelligence, through the application in the daily life, developing activities through passing the unit or lesson that it is learning through teams of work or in couples.

- The amplification of intelligence by means of which the students carry objects to the classroom to use them, so the students describe the object, using the five senses; the activity includes taking notes about the described or discussed topic.

- This activity of describing objects through giving opportunities to students, develops the different intelligences, in this case to develop the linguistic intelligence, the student will make many activities of description of objects.
PART III

METHODOLOGY

Approach of the research

The investigation is sustained by the co-relational paradigm of quantitative and qualitative characteristic. Quantitative because it uses numeral data with the descriptive statistic results which will be analyzed thought a critical way, with the support of the Theoretical Frame.

Basic manner of investigation

- It is a bibliographic – Documental research, because it is based in the investigation from books, modules, newspapers, magazines, internet and other useful and reliable tools to strengthen this research.
- It is also a fielding research, because the investigator collected information in the selected place to get the information and process it in a quantitative and qualitative way.
- It is a social participation investigation, because the investigator approaches an alternative for solving the problem.

Types of Research

- Explicative
- This Project attempts to do this research to conceptualize ‘Motivation’ as the main tool for learning English, many topics regarding to this theme were investigated from different sources such as, books, internet, magazine and others.
- Association of variables
  This research was developed taking into consideration the influence between the Independent variable, ‘Motivation’ and the Dependent variable, ‘The learning of English’, according to the plan in the guideline questions.
• Population and sample
The universe of this investigation includes authorities, teachers and students and other people who were selected to participate in the project. All of them provided true data regarding to the problem of the investigation, in order to get satisfactory results as an answer to the objective of the research.

Chart Nº 1: POPULATION AND PERCENTAGE

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorities</td>
<td>1</td>
<td>0.93 %</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>9.26%</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>89.81%</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

According to these data, the investigated population is of 108 (one hundred and eight people). The research was performed with the total of the universe, not with a sample.

Operationalization of the variables

• The motivation
• The Process of learning English.
OPERATIONALIZATION OF THE VARIABLES

Independent Variable

The Motivation

<table>
<thead>
<tr>
<th>CONCEPTUALIZATION</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
<th>BASIC ITEMS</th>
<th>TECHNIQUES-INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Process</td>
<td>Organized activities or events with a determined objective.</td>
<td>1) Do you consider that the motivation influence correctly for a significant learning of language?</td>
<td>Technique</td>
</tr>
<tr>
<td>Psychological</td>
<td>Psychological</td>
<td>A document with the analysis of the educational process.</td>
<td>2) Are the English classes that you teach motivating?</td>
<td>Survey</td>
</tr>
<tr>
<td>Sociological</td>
<td>Sociological</td>
<td>Positive attitude towards the protection environment.</td>
<td>3) Do you believe that you know enough strategies for you English classes?</td>
<td>Poll Instrument</td>
</tr>
<tr>
<td>Theories Maslow</td>
<td>Theories Maslow</td>
<td>Pleased with the satisfaction of their needs.</td>
<td>4) Do you believe that the English books that you use are motivating?</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>‘Attribution’</td>
<td>‘Attribution’</td>
<td></td>
<td></td>
<td>Applied to students and teachers</td>
</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td></td>
<td></td>
<td>Technique</td>
</tr>
<tr>
<td>Necessity</td>
<td>Necessity</td>
<td></td>
<td></td>
<td>Interviews</td>
</tr>
</tbody>
</table>

The motivation is sustained and guided process of behavior to reach an objective that satisfies an important necessity in an individual’s in a specific moment.
OPERATIONALIZATION OF THE VARIABLE

Dependent Variable
The English Learning process

<table>
<thead>
<tr>
<th>CONCEPTUALIZATION</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
<th>BASIC ITEMS</th>
<th>TECHNIQUES-INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Significant learning of English is a process of building and rebuilding, knowledge abilities, attitudes, values, directed to an integral formation of the human being for life and work.</td>
<td>Process Pedagogy Didactics Communicative approach, Total physical response methods. Building and Integration Integral Formation</td>
<td>Organized and well structured syllabus for the teaching and learning process of the English language. Technological and essential tools implemented to motivate the English language classes. Psychological, affective and scientific knowledge to perform effectively.</td>
<td>6. Do you know the methodology that you use in your English classes 7) Do you know about the emotional intelligence for learning English? 8) Do you consider that your teacher gives importance to the different ways of learning of his students? 9) Do you consider that the teacher has to apply an active methodology for the English Language teaching? 10) Does your teacher apply activities in groups?</td>
<td>Technique Survey Instrument Questionnaire Applied to students and teachers Technique Interview Instrument -Guide of questions to teachers and authorities.</td>
</tr>
</tbody>
</table>
Techniques and Instruments

- Interview: directed to the Director of the institution. The instrument will be the guide of the prepared interview with open questions, to get information about the investigated variables.
- Survey: directed to teachers and students of the second level of proficiency of English Language, the instrument will be the prepared questionnaire with closed questions to obtain information about the variables of study

Validity and Reliability

The Validity and Reliability is based in the responsibility and honesty, at the moment of getting the information from people who participated in the research.
**Chart N° 2: PLAN TO RECOLLECT THE INFORMATION.**

<table>
<thead>
<tr>
<th>BASIC QUESTIONS</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- For what?</td>
<td>To determine the influence of the motivation in the students of sufficiency of English Language in the second level of the Department of languages ESPE</td>
</tr>
<tr>
<td>2.- Which people?</td>
<td>Director, teachers and students</td>
</tr>
<tr>
<td>3.- About what aspects?</td>
<td>The motivation and the learning of the English.</td>
</tr>
<tr>
<td>4.- Who?</td>
<td>Luis Suquillo</td>
</tr>
<tr>
<td>5.- To whom?</td>
<td>To the universe of persons investigated</td>
</tr>
<tr>
<td>6.- When?</td>
<td>March 2012</td>
</tr>
<tr>
<td>7.- Where</td>
<td>Department of Languages ESPE</td>
</tr>
<tr>
<td>8.- How many times?</td>
<td>One</td>
</tr>
<tr>
<td>9.- What techniques of gathering?</td>
<td>Interview and survey</td>
</tr>
<tr>
<td>10.- With what?</td>
<td>Questionnaire and guide for the interview</td>
</tr>
<tr>
<td>11.- In what location?</td>
<td>In the classroom and the office</td>
</tr>
</tbody>
</table>

**Prepared by:** SUQUILLO, Luis

**Plan to process the information**

- Critical review of the information received; that is, cleaning unreliable information, incomplete, no relevant and so on.
- Repetition of the information gathered, in certain cases individuals, to correct errors of replying.
- Management of information.
- Statistic study of data for introducing results.
  Analysis and Interpretation of Results
- Analysis of the statistic outcomes, pointing out tendencies or relations according to the objectives.
- Interpretation of results, with support the theoretical frame.
  Setting up of conclusions and recommendations

Outline of the proposal

According to the necessities of the authorities, teachers and students of the second level of English of proficiency of the Department of Languages- ESPE presented in the educative institution. It will be very important to develop a handbook to improve motivation in the students for the teaching – learning of the foreign language.

This manual will try to provide the tools for teachers to motivate the teaching – learning of the students and teachers of the Institution. This manual of motivation strategies for the teaching of the English language suggests activities to improve the teaching and learning process, authorities, teachers and students can progress with reliable elements to attain different ways of motivation in order to achieve educative quality in the Institution.
PART IV

ANALYSIS AND INTERPRETATION OF RESULTS

After, having collected the information about the improper application of strategies of motivation of the Learning of the English Language, through the survey applied to the students of the second level of English with their teachers and the coordinator of the department of English language – ESPE Chillos Valley. The survey was applied in each course with the presence of each teacher. There was a good collaboration of students, teacher and authorities. The analysis and interpretation of the information is based in the answers given by the actors.

Survey Applied to the Students

**Question Nº 1:** Do you consider that the motivation influence positively to the significant learning of the English language?

**Chart Nº 3**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>68</td>
<td>70%</td>
</tr>
<tr>
<td>Frequently</td>
<td>22</td>
<td>23%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: study about the Motivation to the Learning of the English, in the second level ESPE – Chillos Valley. September 2011 – March 2012
ANALYSIS AND INTERPRETATION

From 97 students surveyed, the 93%, answered affirmatively; 7%, consider that motivation does not influence in the learning of the English language.

Conclusion: The English teachers should implement motivation strategies to teach English

Suggestion: According to the information collected; the majority of students of the second English level consider the motivation as an essential factor in the classroom for the learning of the English Language.
**Question Nº 2:** Are the English classes that you receive motivating?

**Chart Nº 4**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Frequently</td>
<td>50</td>
<td>52%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: study about motivated English classes, in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**Graph Nº 4**

Prepared by: SUQUILLO, Luis

Source: study about motivated English classes, in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From 97 students surveyed the 67% equivalent to 65 students agreed that they received motivating English classes and 33% represent 32 students agreed that their English classes were boring.

