UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

PROJECT TITLE

"THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS AT 5$^{\text{TH}}$ SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM"

Thesis submitted in partial fulfillment of the requirements for the degree of Licenciado (a) Inglés.

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CARRERA DE IDIOMAS

2015

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- **PERFOMANCE PLACE**
UNIVERSIDAD NACIONAL DE CHIMBORAZO

- **ESTIMATED STUDY TIME**
 6 MONTHS

- **BENEFICIARIES**
STUDENTS OF 5TH SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS IN LANGUAGE SCHOOL.
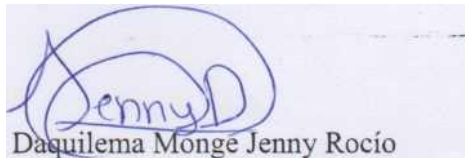
- **ESTIMATED COST**
$600 USD

- **FINANCING**
PRIVATE

AUTORIA

El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías.

Los criterios en el informe de investigación sobre: **"THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS AT 5ᵀᴴ SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM"**, como también los contenidos, ideas, análisis y conclusiones, son de exclusive responsabilidad de la autora y los derechos del mismo le corresponden a la Universidad nacional de Chimborazo.

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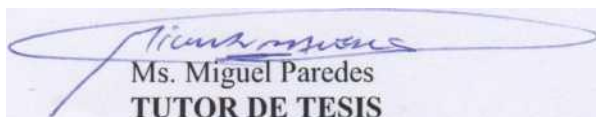
CERTIFICADO TUTORIAL

Master

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Por medio del presente certifico que:

La presente tesis: **"THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS AT 5TH SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM"** elaborada por la Srta. Jenny Rocío Daquilema Monge ha sido, revisado y analizado en un cien por ciento con el asesoramiento de mi persona, por lo cual se encuentra apta para presentarse a la defensa pública y a su evaluación correspondiente.

Riobamba, Marzo de 2016.

Ms. Miguel Paredes
TUTOR DE TESIS

MIEMBROS DEL TRIBUNAL

Los miembros del Tribunal examinador revisan y aprueban el informe de investigación con el título: Trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, con el siguiente tema: "THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS AT 5TH SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM".

 Y aprobado en nombre de la Universidad Nacional de Chimborazo por el siguiente tribunal:
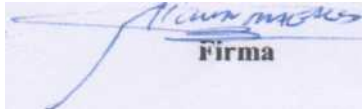
Ms. Mónica Cadena

Presidenta del Tribunal

Ms. Miguel Paredes

Coautor de Tesis

Ing. Luis Machado

Miembro del Tribunal

DEDICATORY

This work, dedicated mainly to God who has kept me strong, standing, and has protected me in the most difficult moments of my life; also to my parents, brothers and my whole family who, despite of the circumstances, always supported and helped me to go ahead, and finally to my dear teachers who motivated me in the whole process of my career.

ACKNOWLEDGEMENTS

Foremost, I thank God for always giving me His blessing.

My sincere gratitude also to my advisor Ms. Miguel Paredes for the continuous support of my study, for his patience, motivation, enthusiasm, and immense knowledge, his guidance helped me all the time through this thesis development.

Besides my advisor, I would like to express my sincere thanks to my dear and value teachers of Language School, who have been my guides, friends and has shared their knowledge to help in my training.

Thank you all

GENERAL INDEX

TABLE INDEX

GRAPHIC INDEX

SUMMARY

People who learn a new language, often misunderstand its grammatical rules due to their complexity along with the lack of practice. Moreover, teachers sometimes apply traditional methodologies and teaching techniques. On this score, the incidence of motivational teaching techniques in the teaching and learning process of grammar was investigated. Furthermore, it was also necessary to go over some other techniques that allow a better understanding of grammar. The scientific method was applied, based upon the definition and delimitation of the problem in order to identify clear, precise and concrete objectives. Through the application of surveys, relevant and reliable information was obtained to inquire the variables of the study. The testing of the hypothesis determined that the application of motivational techniques in the classroom affects positively the learning of grammar in the fifth semester students enrolled at the Language School, Faculty of Education, Humanities and Technologies at the "Universidad Nacional de Chimborazo", term 2015.

Dra. Myriam Trujillo B.Mgs.
COORDINADORA DEL CENTRO DE IDIOMAS

INTRODUCTION

Everybody needs to be motivated and have a reason for action. Foreign language learners should be offered the opportunity to be motivated and fulfill their learning orientation. Motivation is one of the most important factors which influence language learners' success or failure in learning the language.

For this reason, the research talks about the motivational techniques incidence in teaching-learning grammar in the class. According to the applied surveys, it is concluded that there is not enough interest in learning grammar. This aspect awoke the interest to develop this work in which It was written the most relevant motivational techniques that a teacher could apply in teaching-learning grammar in the class.

The main purpose is to investigate the motivational techniques incidence in teaching-learning grammar, it is an essential factor in the process of acquiring a new language. This research aims to show in students at fifth semester in Languages School, at UNACH in the academic year 2014 - 2015; the importance of using motivational techniques in the classroom.

The thesis has been divided into five chapters: the referential framework that covers the statement of the problem, theoretical framework, methodological framework, the analysis and interpretation of data, conclusions and recommendations.

Chapter I. – It contains the analysis about the current situation, problem formulation, and general and specific objectives. First chapter indicates what and why of the research, the causes of the problem and the effect that it produces in students at fifth semester.