**Conclusion:** analyzing the information, a great number of students affirmed that the English classes are motivating; so they study English to develop the skills of the language and communicate through it effectively

**Suggestion:** it is recommended that the English teachers must begin their classes applying techniques of motivation.
**Question Nº 3:** Do you believe that the teachers who teach the Language know strategies of motivation?

**Chart Nº 5**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Frequently</td>
<td>48</td>
<td>49%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41</td>
<td>42%</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: study about the strategies of motivation in the second level ESPE – Chillos Valley.  
September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From the 97 students surveyed, the 55% answered affirmatively 48% answered negatively.

**Conclusion,** half of the students in the second English level ESPE consider that the teachers apply strategies of motivation and the learning of the language is not difficult.  
**Suggestion:** It is recommended that the English teachers should know about motivation strategies to improve their teaching.
**Question Nº 4:** Do you consider that it is necessary that a teacher besides the oral and written activities should also prepare motivation strategies?

**Chart Nº 6**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>83</td>
<td>86%</td>
</tr>
<tr>
<td>Frequently</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about teachers’ preparation to motivate students in the second level ESPE – Chillos Valley. September 2011 – March 2012

### ANALYSIS AND INTERPRETATION

The 92 students represent the 95% answered that teachers should also motivate students.

**Conclusion:** Most of the students consider that teachers have to know about strategies of motivation additionally to the oral and written knowledge of the English language.

**Suggestion:** It is recommended that the English teachers start their classes motivating their students.
**Question Nº 5:** Do you believe that English books you use are motivators?

**Chart Nº 7**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Frequently</td>
<td>43</td>
<td>44%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>31</td>
<td>32%</td>
</tr>
<tr>
<td>Never</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about English books motivators in the second level ESPE – Chillos Valley.  
September 2011 – March 2012

**Graphic Nº 7**

Prepared by: SUQUILLO, Luis  
Source: Study about English books motivators in the second level ESPE – Chillos Valley.  
September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From the surveyed population, the 13% answered always; the 44% told frequently; the 32% said sometimes, the 11% answered never.

**Conclusion:** According to the survey, almost half of the students of the second English level consider that the English books they use are not a didactical resource to motivate the learning process.

**Suggestion:** it is recommended the students should participate to select the English books.
**Question Nº 6:** Do you consider that the methodology your teacher use is good for the learning of English?

**Chart Nº 8**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Frequently</td>
<td>56</td>
<td>58%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22</td>
<td>23%</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the methodology for the learning of English, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

13% agreed, 58% affirmed frequently and 23% answered negatively.

**Conclusions:** Half of the students consider that teachers apply methods for learning English.

**Suggestion:** It is recommended that teachers should apply methods in the process of teaching and learning English.
**Question Nº 7:** Do you know the methodology about the emotional Intelligence for learning of English?

**Chart Nº 9**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Frequently</td>
<td>31</td>
<td>32%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>34</td>
<td>35%</td>
</tr>
<tr>
<td>Never</td>
<td>29</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the emotional intelligence, in the second level ESPE – Chillos Valley.  
September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

In my opinion from the 97 surveyed students, the 35% answered affirmatively and the 65% negatively  

**Conclusion:** After analyzing the information, we assume that students never learned about the emotional intelligence for learning English.  

**Suggestion:** it is recommended that English teachers should know about the methodology of emotional intelligence.
**Question Nº 8:** Does your teacher consider the importance of the different forms of learning of their students?

**Chart Nº 10**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>19</td>
<td>20%</td>
</tr>
<tr>
<td>Frequently</td>
<td>47</td>
<td>48%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>27</td>
<td>28%</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the importance of the different forms of Learning in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

68% of the surveyed population agreed that teachers take into account the different styles of learning of their students, 32% do not consider important the different styles of learning of their students.  

**Conclusion:** Analyzing the results the majority of teacher do not give importance to the different styles of learning of their students. This behavior takes students to a passive attitude for learning the English language.  

**Suggestion:** It is recommended that teachers must take into consideration the different styles of learning in their planning.
**Question Nº 9:** Do you think that teachers have to apply an active methodology for the teaching of the English language?

**Chart Nº 11**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>76</td>
<td>78%</td>
</tr>
<tr>
<td>Frequently</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis
Source: Study about an active methodology in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

The 78% of the surveyed population agreed that teachers should use an active methodology for teaching students. The 17% consider that teachers should frequently use an active methodology, while the 5% answered negatively.

**Conclusion:** based on the analysis of the data collected, it’s possible to conclude that a high percentage of students of the second English level consider that teachers have to apply an active methodology in the process of teaching and learning English.

**Suggestion:** teachers should apply an active methodology to motivate students and to achieve better results in the process of teaching and learning the English language.
**Question Nº 10:** Does your teacher develop activities to make students work in groups?

**Chart Nº 12**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>45</td>
<td>46%</td>
</tr>
<tr>
<td>Frequently</td>
<td>33</td>
<td>34%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>19</td>
<td>20%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about the activities in groups in the second English level ESPE – Chillos Valley.

September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

80% of the population surveyed agreed that a high percentage of teachers make activities in groups, the 20% consider that they make activities in groups frequently.

**Conclusion:** According to the analysis of the data collected a high percentage of teachers make students work in groups. This is reflected in the good attitude that students have for learning English.

**Suggestion:** It is recommended that the English teachers should put into practice the activities in groups this permits that students share their knowledge.
Question Nº 1: Do you consider that the motivation influence positively to the significant learning of the English language?

Chart Nº 13

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Frequently</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about the motivation to the Learning of English, in the second level ESPE – Chillos Valley. September 2011 – March 2012

ANALYSIS AND INTERPRETATION

90% of the population surveyed (10 teachers) affirmed that the motivation is an important factor in the learning of language; 10% consider that, the motivation helps to the process of learning of a language frequently.

Conclusion: According to the interpretation of the data collected, 9 from 10 teachers consider that the motivation is an essential factor inside the classroom, it influences for the learning of English positively, it helps to maintain the students interest.

Suggestion: it is recommended that English teachers begin their classes motivating to their student
**Question Nº 2:** Are the English classes that you teach motivators?

**Chart Nº 14**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Frequently</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about the English classes motivators, in the second level ESPE – Chillos Valley.
September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From the population surveyed, 4 teachers that represent the 40% agreed that their English classes are always motivating, 6 teachers that corresponded to the 60% answered that their English classes are frequently motivating.

**Conclusion:** According to the analysis, the majority of the surveyed population believe that their classes are motivating, therefore students are motivated to learn the English language.

**Suggestion:** It is recommended all the English teachers have to apply techniques of motivation in each class in order to get better result
**Question Nº 3:** Do you know strategies of motivation to the teaching of English?

**Chart Nº 15**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the strategies of motivation to the teaching English, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**Graphic Nº 15**

Prepared by: SUQUILLO, Luis  
Source: Study about the strategies of motivation to the teaching English, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From the population surveyed, 9 teachers that represent the 90% answered that they know strategies of motivation and they always put into practice in their classes, 1 teacher that corresponded to the 10% replied that they don’t know enough strategies of motivation.

**Conclusion:** According to the analysis, more than the half of the second level English teachers know about strategies of motivation in order to improve and keep the interest of their students for learning the English language.

**Suggestion:** it is recommended that the English teachers should know up dated strategies of motivation for their classes.
**Question Nº 4:** Do you consider necessary that the teachers besides of well know oral and written of English should also prepare to motivate their students?

**Chart Nº 16**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Frequently</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO Luis

Source: Study about the trained teachers to motivate, in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**Graphic Nº 16**

Prepared by: SUQUILLO, Luis

Source: Study about the trained teachers to motivate, in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

According to the results of the survey, 9 teachers that represent the 90% consider that the teachers always prepare activities to motivate their students, 1 student that represent the 10% also agrees.

**Conclusion:** Fortunately nine of ten teachers consider that they are prepared to motivate their students, avoiding traditionalist methods for teaching English and making their classes more interesting.

**Suggestion:** It is recommended that the English teachers should always prepare activities to motivate their students in each class and to create a good atmosphere for learning.
**Question Nº 5**: Do you believe that English books you use are motivators?

**Chart Nº 17**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the motivators books in the second English level ESPE – Chillos Valley.  
September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

From the 10 surveyed teachers, 7 teachers that represent the 70% answered that the English books are frequently motivators; 3 teachers that represent the 30% responded that English book are sometimes motivators.

**Conclusion**: According to the analysis making the analysis, most of the teachers think that the English books used with the students of the second English level are motivators. Teachers and students agreed in this question almost in the same percentage.

**Suggestion**: It is suggested that teachers also take into consideration the opinion of the students in order to choose the books for the English learning.
**Question Nº 6:** Do you know what methodology is used for the learning of English Language?