Chapter II. – It talks about theoretical framework, theoretical approaches, hypothesis approach, and operationalization of variables. Also here we can understand and establish the importance of research.

Chapter III. – It refers to the methodology used, design of research, type and level of research used, sample and population, techniques and instruments for data collection, data analysis and procedural techniques.

Chapter IV. – It is about the analysis and interpretation of data, all the obtained results are graphically represented and all the corresponding interpretations were clearly formulated.

Chapter V. – Conclusions, recommendations, bibliography and attachments are mentioned

CHAPTER I

1. FRAME OF REFERENCE

1.1. THE INVESTIGATION PROBLEM

"THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS AT 5TH SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM"

1.2. PROBLEM STATEMENT

English is an international language used by many people in many countries around the world as a purpose of communication. It is generally a goal of either oral or written communication. English is seen as a complex topic to understand, so students have to dominate some essential components in learning a new language, (pronunciation, vocabulary and grammar); if students dominate their pronunciation and vocabulary, and they don´t understand their grammar, misunderstanding is produced, so it is important accomplish the grammar.

Grammar is an essential factor in learning or using a new language, and sometimes students find that their grammar is far from perfect, grammar is inescapable; it is the backbone of any language and must be understood in order to communicate effectively. According to the experience as student of Language School and the observation to students of fifth semester, it was detected that one of the biggest problem in learning grammar is; its complexity because of its rules, syntax, exceptions, and it is produced as a result that students do not use grammar in their everyday conversations. In addition, circumstances in which teachers try to develop grammar teaching, applying repetitive motivational techniques, so leading students´ disinterest

in grammar classes, and it is presented through their lack of homework's completion, poor attendance, and low class participation.

The study suggests that for the grammar learning process success, the students must be in constant practice with their grammar. It means using grammar in their everyday lives. On the other hand teachers could apply another motivational technique in different styles because students do not all learn in the same way. Each may have a different style when it comes to learning grammar, some may see a pattern to understand the rule, others need explanations and more practice.

After exposing these problems, it is considered that teaching-learning grammar is essential in the process of learning a new language. For a better grammar understanding it is pertinent the use of new methods or techniques which help students to be motivated, it encourages them to learn grammar in the classroom and by their own.

1.3. PROBLEM FORMULATION

How motivational techniques influence in the Grammar Learning Process with students at 5th semester in the Language School at Universidad Nacional de Chimborazo, during 2014-2015 academic year?

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To identify the Motivational Techniques incidence in the Grammar Learning Process with students at 5th semester in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, during 2015 term.

1.4.2. SPECIFIC OBJECTIVES

- ✓ To analyze the motivational techniques used for students of fifth semester in learning grammar process.
- ✓ To determine the influence of motivational techniques in learning grammar process.

1.5. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Aware of the difficult grammatical rules that must be mastered in learning a new language, and due to the repetitive motivational techniques used by teachers in teaching-learning grammar process, it is necessary to apply innovative techniques that help in learning development. So this research importance is mainly to create different motivational techniques which help students to improve their grammar learning.

On the other hand considering that the motivational techniques are necessary tools within grammar learning process, and at the same time be aware that grammar helps to improve the use of the language (four language skills), it is important to apply techniques aimed at continuous improvement. So this study purpose is also to exhort teachers to use new and different techniques in the class, thus students can capture the information in different ways.

This research occurs from the experience as student of Language School and several cases of students of fifth semester, who have had difficulties in learning grammar; because of its rules and the lack of practice, so it is essential to apply different motivational techniques, to help students' development in learning grammar process.

The beneficiaries are going to be the students of Fifth Semester of Language School at Universidad Nacional de Chimborazo in the academic year 2014-2015, also teachers and the University itself. Results as advantages, will be that teachers will have new

and different motivational techniques that provoke development and enthusiasm to learn and understand the grammar successfully.

The feasibility of the current project is reasonable. It will help the Language School community, and it will accomplish with parameters that are used in class, to apply motivational techniques, teachers have to select the appropriate technique according to the topic for developing a funny an easy class. Teachers are capable to perform all the activities within the motivational techniques because they are easy to handle. In addition motivational techniques can be applied in any skills (reading, writing, listening, speaking).

A survey will be the instrument used for the whole project. It is necessary to research evaluation and students' opinions. The results, conclusions and recommendations will be showed.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1.PREVIOUS RESEARCH REGARDING THE INVESTIGATED PROBLEM.

It was found some similar themes in the library of Universidad Nacional de Chimborazo in the Facultad de Ciencias de la Educación Humanas y Tecnologías, which were developed in Spanish and English Language:

- DE QUÉ MANERA INFLUYEN LAS TÉCNICAS DE MOTIVACIÓN DE LOS DOCENTES EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ALUMNOS DE LOS TERCEROS AÑOS DEL COLEGIO TOMAS OLEAS DE CAJABAMBA- AÑOS 2012-2013.

- DE QUÉ MANERA INFLUEYEN LAS TÉCNICAS DE MOTIVACIÓN DE LOS DOCENTES EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ALUMNOS DE LOS TERCEROS AÑOS DEL COLEGIO TOMAS OLEAS DE CAJABAMBA- AÑOS 2012-2013

- "THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL OF ENGLISH LANGUAGE IN THE LEARNERS OF 1, 2 AND 3 OF GENERAL BACHELOR UNIFIED IN THE "UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE "LOS TIPINES", IN PALMIRA, GUAMOTE CANTON AND CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015"

2.2.THEORETICAL FOUNDATIONS

2.2.1. WHAT ENGAGES LEARNERS?

Here is the position of the different theories with regards to the role of motivation in learning and instruction.