**Chart Nº 18**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis  
Source: Study about the methodology to the English Learning, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**Graphic Nº 18**

Prepared by: SUQUILLO, Luis  
Source: Study about the methodology to the English Learning, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

The 30% of the surveyed teachers agreed that they have knowledge of methodology; the 70% answered that they have some knowledge of methodology to teach.  

**Conclusion:** From the analysis, these results demonstrate that most of the teachers know about methodology that they use in the teaching and learning process.  

**Suggestion:** It is recommended to take in consideration that everything is in constant transformation and growth, so teachers have to be aware that methodology changes too.
**Question Nº 7:** Do you use the methodology of the emotional Intelligence for the teaching of English language?

**Chart Nº 19**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis
Source: Study about the Emotional Intelligence for the teaching of English, in the second level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

In relation to this question, the 10% of teachers know the methodology of the emotional learning; the 70% know something about it and; the 10% only a little; and finally the 10% of teachers don’t know anything about this methodology.

**Conclusion:** Analyzing the results, we appreciate in the Graphic that more than the half of teachers apply this methodology in the teaching-learning process. For this reason, the academic achievements have been successful. The students have taken advantage, getting an emotional welfare and a psychological adaptation for the learning of the English language.

**Suggestion:** It is recommended that teachers must take into consideration the emotional intelligence to teach.
Question N° 8: Do you take in consideration the multiple intelligences theory to develop the teaching – learning process?

Chart N° 20

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Frequently</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about the multiple intelligences theory, in the second level ESPE – Chillos Valley. September 2011 – March 2012

ANALYSIS AND INTERPRETATION

According to the information gathered in the surveys, the 20% teachers answered that they always take in consideration the methodology of the multiple intelligences in their classes; the 60% teachers said they do it frequently; the 20% teachers answered that they considerate this methodology sometimes.

Conclusion: The analysis reflect that a great number of teachers of the second English level at the ESPE apply the multiple intelligences theory for the developing their classes.

Suggestion: It is recommended that teachers must know about the multiple intelligences theory to apply in their teaching-learning process.
**Question Nº 9:** Do you apply an active methodology for the teaching of the language?

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tr>
<td>Always</td>
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<tr>
<td>Frequently</td>
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</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis
Source: Study about an Active Methodology in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION**

10% of the surveyed population applies an active methodology in their classes, the 40% answered that they always apply an active methodology in their classes; the 50% affirmed that they do it frequently; and, the 10% said that they put into practice sometimes.

**Conclusion:** According to the analysis four of ten teachers always apply an active methodology; five of ten teachers frequently do it. Almost all the teachers use an active methodology to achieve better results so that their students learn the English language; this shows that the motivation is important for the students of the second English level.

**Suggestion:** It is recommended that the English language should be used inside and outside the classroom, especially in the educative institution.
**Question Nº 10:** Do you use the cooperative method in your classes?

**Chart Nº 22**

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
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<tr>
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<td>60%</td>
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<tr>
<td>Sometimes</td>
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<td>10%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Prepared by: SUQUILLO, Luis

Source: Study about the Cooperative method, in the second English level ESPE – Chillos Valley. September 2011 – March 2012

**ANALYSIS AND INTERPRETATION.**

From the population surveyed, 3 teachers that represent the 30% answered that they always use the Cooperative method in their classes, 6 teachers that corresponds to the 60% answered that they frequently use and 1 teacher that represents the 10% answered that sometimes.

**Conclusion:** According to the analysis most of teachers of the second English level agree that they use the cooperative method, because it helps the development of the self-esteem and self-confidence, essentials factors to encourage motivation and improve the learning of students in the classroom.

**Suggestion:** It is recommended that the English teachers of the second level at the Department of languages ESPE must use the cooperative method to let students interact.
**Directive Question**

**Triangulation of results.**

As a result of this investigation we assume that motivation affect a real and significant learning of the English language, outstandingly determined by the students of how the teachers apply motivation in their classroom. Teachers must consider the opinion of the students about the teaching – learning process to determine their needs and to receive suggestions for improvement. There is an outline of general rules that teachers need to implement in their classes, to maintain the motivation of the students, in the second English level of proficiency of the Department of language ESPE.

To conclude it is necessary to elaborate a handbook that propose alternatives of development in order to increase motivation, because it influences positively in the learning of the English language.

This handbook will present suggestions, supported by scientific investigations they are lively and they promote the sharing of experiences among teachers of the institution. This handbook will be a useful guide to encourage the application of Motivation Strategies for the teaching and learning process of the second English level of the Department of languages- ESPE, Chillos Valley, consequently they suggest an innovative and active Methodology that guides a teaching - learning process of quality.
PART V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Teachers and students consider that motivation, is an essential factor for any type of learning; specially for the acquisition of a foreign language.

2. Teachers and students don’t agreed that their classes are motivating, most of the students consider that their English classes are frequently boring.

3. Most of the students think that the learning of English is a fun activity other students say that the English classes are boring and unpleasant.

4. The students of the second English level of the Department of languages acknowledged that teachers not always apply motivation technique so their classes are sometimes boring.

5. If cognitive and psychological aspects are not taken into consideration with the corresponding importance, motivational English classes may be lowered at the Department of languages.

6. More than a half of teachers don’t implement interactive methodologies and they know up dated techniques and strategies.
Recommendations

1. The English Language Teachers should be prepared with up-dated motivation strategies and the use of active methodologies continuously that will help their students to complete their sufficiency levels effectively.

2. There must be good relationship and communication between teachers and students, so they can interact and speak about their expectations, wishes, achievements, failures and so on.

3. The proposal is that teachers can create a good atmosphere in their classes which will provide a significant learning of the English language.

4. The students should participate in the selection of the English books, because teachers consider that they are a material motivator, the students think all the contrary.

5. To promote the implementation of the Handbook of Strategies of Motivation. This manual will support the students in order to be interested in the English classes and above all they will be motivated for learning the language.

6. It is very important to diminish the anxiety and stress of students at the beginning of the class in order to get motivated students for the English language learning.
PART VI

THE PROPOSAL

THEME: MANUAL OF STRATEGIES OF MOTIVATION FOR THE LEARNING OF THE ENGLISH LANGUAGE

Informative Data

**Institution:** Department of languages ESPE, en el Valle de los Chillos.

**Beneficiaries:** Students and teachers of the second English level.

**Localization:** Ave. General Rumiñahui S/N Sangolquí.

**Time for the performance:** 22 days

**Responsible technique team:** Investigator

Managing’s

Committee of teachers

**Cost:** $300

Antecedents of the Proposal

As a result of the investigation, verified in the interviews, polls, etc, and taking into account the necessities of authorities, teachers and students of the department of language ESPE, Valle de los Chillos, it is required to elaborate a manual (handbook) in order to improve the motivation in the process of teaching and learning English to achieve a significant learning.

This handbook will try to provide tools for the teaching staff, to motivate the teaching – learning of the students and teachers of the institution. The manual of motivation for the teaching of English language suggests activities, through them, the authorities, teachers and students can go forward with indispensable elements, to have new forms of motivation and to obtain educative quality in the institution.
Justification

The importance of motivation has been already analyzed in the theoretical frame, it supports that an essential factor in the learning of a foreign language is motivation. If the students have a high level of motivation, they will reach satisfactory results in their learning process of the acquisition of language.

For this reason, it is imperative to look for forms of increasing the desire for learning English, mainly, creating situations of communication where the students can feel the pleasure of understanding and expressing their ideas, using the foreign language.

Objectives

General objective

To select and design appropriated strategies of motivation to increase the interest for learning the English language of the students of the second English level of the department of languages ESPE, Valle de los Chillos.

Specific Objectives

• To promote the students interest for the English language by means of games, music, use of tics, audio – visuals and workshops, creating a favorable environment for this objective.
• To enable teachers of the second level of proficiency of the English language from the department of languages ESPE, Valle de los Chillos with appropriated techniques and strategies of motivation and increase their interest to handle the manual properly.
• To elaborate a hand book of motivation to improve the teaching – learning of the students of the second English level of the department of languages - ESPE, Valle de los Chillos.

Analysis of Feasibility

It is important to elaborate a manual of strategies of motivation for the English learning”, it will be a didactical guide for teaching and will provide a basis of sure and trusty support. It has the best alternatives to be used by the authorities and teachers of the department of language - ESPE, Valle de los Chillos. The main reason is to accomplish a real learning of the English language.
The manual will contribute to achieve the mission and the vision of the department of languages - ESPE, Chillos Valley, because it is directed to improve the English language learning, in this way, the institution is going to get educative excellence and quality.

The theoretical benefit is based in up-dated and expert information about the theme, and proposes a solution to the problem of motivation for an effective English language learning. The work is feasible because it takes in consideration material, technological, bibliographic and economic resources as a final purpose.