Ausubel

According to Ausubel, students are forever integrating new material into their cognitive structures by seeking to make connections between the new information and that which they already know. This is a naturally occurring process; it is how we make sense of the world and how we learn. It is not necessary that a student be motivated in order for this process to work. It is just how our brains function. (Ausubel, 2007)

Bruner

Bruner sees motivation as essential for learning – a necessary precondition. However, he does not want to use extrinsic motivators such as rewards. Rather Bruner wants the motivation to be intrinsic arising within the students. Bruner would not be inclined to motivate students with the promise of stars, good grades, extra time for recess, extra points or any kind of a reward like behaviorists would. For Bruner, these external rewards hinder intrinsic motivation and true learning. (Bruner, 2007)

Bruner would activate intrinsic motivation by letting the students have a say in what they study and how they go about studying. He would stress building lessons around students' natural curiosity so as to ensure high levels of intrinsic motivation.
(Bruner, 2007)

Yasnitsky

Yasnitsky believes that motivation is somewhat important for learning, but not essential. We can enhance students' motivation by selecting problems that are interesting to the students as the basis of instruction. Further, teachers can ensure the

cultural relevance and appropriateness of the curriculum and instructional activities. (Yasnitsky, 2011)

Hanuš and Chytilová

From a pedagogical point of view, according to Hanuš and Chytilová, motivating learners in education is considered to be one of the most important fields. Pupil´s success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses. Motivation is one of these stimuli. Motivation helps to develop pupils positively. (Chytilová, 2009)

2.2.2. MOTIVATION

Motivation is one of the most important factors for learning a foreign/second language, it is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge, it involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. (Carver, 2001)

Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas. Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. It can also originate from specific physical needs such as eating, sleeping or resting, and sex. (Carver, 2001)

Motivation is an inner drive to behave or act in a certain manner. "It's the difference between waking up before dawn to pound the pavement and lazing around the house all day." These inner conditions such as wishes, desires and goals, activate to move in a particular direction in behavior. (Carver, 2001)

- **How the student-teacher relationship influences motivation**

It is important for teachers to have a dialogue with students. Feedback from teachers plays a big part when it comes to success or failure. Also it is important the good relations between teachers and students. They notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to his or her students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well. There is not so much written about learners attitudes to their relationship to their teachers. This investigation hopes to add something to this discussion. (Kozminsky, 2002)

- **How Motivation Affects Learning and Behavior**

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office. Still another may be focused on athletics, excelling in physical education classes, playing or watching sports most afternoons and weekends, and faithfully following a physical fitness regimen. Yet another student perhaps because of an undetected learning disability, a shy temperament, or a seemingly uncoordinated body may be motivated to avoid academics, social situations, or athletic activities.

When Anya comes to school each day, she brings her strong interest in art with her. But motivation is not necessarily something that learners bring to school; it can also arise from environmental conditions at school. Talking about how the environment can enhance a learner's motivation to learn particular things or behave in particular ways, situated motivation is mentioned. (Bernard, 2000)

- **Extrinsic motivation**

Extrinsic motivation involves the concept of rewarded behavior. This come, by particular types of activities or acting in a particular manner, you are " rewarded" by a desired ended result. Extrinsic motivation comes from the surrounding areas of the person.
(Schunk, 2008)

In teaching, teachers use this type a lot; they use it because they are obligated to. In schools, there are many types of students who do not have motivation. These types of students have many characteristics such as shyness, being afraid from the teacher and other characteristics. Here come the role of the teacher, the teacher support these students by using extrinsic motivation. For example, if the teacher notices that one student is not participating with his group. Then, he can support him by showing him how to act positively in the group, rewarded him etc. (Schunk, 2008)

- **Intrinsic motivation**

These types of motivation are less visible. Intrinsic motivation is when you want to do something (e.g. I want to write this report). Intrinsic motivation is internal. It happens when people are compelled to do something out of happiness, importance, or desire. For example, a student is motivated to get high grades (external motivation) but his desire to know about particular subject is intrinsic motivation. Getting high grades is the reward visible for other. For student, being able to master or being expert in a particular subject is a psychological reward for his desire to learn. (Pan, 2006)

- **The Importance of Motivation in English Learning**

Motivation is one of influential factor in English learning. Motivation is a factor of high or low of the goal. It is the key of success in learning process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. For example, a learner who does not have motivation in learning English will be lazy to learn English because there is no any stimulus that drives him or her in learning English. (Brown, 2007)

- **Improving Student Motivation**

Increasing student motivation is one of a teacher's responsibilities. As teacher, we must have strategies in increasing student motivation. The strategies which can improve student motivation are giving interesting material, setting good goal and creating conducive learning situation. By giving interesting material we can improve student motivation. We need to provide them with a variety of subject and exercise to keep them engaged. We should give our student an authentic material which is close with our student's lives. Material that is given to our students should be firmly context embedded, for example, familiar situations language and character and real-life conversations. The other strategy that also important in improving student motivation is setting good goal. Teacher has to set goals that are meaningful, realistic, and achievable by students. So students will become highly motivated because they can see how these instructional goals are relevant to their personal goal. (Brown, 2007)