**Foundation**

The manual of “strategies for motivation of the English language learning” is build up under the critical approach of the constructivist paradigm, because the model helps students to be active participants and builders of their own knowledge.

The English learning process do not need to be a boring and unreachable task, therefore motivation will encourage students to begin and complete their objectives when learning the English language which means to train and develop the intellectual functions that produce the knowledge under the traditional paradigms, if it is not a commitment that teacher must be prepared, he / she has to continuously be updated in his / her scientific and technological knowledge, in order to guide his / her students appropriately this means teachers should provide the opportunities to have an integral education of quality to make conscious, creative and responsible individuals, as well as compromised citizens practicing values and solidarity, looking for social transformation, justice and freedom.

**Manual’s Definitions**

A manual is a tool containing useful techniques and strategies to improve the English teaching and learning process. It is also a guide to organize and develop didactic material for an effective classroom management. It is basically an instrument for communication which will help students to develop the speaking skill.
There are different kinds of manuals to satisfy different types of necessities. They can be considered a systematic body with activities to be developed by the members of organizations, and the procedures to perform such activities

**Importance**

Nowadays the complexity of technological innovation and the competitive market, typify the modern way of management in any institution. Executive directors think that good elaboration and the appropriated diffusion of objectives, politics, strategies and norms in the administrative and operative routines are indispensable to achieve the aims.

In most of the institutions, manuals, handbooks are necessary tools to perform efficiently consequently these are designed to meet the requirements of current approaches for language teaching. At present times, didactical guides have become useful materials to direct and to create an appropriate atmosphere to improve the process of teaching and learning a language.

The purpose of this manual is to offer concise, clear and up-date description of the activities presented. We do not consider that this material is finished and completed, it is opened for evaluation so as to make the necessary changes.

**Advantages of the use of manuals**

- It is a synopsis of functions, structures and procedures to be developed, elements which are not easy to gather separated.
- Simplify actions if teachers face unclear situations in class.
- Keep homogeneous performance when students do not want to participate and present excuses.
- Classroom management and control by supervisors are not difficult. It defines with accuracy the delegated actions.
- It is possible to give in-service training when teachers enter to the profession.
- Teachers can work out time and objectives, they can offer solution as soon as any problem appears.
- Place the participation of each student in the right place according to the objectives.
Structure of a Manual

- Title
- Content: shows the parts, sections of the manual
- Index: number of pages, titles and subtitles in sequence
- Introduction: explain the purpose of the handbook; enclose comments that help to the reader in order to clarify commended contents and attitudes.
- Introduction.- present the good use of the manual
- Main Body.- It is the most important part and the real reason of the manual
ESCUELA POLITECNICA DEL EJÉRCITO

Department of Languages

MOTIVATIONAL STRATEGIES MANUAL
FOR LEARNING ENGLISH

2012
## INDEX PROPOSAL

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</tbody>
</table>
PRESENTATION

The “Motivational strategies manual for the English language learning” is a contribution to the educative process. It gathers didactic material for motivation and different suggestions taking in consideration that students sometimes lack of a right stimulation to develop their language skills.

The manual is prepared as a didactic proposal in order to be used as soon as possible to improve the quality of education in the institution. It contains important theories related with the topic and it also present some material to put into practice, gathering all the factors and elements presented in the guide to achieve the proposed objectives.

INTRODUCTION

Educational requirements for the learning of the English Language demand real changes in the educative process, in order to get a foreign language learning renovation. Bearing this issue in mind it is possible to attain significant changes which encourage students to receive appropriate formation according to the necessities of a new world in the XXI century consequently it is imperative that language teachers come across with pedagogical reforms coinciding with the current demands of the society.

Nowadays, it is not possible to imagine the teaching – learning process without stimulating the students motivation to achieve their active participation in the teaching and learning process which will also increase their autonomous learning.

This manual presents motivations strategies for the learning of the English language. They are based in playful activities, videos and most of all a whole range of activities applied in the TICS which develop the basic language skills.

METHODOLOGY

The implementation of appropriated motivation strategies will facilitate the task of teaching, with the application of different techniques, teachers will be able to encourage students to achieve their educational objectives and their professional success.

New methods, resources and different ways of teaching will improve the English teaching – learning process furthermore the attainment of necessary knowledge and the development of the
language skills which allow them to acquiring an effective and efficient knowledge of the English Language. This manual will serve as guide to make students participate in class and become an autonomous learners.

Operative model

This handbook is a useful tool for facing the problem of the lack of motivation of students of the department of languages ESPE, Chillos Valley, this handbook represents a practical guide and useful tool for supporting teachers and learners with its use the teaching and learning process will be enhanced, it has ordered and systematic information, the activities are guided to get the efficiency in the practice of English language.

The motivations strategies manual for the learning of English language is dynamic, it will be fastened to periodical revisions, in order to fit and adjust to the changing necessities of the education, neither will be inflexible nor will limit the creative capability of the teachers and students, on the contrary, it will take in consideration the new ideas that help to improve the efficiency of the teaching – learning in concordance with the mission, vision and aims of the ESPE.

CONTENTS

Playful activities in the teaching – learning process of English

Through the game a relaxed environment is created, where real learning takes place, this support comes from zdybiewska (1994), he believes that the games are good manners to put in practice the language, and give the students the chances to use the language in the true life.

The games promote, entertain and provide fluency in the language. The games have benefits and effectively for teaching the vocabulary in different forms. In first place, the games bring looseness and entertainment to the students, and help them to retain and learn new words more easily. In the second place, usually, the play carries to improve the required motivation for the English learning.

The students experiment, discover and interact in a pleasant atmosphere by means of the game (Lewis, 1999). The play adds variation for a class and increase the motivation. The students learn English through the games in the same way as they learned their mother tongue without being conscious of it, and without nervous pressure.

The general benefits of the games are:

- Foster the creative and spontaneous use of the language
- Promote communicative competence
- Motivate
- Enjoy
- Reinforce the past times and spread the communication and grammar approach
- The teacher acts as facilitator
- Foment the participation of the whole class
- Push forward a healthy competition
- Allow to use the four skills of the language
- Adaptable for the age, level and interest easily

**Suggested Games**

1. **Scrambled Words**

   ![Scrambled Words]

   **Objective:** Identify names of persons, professions and places of birth.
   **Resources:** pasteboard, markers or color pencils, blackboard, clock
   **Time:** 20 minutes
   **Skill:** Speaking and writing
   **Development:** Divide the class in teams and give to each team a sheet of pasteboard that represents the scramble words, the teacher will show names, professions and places of birth, there is a defined time, the team that have found more words will be the winner
   **Evaluation:** It’s suggested to use the technique of observation or the list of compare and contrast and to apply the Rubric suggested in this manual.

2. **Play & Learn**

   **Objective:** Write names of persons, animals, cities
   **Resources:** blackboard, bond paper, markers and colors
   **Time:** 20 minutes
   **Development:** Divide the class in small groups of four students, write the name of the person, animal and city that listen from the other team, the team that more sentences have with the given words of the team in competence.
**Evaluation:** It’s suggested to use the technique of observation or the list of compare and contrast and also the suggested rubric.

3. **Correcting Mistakes**

**Objective:** It is important to stress the fact that the sentences initially presented are unacceptable, and to make corrections on the board so that the students are left with the image of the correct sentences at the end of the activity.

**Resources:** teacher, students, pencils papers and ideas

**Time:** all time

**Skills:** writing and reading

**Development:** Identifying and correcting mistakes in English, to encourage monitoring by students of their own mistakes.

Write up a few sentences on the board that have deliberate mistakes in them, if you wish, tell the students in advance how many mistakes there are in each sentences with their help, correct them.

There are some examples of possible sentences in the box in order of difficulty, together with the corrected versions or better, use (anonymous) examples taken from their own written work.

**Evaluation:** It is suggested to use the technique of observation or the list of comparing and contrasting, and also the suggested rubric.

4. **Crossword Puzzle**
Objective: The purpose of this site is to provide stimulating, interactive resources for children

Resources: Photocopies of empty crossword grids, cheats of paper, teacher, students.

Time: 45 minutes

Skill: Vocabulary building, devising clues and questions

Development:

1. Display an employ crossword puzzle grid. Ask the class to give you the name of an animal, write this animal into your grid and then block out the space at the beginning and end of the word.

2. Explain how crosswords work and show how solution words are always interconnected in such a way that nonsense words do not appear. Ask the students for words that would fit and add these into the grid.

3. Show the class how to label the crossword grid with numbers for the clues. Now ask the students to think of possible definitions that could form the clues to find the answer.

4. Now divide the class into pairs or small groups of three to four students to make teams. Give each team a photocopy of an empty crossword grid. These should all have the same format, for example, 9 x 9.

5. The teams now have to think of English words to fit into the grid. The words should be from a theme you are dealing with in class, for example, nature and animals.

Evaluation: It is suggested to use the technique of observation or the list of comparing and contrasting, and the suggested rubric.

5. Discussion

Objective: To develop in the students their vocabulary and put in practice their speech.

Resources: a good topic, teacher and students.

Time: 20 minutes

Skill: speaking and listening

Development: Classroom discussions typically begin with the teacher describing the goal or purpose of the discussion. Sometimes discussions may be initiated by the posing of an opened question. Teachers can employ a number of techniques to encourage students to participate in
discussions, including calling on specific people, or assigning students to be an “expert” or leader for various parts of the discussion. Many cooperative activities include a “small group” discussion as teams work together.

**Evaluation:** It’s suggested to use the technique of observation or the list of comparing and contrasting.

### 6. Chain Games

**Objective:** To use this activity to review specific groups of vocabulary such as food. Also to increase the vocabulary and the skills.

**Resources:** students, teacher and ideas.

**Time:** 20 minutes

**Skill:** Listening and speaking

**Development:** Students sit in circles in small groups, then explain the student 1 makes a sentences, students 2 repeats the sentence and adds to it, students 3 repeats student 2’s sentence and adds to it. Continue until a student can’t remember what to say.

**Evaluation:** It’s suggested to use the technique of observation or the list of comparing and contrasting

### 7. Map Making

**Objective:** a map is a representation of all or part of the surface of the earth on a plane. This activity will acquaint students with some of the problems associated with map making

**Resources:** Paper for each student (scarp paper is good) one tennis ball (or soft ball) for each student scissors, tape and pencils.

**Time:** 20 minutes

**Skill:** map skills

**Development:** students usually do not view map making as something that is done by people. This activity acquaints students with some of the problems associated with map, making, especially with transferring a round shape into a flat shape. It also raises their awareness of location of continents, latitude and longitude and other map skills
**Evaluation:** It’s suggested to use the technique of the observation of the list of comparing and contrasting.

8. **Question and answer**

![Crossword Puzzle]

**Objective:** To put in practice the language and get fluency

**Resources:** students, teacher and ideas

**Time:** 15 – 20 minutes

**Skill:** Listening and speaking

**Development:** This exercise is conducted only in the Target language students are asked questions and answer in full sentences so that they practice with new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

The type of controlled composition that uses a question and answer, allows students a little more freedom in structuring sentences. They are not given the actual text that they will write; rather, they are given a series of questions, the answer to which form the text. Carefully constructed questions will produce a coherent text.

**Evaluation:** It’s suggested to use the technique of observation or the list of comparing and contrasting, and the suggested rubric.

9. **Read and Do**

![Kids Reading]

**Objective:** To increase their vocabulary, comprehension and understanding. It is very important for English teaching.

**Resources:** students, teacher, sheet of paper, pencils and book for reading.
Time: 15 minutes
Skill: speaking, writing and reading

Development: This strategy is used by students and teachers for developing the comprehension. Students read a story or others types of reading, and then they can choose the main idea to write in the extra sheet paper where they have some questions for answering. The students practice their understanding with this exercise.
Evaluation: It’s suggested to use the technique of observation or the list of comparing and contrasting.

10. Reading Aloud

Objective: To describe anything with their own words and to develop their vocabulary and comprehension
Resources: students, teacher, pictures, reading and gestures
Time: 20 minutes
Skill: Speaking, reading

Development: students take turns reading sections of a passage, play or dialogue aloud. At the end of each students turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.
Evaluation: It’s proposed to use the technique of observation or the list of comparing and contrasting.

11. Role play

Objective: To pretend that they are someone else to perform in the target language as if they were that person.
Resources: Role cards, students, teacher and ideas
Time: 5 – 10 minutes
Skill: speaking and listening
Development: Roleplaying is very useful and important classroom activity. Here it is only dealt with in brief, but teachers are referred to the bibliography at the end of the game for same titles which deal with it more fully.

There are also various degrees of role play incorporated into the other games in this section. Students are asked to pretend temporarily that they are someone else to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.

In each case the teacher should present a simple description of the situations and characters involved. This can be done orally or in form of a text for students to study. The students are divided into groups and each student is given a role card specifying which character he or she is supposed to be. These role cards should also have some examples of the characters opinions, what he or she would say, what questions he or she would ask, and so on.

Evaluation: It’s suggested to use the technique of the observation or the list of comparing and contrasting, and the suggested rubric

12. Lets help the tourist

Objective: Formulate personal data of different students.

Resources: graphics of cities, means of transportation by the earth, air and water

Time: 20 minutes

Development: Divide the classroom in teams, some as tourist and other as guiders, the teacher explains the development of the tourism in the country, and make questions about the airport where found tourist and are the place that they wish to get. The questions should be pronounced and made correctly to continue with the play. Finishing the questions change the roles of the team, the team that more tourist have will win.
13. The ball game

Objective: To make a review of the contents previously studied before taking a text or exam

Resources: sheets of paper, pens, blackboard and markers

Time: 20 minutes

Development: The teacher prepares the constants that pretend to review with the students, write questions in the sheet of paper, then roll the paper and till to get a ball. Explain the students that the game consists of passing the ball while the teacher says go, go by many times, and sudden says stop. The student who has the ball unwrap the first paper, give to the teacher who reads the questions, if the students answer the questions correctly, he / she wins a point, but if he / she doesn’t answer it, he / she must do a penance suggested by their classmates. They do it until all the set of papers have been unwrapped.

Evaluation: It’s suggested to use technique of observation or the list of comparing and contrasting.

14. Guess who

Objective: Promote the fluency of the language and identify descriptive adjectives of character and physical appearance

Resources: Photos or magazine cuttings of famous people around the world.

Time: 20 minutes

Development: The classroom is divided in small groups of two. Give them famous persons cuttings. Each student should give 5 trails, beginning with the more difficult, win 1 point that guess fist who is the famous character, when the couple has already discovered the character, they are interchanger with other students until the teachers says that the time is over.
**Evaluation:** It’s suggested to use the technique of the observation or the list of comparing and contrasting.

**15. Picture it!**

**Objective:** To develop and improve the ability of listening and speaking in the student.

**Resources:** Sheets with funny drawings or no common facts made by the students.

**Time:** 15 – 20 minutes

**Development:** The teacher asks for the students to bring books, magazines drawings, the sketches must be easy to be drawn by them. Clear that is better that the drawings be enjoyed; Next day divide the classroom in two groups, the fists is going to tell the drawing, and the second is going to draw it. The students that draw something very similar to the told drawing will win some points. After of some minutes is changed the role of the students.

**Evaluation:** It’s suggested to use the technique of observation or the list of comparing and contrasting.

**16. Diary**

**Objective:** It is very important because the students write every day and this strategy help to the students to get a diary book

**Resources:** Notebook, ideas, real life

**Time:** all time

**Development:** ask the students to keep of diary, and allow 15 minutes once or twice a week for this to be done. The diary can be about the student’s experience of the lessons and what they feel or they have achieved, or it can be about other matters of concerning to them.

The diary does not need to follow the convention of a day by day record. It can be kept private, or shared with another student and / or shared with you.

**Evaluation:** It is suggested to use the technique of the observation or the list of comparing and contrasting.
CHECKLIST TO ASSESS THE ORAL PRODUCTION

INDICATORS

A. ELOCUTION ASPECTS

1. The message is presented as a whole so that everybody can understand.
2. There is an appropriated use of the tone of voice to express what they mean.
3. The message is expressed naturally without affectation or artifice.
4. The expressions are adequate to what they say every time and they are uttered with correct intonation and stress

B. PRONUNCIATION

1. There is an adequate articulation of words (It refers to fall into changes, omissions or setbacks)
2. There is a correct stress

Each YES is 4 points
Each NO is 0 points

RUBRICS FOR ORAL PARTICIPATION

GRAPHIC

<table>
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<tr>
<th>CRITERIA</th>
<th>20-18</th>
<th>18-15</th>
<th>16-13</th>
<th>13......</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSION</td>
<td>Instructions completely understood</td>
<td>Somewhat understood</td>
<td>Need translation and orientation</td>
<td>Not understood at all</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>Excellent participation</td>
<td>Eager to participate</td>
<td>Obligatory participation</td>
<td>No participation at all</td>
</tr>
<tr>
<td>VOCABULARY AND GRAMMAR USE</td>
<td>Academic language usage</td>
<td>Formal language usage</td>
<td>Informal language usage</td>
<td>Language Usage with mistakes.</td>
</tr>
<tr>
<td>PRONUNCIATION</td>
<td>Clear and organized</td>
<td>Mostly clear</td>
<td>Not very clear</td>
<td>Disorganized</td>
</tr>
</tbody>
</table>

Score: 8
Songs for the English learning

One of the strategies more precise and correct of learning English or any language is listening to music. Thanks to the new technologies, means of information and communication as the internet is very easy to download the lyrics of the songs with the translation in Spanish. This resource helps students to learn English effectively with the correct pronunciation without the inference of the accent that is common in the nonnative teachers.