2.2.3. WHAT IS GRAMMAR?

Grammar is a system composed of many interconnected components that ensure accuracy and meaning. It is the art of writing and speaking a language correctly. It is "the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language." There is no escape from using grammar if we want to improve our English or learn a new language. Just as the latter, grammar is a living entity that evolves and undergoes a great deal of change over time. (Kirkham, 1999)

Grammar of the 19th century is by no means the grammar of today. These changes are due to several factors such as time, culture, literature and so on. Grammar differs from one language to another and from one person to another. Non-native English speakers may presume that the English language has less complicated grammar in comparison to French or Spanish and that grammar, as a concept, to a Spanish speaker, may not be the same to a German or a Japanese speaker. Nevertheless, grammar, from a linguistic point of view, is the same in terms of complexity in all languages and they all share

the same universal components. Although the grammatical structure or the arrangement of words would differ, yet its role remains imperative and instrumental in all languages. Definitions of grammar vary greatly according to one's knowledge and expertise in the real min question. This distinction is primarily on account of the extent of knowledge one possesses over the field or the orientation one has chosen to pursue. A laymen's definition would only scratch the surface of grammar while a grammarian's definition would delve into more elaborate aspects like word class and part of speech. As for a linguist, he would tackle the linguistics components of language such as phonology, semantics and so on. Grammar is a tremendously vast field which could be approached from a myriad of ways.

(Kirkham, 1999)

2.2.4. LEARNING GRAMMAR

The role of grammar instruction in an ESL/EFL context has been for decades a major issue for students and teachers alike. Researchers have debated whether grammar should be taught in the classroom and students, for their part, have generally looked upon grammar instruction as a necessary evil at best, and an avoidable burden at worst. The paper reports a study undertaken to investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception. The study aimed to find out whether there are significant differences in teachers' perceptions of difficulties in relation to their gender, qualification, teaching experience, and the level they teach in school, thus providing insights into their own and their students' difficulties. Mean scores and t-test were used to interpret the data. The main findings are reported with implications. (William, 2000)

It is necessary, before proceeding, justify firstly the reason of teaching grammar and, secondly, of what way and in what moment of learning. Once overtaken beliefs that a language is learned exclusively speaking it or by deleting any grammatical instruction, it is advisable to bring here the idea of Krashen on linguistic knowledge as a result of two processes:

> ➢ The acquisition of language as subconscious process characteristic of the internalized "natural" language, typical of children, both of the mother tongue as the foreign language.
>
> ➢ Language learning: conscious process characteristic of the formal assimilation of language which involves feedback, correct mistakes and explain rules.

It is well known that, in order to explain the actions of the adult speakers of a foreign language, Krashen proposed the model of the monitor, by assessing their own speeches and their results. The structures learned in the grammatical instruction they enrich those who develop for internal processes and thus facilitates the passage to the automatism of structures. The ideal education will be that one in which these two processes are made possible. The process of creative construction is stimulated through contextualized exercises, while in the presentation of grammatical rules and selective correction of mistakes, the phenomenon of the monitoring will be effective. Emphasizing that the grammatical explanation be provided to the student not only construction rules, but rules of use having as fundamental purpose the improvement of so-called communicative competence, broader than the competition discursive, linguistic, sociolinguistic competence which includes (spoken, written, literary, etc.) and strategic or pragmatic (subordination of the speech to the specific purposes of the communication).
(William, 2000)

With regard to the so-called four skills or language skills, it is clear that the grammar instruction will be needed more in the courses for the improvement of the expression and understanding written that allow the student the monitoring by the same fact recursion communicative own written language. The cultural level of the student is also an important factor at the time of giving greater or lesser importance to the teaching of grammar. There is no doubt that a college student who has more or less extensive linguistic knowledge; It strengthens and leverages much more for their learning some grammar explanations that the student not just culture in their own language. (William, 2000)

As is widely known, when it comes to teaching a foreign language must be taken into account at least three fundamental aspects within it: structural, lexical and relevant phonological. These are the three systems that facilitate their study in parts, but they closely related: phonological system, lexical system and grammar system:

➢ **Syntax** is "the study of the principles and processes by which sentences are constructed in particular languages. "In addition to referring to the discipline, the term syntax is also used to refer directly to the rules and principles that govern the sentence structure of any individual language. The term syntax is also used to refer to the rules governing the behavior of mathematical systems, such as formal languages used in logic.

➢ **Lexis** from the Greek: λέξις "word" is the total word-stock or lexicon having items of lexical, rather than grammatical, meaning.

➢ **Phonology** is a branch of linguistics concerned with the systematic organization of sounds in languages. It has traditionally focused largely on study of the systems of phonemes in particular languages (and therefore used to be also called phonemics, or phonematics), but it may also cover any linguistic analysis either at a level beneath the word (including syllable, onset and rhyme, articulatory gestures, articulatory features, more, etc.) or at all levels of language where sound is considered to be structured for conveying linguistic meaning.

➢ **Morphology** is a branch of linguistics which studies the interaction between morphological and phonological or phonetic processes. Its chief focus is the sound changes that take place in morphemes (minimal meaningful units) when they combine to form words. Morphological analysis often involves an attempt to give a series of formal rules that successfully predict the regular sound changes occurring in the morphemes of a given language. Such

a series of rules converts a theoretical underlying representation into a surface form that is actually heard.