Objective: Help to the linguistic and psychological development with emphasis in the motivation factor, attitude, confidence and lower the anxiety greatly.

Resources: tape recorder, copies of the song’s letter

Time: to 15 minutes

Development: The teachers play the song by the first time, the students listen to the song and read in the copies, the second time that listen the song complete with the words that miss. After this activity review the new words with the teacher. The third time that listen the complete song, the students sing it, at the end, they answer. Comprehension’s questions about the song

Evaluation: It is suggested to use the technique of the observation or the list of comparing and contrasting.

Videos or movies for the English learning

Objective: To develop the four linguistic skills and use of the TIC’S

Resources: DVD, CD, TV, Proyector and infocus

Time: 15 minutes

Development: The teaching staff choose the kind of movie in English that are going to project, they have to know what films serve for the teaching, could be, traditional moderns, comics, cowboys, action, fear, dramatization or child’s as resource of class, to learn a second language through the movies can get to be a daily lives of the students. This helps in the linguistic and
psychological development with emphasis in the motivation, attitude, and confidence and lowers
the anxiety. But to develop this activity’s the teacher should follow the next process:

- Before observing the video (PREVIEWING). In this stage is activated the previous knowledge
  of the students at the same time motivate them.
- The first observation of the video (FIRST VIEWING). Here the students make the first task of
  observation.
- Evaluation. Are the comments, practices, the communication
- Second observation of the video, are performed activities of reinforce
- After of the video (POSTVIEWING) is done discussions critical analysis, dramatizations and
  soon.

The Tics as motivational strategy for the learning English

The audiovisual means like the TV, video, cassette and something else have been very useful in the
teaching of the foreign languages. Now the computer contributes for an active and motivator
learning, the students interact and live more with the activities on line. For that reason, these
activities provide great possibilities and advantages as resource for the English teaching. But we
are conscious that the work of the students must be guided. In this way, it is necessary to select or
prepare the resources that will serve to the students to advance in the English.

Activities to learn English according to the Multiple Intelligences.

Activities of Intrapersonal Intelligence

- Establish personal objectives to short and long period
- Evaluate their own learning through a “portfolio”
- Have “register’s learning” to express the emotional reactions
- Activities of giving and receiving compliments
- Stimulate each student to describe his / her life
- Make activities that help the emotional self-control
- Select different values to perform each week
- Promote personal philosophy exercises
- Promote the values increasing
- Choose and guide the learning activities, using schedule and planning strategies
• Facilitate self-evaluation exercises in the different situations of the life.

Activities of Interpersonal Intelligence

• Learn, working cooperatively in groups
• Practice techniques of problem’s resolutions
• Work together in project to create collaborative abilities
• Develop values in the school compromise
• Study different cultures
• Realize interview to others
• Work as learners with experts of the community in different areas
• Use social abilities to learn about
• Teach to somebody about
• Play games of table

Activities of linguistics intelligence

• Make short writings
• Tell stories of how would be your life out of the high school
• Lear vocabulary about different themes
• Discuss
• Create key words or phrases to re-read
• Prepare a little speech about any topic
• Use the dialogue to explain
• Create a radio program about
• Guide an interview about
• Research in the library about
• Read orally, individually in front of the class

Activities of logic – mathematic intelligence

• Create a strategy to solve
• Think patterns or relations between
• Explain with logic reasons the salving to a problem
• Invent tales with problems
• Participate in discussions
• Use scientific methods to answer the questions
• Translate to the mathematic language
• Create a line of time
• Design or guide an experiment
• Create a strategic game about
• Make analogies to explain
• Translate odes
• Create and use formula to

Activities of musical intelligence

• Put music to relax the students
• Compose songs
• Create rhythmic instruments
• Select a song and find it relation with
• Add rhythmic to his / her dramatizations
• Listen and analyses songs about
• Use musical vocabulary as metaphors
• Write a new ending to a song
• Sing a song that explain
• Create a musical collage to
• Reproduce the sounds of the environment
• Illustrate with songs about
• Tell stories or poems, singing them
• Imitate singers

Activities of visual – spatial intelligence

• Create a collage to expose facts, concepts and questions
• Create practical works with videos, photography’s
• Create mobiles
• Create album of photos
• Use poster or mural
• Use the visual memory system to learn
• Develop architectonics drawings
• Create a code of colors
• Illustrate, draw paint or build
• Use the fantasy
• Make drawings 3D
• Play with puzzles and labyrinths
• Visit museums
• Say an imaginary story
• Make exercises of visual thinking

Activities of kinesthetic – corporal intelligence

• Act in any process
• Create project
• Provide breaks with simple exercises (“simon says”)
• Create simulations
• Look for information about “finding the treasure”
• Leave of trip to wide learning’s
• Lear physical abilities as dance

Internet pages useful to develop the English language abilities

Listening:

• Interactive CD – ROMS
• Videos, DVD of movies.
• www of music with access to songs and its letters
• www.lyrics.com
• CDs and videos that come with the text
• News of radio
• www.englishclub.com/listening/radio.htm;
• www.teachingenglish.org.uk/download/radio/innovations.shtml
• www.esl-lab.com
• www.sherton.com.ar
Speaking:

- Tape recorder, video-conferences
- Expositions with power point or printers
- Chats http://lingolex.com/espanglish.htm

Reading:

- www about infinity of themes that awake the interest of the students, selected or no by the teachers
- Lectura por placer o para realizar trabajos por tareas o proyectos. (www.whyfiles.com; www.bríteoun.org; http://www.wayaheadenglish.com/weblinks4.htm)
- WWW de periódicos y medios de comunicación en ingléswww.bbc.co.uk; www.timesonline.co.uk; www.guardian.co.uk;www.thesun.co.uk; etc.
- Páginas interactivas para jóvenes: www.yahooligans.com; www.elibs.com

Writing:

- Correspondencia: "Key país" (www.stolaf.edu/network/iecc)
- Chats en inglés, (http://lingolex.com/espanglish.htm')
- Páginas interactivas para jóvenes: www.yahooligans.coin; www.elibs.com
- Diseño de páginas web
- http://www.iiefap.co.uk/writing/writfram.htm"functions" son muy interesantes para cursos superiores
- http://eleaston.com/writing.litml

Vocabulary and grammatical structures

- Interactive CD-ROMs that prepare the editorials and come with the books
• Specials WWW about the English teaching that present grammar and vocabulary exercises with its respective explanations and including corrections. Ejemplo: www.mansioninglés.com; www.isabelperez.com; www.elscafe.com; www.stuff.co.uk/wicked.htm;
• http://www.geocities.coni/eslgeorge/;http://a4esl.org/;
• http://www.clicknlearn.net/http://enlish.specialist.hu/a3/al/topics/
• http://www.manythings.org/
• Diccionarios electrónicos: www.yourdictionary.com; www.edufind.com;
• http://www.pdictionary.com/englisv'
• Grammar on-line (www.uvic.ca/halibaked)
• Tests de inglés de reconocido prestigio mundial (Cambridge; Oxford, etc.)
• Interactive programs“Hot potatoes”, click, LECTRA: Tell me more...

Pronunciation

• Interactive CD-ROMs that prepare the editorials and comes with the books
• Recordings to prove their improvement
• Dubbing of film’s sequences
• Pages that work the vocabulary and pronunciation

Techniques of study

• www especiales: www.galeon.com/aprenderaaprender;
• Desarrollo de la creatividad: www.neuronilla.com
• Socio – cultural Aspects and transversal themes
• Internet is a wide source of information that provides images and text about any theme; we can organize the class according to the interest and capabilities of the students. For example a research in google (www.google.com)
• The WWW can contribute to fill cultural empties and to get authentic materials very difficult to get from the countries of English Speech
• Contributions from the means of communication, governmental organizations, official pages, museums, cinemas and others.
To the teachers

1. **Support for explanations, visuals images, graphics, and presentations**
   - audiovisuals, recording, and so on.
   - www.sla.purdue.edu/fll/JapanProj/FlClipart/default.html
   - http://stepfan.free.fr/dos/outhilfts.htm

2. **Look for resources to the classroom and his / her own formation**
   - www.oficiales(www.britshcouncil.orgwww.bbc.co.uk/education, etc.)
   - Editorials (www.oup.co.uk/elt;
   - www.richmond.com;
   - www.its-online.com; www.hntiag.co.uk, etc.)
   - organizaciones de enseñanza del inglés como lengua extranjera:www.iatefl.org;
   - http://www.richmond.edu/terrv/tech.htm;
   - http://lingolex.coni/espan.htm;
   - Recourses for the teaching – learning of English
   - www.e-mesh.com;
   - www.englisliclub.net/teacher;
   - www.schooldiscovery.com
   - http://www.atozteacherstuff.com/etc.
   - Web quests http://www.teachingenglish.org.uk^triirk/resources/webquest.shtml;
     http://www.staff.ncl.ac.uk/scott.windeatt/maze/index.htm