➢ **Suffix** (also sometimes called a **postfix** or **ending**) is an affix which is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. Particularly in the study of Semitic languages, a suffix is called an **afformative**, as they can alter the form of the words to which they are fixed.

➢ **Prefix** is an affix which is placed before the stem of a word. Adding it to the beginning of one word changes it into another word. For example, when the prefix un- is added to the word happy, it creates the word unhappy. Particularly in the study of languages, a prefix is also called a **preformative**, because it alters the form of the words to which it is affixed. Prefixes, like other affixes, can be either inflectional, changing the syntactic category, or derivational, changing either the lexical category or the semantic meaning.

➢ **Interfix**, or, more commonly, **linking element**, is a term in linguistics and more specifically, morphology (the study of morphemes, the most basic meaningful entities in word formation). It describes an affix which is placed in between two other morphemes and does not have a semantic meaning, an interfix is attached to two different morphemes and thus differs from seemingly similar infix, which is inserted in the middle of one morpheme.
(William, 2000)

2.2.5. THE ROLE OF GRAMMAR IN ENGLISH LANGUAGE LEARNING

One central aspect for using the language accurately is the grammar of the language. Many teachers give grammar teaching their great attention in their classroom methodology. Grammar gains such importance because of its inevitable role, the rules of grammar facilitate communicative economy". That is to say that thanks to grammar we can produce unlimited number of utterances and sentences with a limited a number of words and sounds. The language can only be used successfully if and only if we know how to combine them appropriately; for this reason, grammar is important for acquiring a language. Moreover, the role of grammar is not limited to the level of the sentence but it affects other longer discourses. (Pachler, 1994)

The fact that the effects of grammar is essential for writing since it provides information about forms and functions of the words. Also stress that the roles of grammar go beyond the sentence and utterance level to affect the four skills: listening, speaking, reading and writing. In listening and reading, we cannot grasp the intended information or make the interrelationship between the parts of the discourse if we have not had a basis of grammatical knowledge. In speaking and writing, producing comprehensible meaningful sentences and utterances, and relating them depend to a large extent on grammar. (Williams, 2005)

Grammar has many applications on many aspects of the language, among which punctuation, interpreting literally (or non-literally) texts. As an example, if we don not know what a clause is or what are the types of clauses, we cannot put appropriate punctuation markers when clauses are combined together. (Nelson, 2009)

2.2.6. TYPES OF GRAMMAR

Linguists are quick to remind that there are different varieties of grammar--that is, different ways of describing and analyzing the structures and functions of language. One basic distinction worth making is that between descriptive grammar and prescriptive grammar (also called usage). Both are concerned with rules--but in different ways. Specialists in descriptive grammar examine the rules or patterns that underlie our use of words, phrases, clauses, and sentences. In contrast, prescriptive grammarians (such as most editors and teachers) try to enforce rules about what they believe to be the correct uses of language. (Azar, 1998)

➢ **Comparative Grammar**

It is the analysis and comparison of the grammatical structures of related languages. Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language. In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages. (Azar, 1998)

➢ **Generative Grammar**

The rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. Simply put, a generative grammar is a theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker's ability to produce and interpret utterances in a language.

➢ **Mental Grammar**

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand. "All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty. A grammar formulated by a linguist is an idealized description of this Mental Grammar. (Azar, 1998)

➢ **Pedagogical Grammar**

Grammatical analysis and instruction designed for second-language students. Pedagogical grammar is a slippery concept. The term is commonly used to denote pedagogical process the explicit treatment of elements of the target language systems as (part of) language teaching methodology; pedagogical content--reference sources of one kind or another that present information about the target language system; and combinations of process and content. (Azar, 1998)

➢ **Performance Grammar**

A description of the syntax of English as it is actually used by speakers in dialogues. Performance grammar centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated.

➢ **Reference Grammar**

A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences.

➢ **Traditional Grammar**

Traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language. (Richards, 2000)

➢ **Transformational Grammar**

Is a theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures? "In transformational grammar, the term "rule" is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences.

A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker. (Richards, 2000)

> ➢ **Universal Grammar**

The system of categories, operations, and principles shared by all human languages and considered to be innate. "Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner that is, a theory of the human faculty for language. (Richards, 2000)

2.2.7. MOTIVATION TO LEARN GRAMMAR

Motivation is considered as the most important factor in learning any subject because motivated students have clear views about what they learn and they already know the previously set of objectives designed to them and so they work hard to realize them. Moreover, motivated students can see the results of the learning process in general, and they can also understand the benefits of spending much time in studying grammar and grammatical rules of a foreign language. (Gardner, 2001)

Motivation is probably the most frequently used catch-all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation. (Gardner, 2001)

Learning any language involves the mastery of grammar, vocabulary and the four skills (listening, speaking, reading and writing). In spite of the great importance given to all language components, focus on grammar has become one of the most crucial elements in foreign language instruction. (Thornbury, 1999)