3. **Pages with specific information about TELF with the computer**
   http://itesli.org/links/TESL/Internet/Teaching_with_the_Web/
   http://dewey.uab.es/pmarques/pdigital/all/recursos.htm

4. **Match with other mates to share experiences**
   http://www.onestopenglish.com/english teacher diary/index.htm
   http://education.guardian.co.uk/tefl/
For the students

1. Approach to the teaching English information by means of task or interdisciplinary activities.
   Use of:
   - Web quests o "Treasure Hunts".
   - http://www.tineforkids.coin/TFK/hh/rapidresearch

2. For preparing and presentation of jobs
3. Improve of study’s strategies: ask for e-mails to more classmates, teacher; reinforce or wide concepts
4. Have fun through other different language
   http://www.englishclub.com/webguide/Games and Quizzes/Games/http://
   www.englishclub.com/esl-iokes/helens-esl-iokes-basic.htm

Dictionaries on-line
- http://dictionary.cambridge.org/dictionary/british/wet_1?q=wet

Web sites for Phonetic
- http://www.teachingen2lish.org.uk/activities/phonemic-symbols
- http://www.pronuncian.com/materials/podcasts/rss.xml
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<tr>
<th>OBJECTIVES</th>
<th>STRATEGIES</th>
<th>RESOURCES</th>
<th>RESPONSABLES</th>
<th>TIME</th>
<th>EVALUATION</th>
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<td>Making of the manual of motivation’s strategies for the learning of English</td>
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<td>a good environment for this aim.</td>
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<td>March 2013</td>
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<td>Join positive and negative experiences, forming groups of work to apply the</td>
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<td>Authorities</td>
<td>March 2013</td>
<td>Coe valuation Reports</td>
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<td>the teaching staff in the second level of proficiency of English language</td>
<td>experiences, forming groups of work to apply the manual</td>
<td>Infocus</td>
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<td>of the department of languages ESPE</td>
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<td>Conclusions</td>
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<td>Recommendations</td>
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## GRAPHIC N° 24: MANAGEMENT

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<th>ACTIVITIES</th>
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<th>FUNDING</th>
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Prepared by: SUQUILLO, Luis
**GRAPHIC Nº 25: PROPOSAL’S EVALUATION**

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<tr>
<th>BASIC QUESTIONS</th>
<th>EXPLANATION</th>
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<td>1. For what?</td>
<td>To improve the motivation for the English language learning Provide new motivation’s strategies and methodology for the English Language learning.</td>
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<tr>
<td>2. What persons?</td>
<td>Teachers and students</td>
</tr>
<tr>
<td>3. About what aspects?</td>
<td>Motivational processes and methods for English Learning</td>
</tr>
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<td>4. Who?</td>
<td>Authorities, teachers</td>
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<td>5. When?</td>
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<td>6. Where?</td>
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<td>7. How many times?</td>
<td>One</td>
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<td>8. What technique of harvest?</td>
<td>Survey to teachers</td>
</tr>
<tr>
<td>9. With what?</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>10. In what situation?</td>
<td>In the offices and classrooms.</td>
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</table>

Prepared by: SUQUILLO, Luis
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- BENEDITO http://www3.unileon.es/dp/ado/Miguel/Didactica/didactica.htm
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  - GARCÍA, Alfredo "Motivación Individual",www.universidadabierta.edu.mx
  - http://changingminds.org/theories
  - http://publish.uwo.ca/garner/GamerPublicLectures1.pdf
  - http://iteslj.org/Articles/Norris-motivation.html
  - http://mixingmemory.blogspot.com
  - http://exchanges.state.gov
GLOSSARY OF TERMS

**Advantage:** A condition or circumstance that puts one in a favorable position.

**Attainment:** Something, such as an accomplishment or achievement, that is attained.

**Axiological:** In ethical theory, axiological ethics is the idea that moral judgments should be dependent solely on the theory of value (axiology).

**Capability:** The quality of being capable; capacity; ability: His capability was unquestionable.

**Category:** A specifically defined division in a system of classification; a class.

**Complexity:** In general usage, complexity tends to be used to characterize something with many parts in intricate arrangement. The study of these complex linkages is the main goal of complex systems theory.

**Didactics:** The art or science of teaching

**Enabling:** This article describes enabling in its counseling or psychological sense. For enabling in an empowerment sense, see empowerment.

**Epistemological:** pertaining to epistemology, a branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge.

**Extrinsic:** Being outside a thing; outward or external; operating or coming from without: extrinsic influences.

**Foundation:** Taking on setting fundamental and applying it in practice. A combination of the words fundamental and implementation.

**Foundation:** A type of organization

**Goal:** It is roughly similar to purpose or aim, the anticipated result which guides reaction, or an end, which is an object, either a physical object or an abstract object, that has intrinsic value.
**Heuristic:** Refers to experience-based techniques for problem solving, learning, and discovery. Where an exhaustive search is impractical, heuristic methods are used to speed up the process of finding a satisfactory solution.

**Improper:** Not according to facts; inaccurate or erroneous

Intelligence is most widely studied in humans, but has also been observed in animals and in plants. Artificial intelligence is the simulation of intelligence in machines.

**Intelligence quotient (I.Q.):** An intelligence quotient, or IQ, is a score derived from one of several standardized tests designed to assess intelligence. The abbreviation "IQ" comes from the German term Intelligent-Quotient, originally coined by psychologist William Stern.

**Intrinsic:** Belonging to a thing by its very nature: the intrinsic value of a gold ring.

**Kinesthetic:** Sensory inputs which recognize the orientation of the different parts of the body in relation to other parts as well as the rates of movements of the body parts.

**Learning:** The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory, it is contextual.

**Linguistic:** Is the scientific study of human language. Linguistics can be broadly broken into three categories or subfields of study: language form, language meaning, and language in context.

**Management:** Effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources.

**Mother Tongue:** Your mother tongue is the language that you learn from your parents when you are a baby.

Motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or for a desired object. Conceptually, motivation is related to, but distinct from, emotion.
Motivation: Is the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviors. For instance: An individual has not eaten, he or she feels hungry, and as a response he or she eats and diminishes feelings of hunger. There are many approaches to motivation: physiological, behavioral, cognitive, and social.

Operative: Functioning effectively; efficient.

Outlining: An outline, also called an hierarchical outline, is a list arranged to show hierarchical relationships, and is a type of tree structure. It is used[1] to present the main points or topics of a given subject, often used as a rough draft or summary of the content of a document.

Paradigm: The term paradigm means "example" or "model". In all the scientific, religious or other epistemological context, the term paradigm may indicate the concept of formal organizational scheme, and used as a synonym

Philosophical: is the study of general and fundamental problems, such as those connected with reality, existence, knowledge, values, reason, mind, and language.[1][2] Philosophy is distinguished from other ways of addressing such problems by its critical, generally systematic approach and its reliance on rational argument.

Playful: Full of fun and high spirits; frolicsome or sportive: a playful kitten.

Process: A systematic series of actions directed to some end: to devise a process for homogenizing milk.

Proposal: The proposal outlines the plan of the implementing organization about the project, giving extensive information about the intention, for implementing it, the ways to manage it and the results to be delivered from it.

Psychology: That involves the scientific study of mental functions and behaviors. Psychology has the immediate goal of understanding individuals and groups by both establishing general principles and researching specific cases, and by many accounts it ultimately aims to benefit society.

Routine: Sociological discipline focused on the methods groups use to create societal order.
**Skill:** Is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills.

**Skills:** A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both.

**Strategies:** Is a plan of action designed to achieve a specific goal. Strategy is all about gaining (or being prepared to gain) a position of advantage over adversaries or best exploiting emerging possibilities.

**Subjunctive:** In English and certain other languages) noting or pertaining to a mood or mode of the verb that may be used for subjective, doubtful, hypothetical, or grammatically subordinate statements or questions, as the mood of be in if this be treason.

**Survey:** A method for collecting quantitative information about items in a population.

**Teaching staff:** ESD faculty hold innovative dual appointments that commit their time and efforts to both an academic department and to the Division.

**Tongue:** Tongue is the main town in a number of municipalities experiencing smallholders.
DATOS INFORMATIVOS:
Informantes Estudiantes: del segundo nivel de Inglés del Departamento de lenguas de la ESPE-sede El Valle.
Lugar: Valle de los Chillos
Fecha _____________________

Objetivo.- Obtener información sobre la Motivación en el aprendizaje del idioma inglés en los estudiantes del segundo nivel del Departamento de lenguas de la ESPE-sede El Valle.

INSTRUCCIONES:
Conteste con honestidad y transparencia esta encuesta Seleccione y marque con una X solo una de las alternativas

1. ¿Considera Ud. que la motivación influye positivamente para el aprendizaje significativo del idioma?
   Siempre O   Frecuentemente O   a veces O   nunca O

2. ¿Las clases de inglés que Ud. recibe son motivadoras?
   Siempre O   Frecuentemente O   a veces O   nunca O

3. ¿Cree Ud. que los docentes que imparten el idioma conocen de estrategias de motivación?
   Siempre O   Frecuentemente O   a veces O   nunca O

4. ¿Considera necesario que los docentes además del dominio oral y escrito del idioma; también deberían prepararse para motivar a sus estudiantes?
   Siempre O   Frecuentemente O   a veces O   nunca O
5. ¿Cree que los textos de inglés que Ud. utiliza son motivadores?

   Siempre O   Frecuentemente O   a veces O   nunca O

6. ¿Considera que la metodología que utiliza su profesor es óptima para el aprendizaje del Idioma?

   Siempre O   Frecuentemente O   a veces O   nunca O

7. ¿Conoce sobre la metodología de la inteligencia emocional para el aprendizaje del inglés?

   Siempre O   Frecuentemente O   a veces O   nunca O

8. ¿Considera que su docente le da importancia a las diferentes formas de aprender de sus estudiantes?

   Siempre O   Frecuentemente O   a veces O   nunca O

9. ¿Considera que el docente debe aplicar una metodología activa para la enseñanza del idioma?

   Siempre O   Frecuentemente O   a veces O   nunca O

10. ¿Suele su profesor realizar actividades en grupos?

    Siempre O   Frecuentemente O   a veces O   nunca O
DATOS INFORMATIVOS:
Informantes Estudiantes: del segundo nivel de Inglés del Departamento de lenguas de la ESPE-sede El Valle.
Lugar: Valle de los Chillos
Fecha _______________________

Objetivo.- Obtener información sobre la Motivación en el aprendizaje del idioma inglés en los estudiantes de del segundo nivel del Departamento de lenguas de la ESPE-sede El Valle.

Instrucciones:
Conteste con honestidad y transparencia esta encuesta
Seleccione y marque con una X solo una de las alternativas

1. ¿Considera Ud. que la motivación influye positivamente para el aprendizaje significativo del idioma?
   - Siempre O  Frecuentemente O  a veces O  nunca O

2. ¿Las clases de inglés que Ud. imparte son motivadoras?
   - Siempre O  Frecuentemente O  a veces O  nunca O

3. ¿Cree Ud. que conoce de estrategias de motivación para la enseñanza del inglés?
   - Siempre O  Frecuentemente O  a veces O  nunca O

4. ¿Considera necesario que los docentes además del dominio oral y escrito del idioma; también deberían prepararse para motivar a sus estudiantes?
   - Siempre O  Frecuentemente O  a veces O  nunca
5. ¿Cree que los textos de inglés que Ud. utiliza son motivadores?
   Siempre O         Frecuentemente O       a veces O   nunca O

6. ¿Sabe que metodología se utiliza para el aprendizaje del idioma?
   Siempre O         Frecuentemente O       a veces O   nunca O

7. ¿Utiliza la metodología de la Inteligencia Emocional para la enseñanza del Idioma Ingles?
   Siempre O         Frecuentemente O       a veces O   nunca O

8. ¿Toma en cuenta la teoría de las inteligencias múltiples para el desarrollo del proceso enseñanza- aprendizaje?
   Siempre O         Frecuentemente O       a veces O   nunca O

9. ¿Aplica Ud. una metodología una activa para la enseñanza del idioma?
   Siempre O         Frecuentemente O       a veces O   nunca O

10. ¿Utiliza el método Cooperativo en sus clases?
    Siempre O         Frecuentemente O       a veces O   nunca O
ANNEX 3
Entrevista dirigida a los Sres. /Sras. Autoridades

1. Datos informativos:

Lugar: Valle de los Chillos
Fecha __________________________

2. Objetivo.- Conocer si existe coordinación y comunicación entre las autoridades, docentes y discentes de la Institución.

3. Instrucciones:
Conteste con honestidad y transparencia esta entrevista

Función entrevistada/o:..........................................................

1. ¿Se capacitán regularmente a los profesores de inglés en lo que se refiere a estrategias de motivación para los estudiantes?
........................................................................................................................................................................
........................................................................................................................................................................
2. ¿Se ha investigado si los estudiantes se encuentran motivados para el aprendizaje del inglés?
........................................................................................................................................................................
........................................................................................................................................................................
3. ¿Cuáles son las medidas que las autoridades adoptan para mejorar el aprendizaje del idioma Inglés?
........................................................................................................................................................................
........................................................................................................................................................................

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ANNEX 4

Example of The TICS’ use

Exercise – Future Mix

Put the verbs the correct form (will, going to, simple present or present progressive).

1. I love London. I(probably / go) **will probably go** there next year.
2. Our train (leave) **leaves** at 4:47.
3. What (wear/ you) **are you wearing** at the party tonight?
4. I haven’t made up my mind yet. but I think I (find) **will find** something nice in my mum’s wardrobe
5. This is my last day here. I (go) **am going** back to England tomorrow.
6. Hurry up! The conference (begin) **begins** in 20 minutes.
7. My horoscope says that I (meet) **will meet** an old friend this week
8. Look at these big black clouds! It (rain) **is going to rain**
9. Here is the weather forecast. Tomorrow (be) **will be** dry and sunny
10. What does a blonde say when she sees a banana skin laying just a few meters in front of her? – oh dear! I (slip)

**EXERCISE ON SIMPLE PAST AND PAST PERFECT**

Exercise 2

Put the verbs into the correct tense (simple past and past perfect).

1. My friend (eat) **ate** up all the biscuit we (bake) **had baked**.
2. The teacher (correct) **corrected** the tests we (write) **had written**.
3. I (give) **have given** them some of the candies I (buy) **bought**.
4. My sister (see/not) **did not see** the note that I (lady) **had laid** on the kitchen table for her
5. We (want) **wanted** to watch a film that we (see / not) **had not seen** before.
**Exercise on Reported Speech**

**Exercise 1 – Requests (positive)**

Complete the sentences in reported speech. Note the change of pronouns in some sentences.

1. “Stop talking, Joe,” the teacher said.  
   → The teacher told Joe to **stop talking**

2. “Be patient.” She said to him.  
   → She told him **to be patient**

3. “Go to your room.” Her father said to her.  
   → Her father told her **to go her room**

4. “Hurry up,” she said to us.  
   → She told us **to hurry up**

5. “Give me the key,” he told her.  
   → He asked her **to give him the key**

6. “Play it again, Sam,” she said.  
   → She asked Sam **to play it again**

7. “Sit down, Caron” he said.  
   → He asked Caron **to sit down**

8. “Fill in the form, Sir” the receptionist said.  
   → Final delformulario

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**Exercise on Past Perfect**

Complete the sentences in Past Perfect

1. Without any reason, the customer returned the goods that we (deliver) **had delivered**

2. Before Ellen could say anything, Cindy (hang up) **had hung up** the phone.

3. When William was employed, I (work / already) **had already worked** here for the three years.

4. I (start / just) **had just started** to type the letter, when the phone rang.

5. When I (Send) **had sent** the mail, I realized that I (forget) **had forgotten** to attach the file
RUBRICS FOR ORAL PARTICIPATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>20-18</th>
<th>18-15</th>
<th>16-13</th>
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<td>Somewhat understood</td>
<td>Need translation and orientation</td>
<td>Not understood at all</td>
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<tr>
<td>PARTICIPATION</td>
<td>Excellent participation</td>
<td>Eager to participate</td>
<td>Obligatory participation</td>
<td>No participation at all</td>
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<tr>
<td>VOCABULARY AND GRAMMAR USE</td>
<td>Academic language usage</td>
<td>Formal language usage</td>
<td>Informal language usage</td>
<td>Language Usage with mistakes.</td>
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<td>PRONUNCIATION</td>
<td>Clear and organized</td>
<td>Mostly clear</td>
<td>Not very clear</td>
<td>Disorganized</td>
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Score: 8
ANNEX 5

Valle de los chillos, 27 de Junio del 2012

Señor: Tcrn. Rennán Cárdenas

Director del departamento de lenguas de la ESPE

Presente

De mis consideraciones:

Yo, Luis Heriberto Suquillo Coyago con Cedula numero 170738398-8, egresado del programa de Idioma a distancia de la Universidad Central del Ecuador, estoy realizando mi proyecto de graduación sobre la enseñanza del Idioma Inglés puesto que soy residente del valle de los chillos y considerando la excelencia Educativa de la ESPE en la enseñanzas del Idioma Inglés. Solicito a usted Señor Tcrn Rennán Cárdenas, se digne autorizar la aplicación de unas encuestas a los estudiantes del Segundo Nivel, personal docente y autoridades del departamento de lenguas al cual usted dirige muy acertadamente.

Aprovecho la oportunidad para relatarle el testimonio de mi más distinguida consideración.

Atentamente

[Signature]

Luis H. Suquillo C