Empirical studies have shown that motivated students learn better since they have great capacities and effort for concentration. Motivation plays an important role in establishing a good classroom atmosphere that helps students to concentrate and to achieve the desired goals. For this reason, many recent researches aim at studying motivation and the different strategies to maintain it in EFL classes in order to facilitate the process of acquisition. (Including grammar tasks). "It is extremely important that students feel motivated when doing the activities." Furthermore, there are three important criteria to be followed by teachers in planning their lessons. Teachers should know the nature of students, and so the topics should be interesting to them. Students should feel that each activity has a purpose and should always be given positive feedback. The activities should be challenging and bring new information; students should understand that their success depends on their working together. (Pinheiro, 2007)

2.2.8. MOTIVATIONAL TECHNIQUES

Getting students motivated to learn can be hard no matter what grade or level. Sometimes it's because students find the material boring or useless, or sometimes because they are simply there because they are required to be and not because they have any interest in the subject matter at hand. There are some things to do; however, to help boost students' interest in whatever it is. Here are some suggestions of ways teacher can make classes more engaging and encourage students to work harder at learning. (Ames, 1990)

Learner's motivation is one of the key factors that determine success in learning a foreign language. Motivation researchers found that motivational techniques that teachers use can effectively influence learners' motivation toward learning a foreign language. (Burden, 1999)

These motivational techniques could be categorized into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and rounding off the learning experience (encouraging positive self-evaluation). The concept of all these techniques is based on the idea that teacher behavior and beliefs significantly affect students' motivation for learning a foreign language. For this reason, techniques in motivating language learners should be seen as an important aspect of motivation toward learning a foreign language. Therefore, several research studies constructed and summarized motivational techniques for teachers in classroom application. (Burden, 1999)

1. **General**

Here are some basic ideas to consider when motivating students.

Change the style and content. Students not responding to your lessons? Try changing them up. Sometimes all it takes is a little variety to make things more interesting to students.

Use group cooperative goals to maximize student involvement and sharing. Students may be more motivated to work if you allow them to work together. Working with their friends and classmates can be more fun and can help them get more excited about projects and topics they otherwise wouldn't enjoy.

Plan assignments and exercises that are neither too easy nor too difficult. One way to kill motivation in students is to give them assignments that are well below or above their abilities. Work should be challenging but no so much so that students feel defeated. (Kauchak, 2010)

2. **Spark Interest**

The first step to motivating students is to spark their interest in the subject. Here are some ways you can make any topic seem more interesting.

Ask rhetorical questions. Give students something to think about at the beginning of the lesson by asking rhetorical questions. You may not expect them to answer, but they may be motivated to think about the subject once a question has been posed.

Ask questions to engage the class. Asking students questions about the subject is one way to get them active and engaged in the learning process. It also forces them to think about a topic rather than just accepting it at face value.

Tell a story. Many students respond better to narratives rather than facts that have been linked together. The human interest or story behind the events makes things more interesting and encourages students to pay attention to topics they might otherwise want to disregard. (Jon, 2011)

3. Learning Environment

Creating a great learning environment is key to motivating students. Here are some ways you can make your classroom more learning-friendly.

Make the classroom inviting. Students will feel more willing to explore topics, even those they don't understand, if they feel comfortable in their surroundings so create a classroom that is as inviting as possible for students.

Show interest in students as individuals. Taking the time to get to know each of your students individually can be a great way to earn their trust and to help them feel important. Sometimes that's all students need to feel motivated to learn.

Allow students to help decorate. Students may feel more at home in your classroom if they have taken an active part in decorating the room. Younger kids may want to post art projects while older students might enjoy showing off posters for big projects.

Give students jobs around the classroom. When students feel they are an active part of the classroom and that they have responsibilities it gives them the sense that they

matter. Students with more confidence and self-esteem may feel more motivated to learn and be more successful.

Promote open communication and discussion. Make sure your students feel comfortable asking questions if they don't understand, raising issues, or even questioning things they don't think are right. This kind of open discussion can promote their desire to learn and lets them share their own ideas and desires.
 (Andrew Elliot, 2005)

4. Feedback

How you react to your students can have a big impact on their motivation to learn. Here are a few things to consider trying.

Provide closure with a positive ending. Whenever a lesson or project is through, make sure to provide students with not only a feeling of closure but an ending on a positive note as well. Students will be much less likely to embark on a new subject if they feel they ended poorly with the last.

Encourage curiosity. Make sure that students know that they can ask questions and seek out more information on any subject.

Recognize achievement. When students do perform well in class, make sure they are recognized for it, whether privately or publicly so they know achievement does matter.

Emphasize the positive. Make sure that your feedback isn't all negative by emphasizing the positive aspects of what the student did as well. This will motivate them to try the good things again even if they do them in a different way the next time around. (Andrew Elliot, 2005)

5. Learning Opportunities

Use these special learning opportunities to motivate students.

Help students set goals. Setting goals for each student can be an integral part of getting them motivated to work, so ensure that each student has a goal to work towards that reflects his or her own abilities and talents.

Make learning more interactive. Whether you have students work with each other, do experiments, put on play or anything else, interactive experiences are much more likely to get students interested in a subject than assignments that leave them sitting at their desks. (Jon, 2011)

6. Promote teamwork.

Most students feel energized and motivated when they get to work with classmates on lessons and projects. Allow students to work together to foster a sense of teamwork and to get them excited about learning.

Play games. Help make learning fun by turning parts of your lessons into a game. Students will want to participate in a fun activity and they'll be learning in the process.

Use computers. Computers are great interactive tools and most students will be excited to use them in class. Take advantage of the educational opportunities they afford and the motivation they may provide students.

Allow students to study in groups. Some students may simply work better and learn more when they work with other students. Allow students to work together to go over material to see if it improves their performance. (Jon, 2011)

7. Rewards

Here are some ideas on how to use rewards to motivate your students.

Make learning the reward. The ultimate goal of rewards is that learning itself ends up being the reward. This may not be possible at first, but ensure that students feel like their knowledge is always part of the bonus.

Give small rewards. Small rewards like candy or special pins can help brighten the day of students and encourage them to keep working hard.

Make sure all students feel included. Try to avoid making certain students in your classroom feel left out. In some cases it may be necessary to provide other smaller rewards for students who are shy or struggle with lessons.

Recognize achievements in all students. Each of your students will have their own strengths and weaknesses. Take the time to recognize each student for what he or she does best. (Andrew Elliot, 2005)

2.3.DENITIONS OF KEY TERMS

- ➢ **Motivational technique**. - Tool to facilitate the learning of grammar, motivating students, enhancing their achievements.
- ➢ **Learning Grammar**. - Process through which are acquired skills, mainly in the written part (spelling), the knowledge of the structure of sentences (syntax), to the components of the words and the prayers (morphology) and the sounds (phonetics).
- ➢ **EFL**. - English as a Foreign Language: English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country.
- ➢ **ESL. -** English as a Second Language. Students whose first language is something other than English are referred to as "English Language Learners" and are often designated as ESL in order to receive accommodations and support with their language acquisition goals.
- ➢ **Method:** Procedure technique or way to do something especially in accordance with a definite plan.

2.4. HYPOTHESIS

The application of the motivational techniques influence in a positive way in teaching-learning grammar process in students at 5th semester in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, during 2015 term.

2.5. VARIABLES

2.5.1. DEPENDENT VARIABLE

Grammar Learning

2.5.2. INDEPENDENT VARIABLE

Motivational technique

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

METHODS OF RESEARCH.

For the achievement of this investigation the SCIENTIFIC METHOD was used, this rational and logical synthetic problem is part of the problem definition and limitation, collecting reliable and relevant information; this method allowed to analyze and interpret the obtained data.

3.1. DESIGN OF THE RESEARCH

Documentary and Field research were used.

Documentary research .- The research data was obtained through the use of printed materials, in order to learn, compare, expand , deepen and deduce different approaches and criteria of several authors.

Field research. - Data was obtained through the use of surveys and observation guide to investigate and know the reality of research.

3.2. TYPE OF RESEARCH

Exploratory research was used, determine the nature of the problem, this research is not intended to provide conclusive evidence, but help to have a better understanding of the problem, this research is flexible because it is possible to formulate all types questions (What, why, how).

3.3.POPULATION AND SAMPLE

3.3.1. POPULATION

The research was applied to 20 students of 5th semester in Language School in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, during 2015 term.

3.3.2. SAMPLE

The population is small with specific parameters, and the universe of the research is exactly known, this is why the research worked with the total population.

3.4. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

➢ **Survey. -** A survey was used to collect data and experience. These results (presented after the survey) were showed. The obtained data from asking a set of questions to the total population was studied composed of a number of students, in order to know their opinion, thoughts and experiences; the most relevant questions have been selected in accordance with the nature of the research.

3.5. DATA ANALYSIS AND PROCEDURAL TECHNIQUES

The data was gained by applying the Motivational Techniques in the Grammar Learning Process with students at 5th semester in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo.

It was necessary to anticipate a plan for the collection of data on the information gathered.

- ✓ Critical review of the information.
- ✓ Tabulation of data according to the proposed variables.
- ✓ Statistical Study of data to present results.
- ✓ Analysis and interpretation of results.
- ✓ Interpretation of the results with the support of the theoretical framework.
- ✓ Verification of this hypothesis.
- ✓ Establishment of conclusions and recommendations.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1. SURVEY 1 ANALYSIS:

QUESTION N° 1

1. How often are grammar classes active and participatory?

Table 1. - Grammar classes are active and participatory

Category	Frequency	Percentage
Usually	6	30%
Sometimes	10	50%
Seldom	4	20%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 1. - Grammar classes are active and participatory
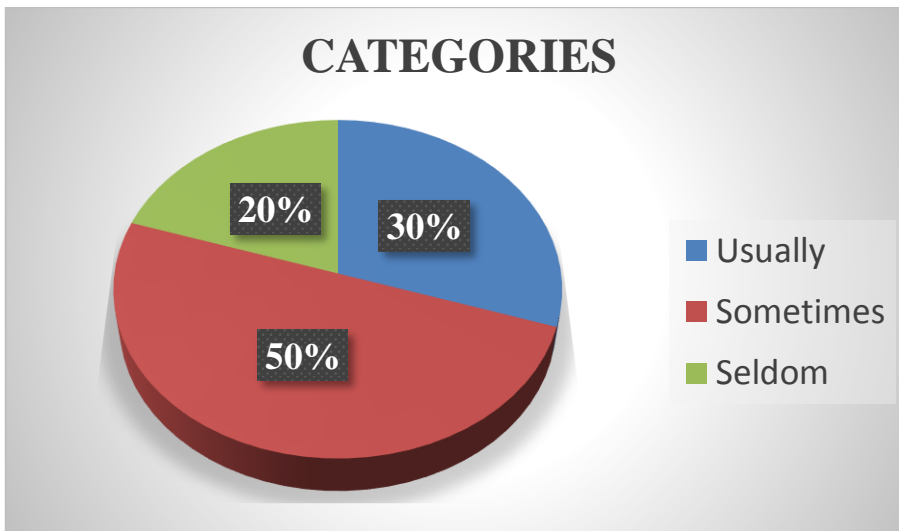
Source: Chart N° 1
Made by: Jenny Daquilema

Analysis: Data analysis shows: 50% of students said that sometimes grammar classes are active and participatory, 30% said that usually, and 20% of students said that seldom.

Interpretation: Some students affirm that sometimes grammar classes are active and participatory, and some of them said that seldom. The active and participatory technique help student-teacher interaction, facilitating the teaching-learning grammar classes.

QUESTION N° 2

2. **Throughout your career how often have teachers used motivational techniques in teaching-learning grammar process?**

Table 2. - The use of motivational techniques in teaching-learning process

Category	Frequency	Percentage
Usually	7	35%
Sometimes	9	45%
Seldom	4	20%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 2. - The use of motivational techniques in teaching learning process
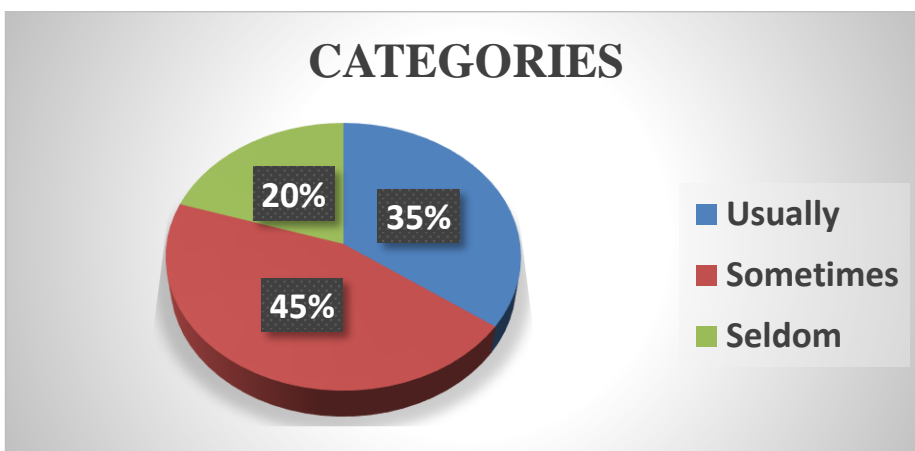
Source: Chart N° 2
Made by: Jenny Daquilema

Analysis: Data analysis shows: 45% of students said that teacher sometimes has applied motivational techniques in teaching-learning process, 35% said that usually and 20% said that seldom

Interpretation: Some students said that learnt grammar trough motivational techniques in the class, motivational techniques are important tools in the process of learning.

QUESTION N° 3

3. **How often do grammar teachers assess your previous knowledge before starting a new topic?**

Table 3. - Teachers assess student´s previous knowledge before a new topic

Category	Frequency	Percentage
Usually	7	35%
Sometimes	9	45%
Seldom	4	20%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 3. - Teachers assess student´s previous knowledge before a new topic
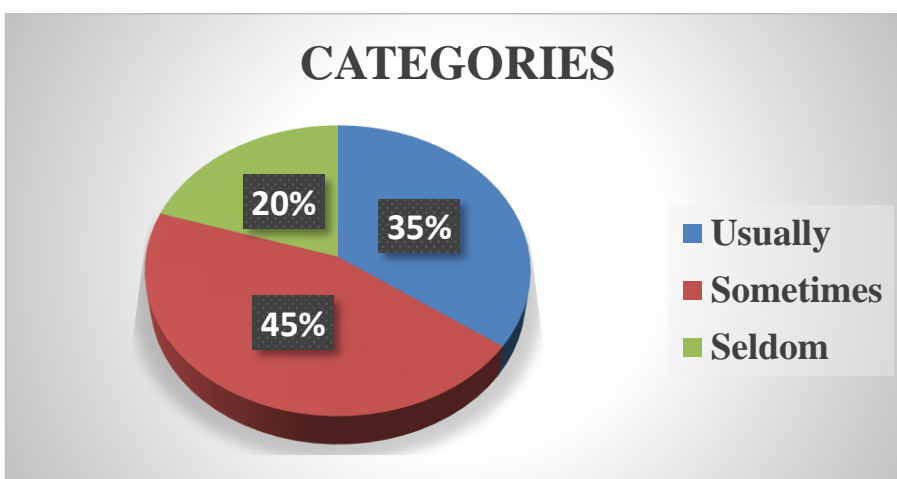
Source: Table N° 3
Made by: Jenny Daquilema

Analysis: Data analysis shows: 45% of students said that teacher sometimes asses their knowledge before a new topic, 35% said that usually, and 20% said that seldom.

 Interpretation: Students said that teachers sometimes asses them before a new topic. Assess students before starting a new topic let to gauge students' needs.

QUESTION N° 4

4. How often do teachers congratulate you on the outcome or success reached?

Table 4. - Teachers congratulate students on the outcome or success reached

Category	Frequency	Percentage
Usually	8	40%
Sometimes	10	50%
Seldom	2	10%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 4. - Teachers congratulates students on the outcome or success reached
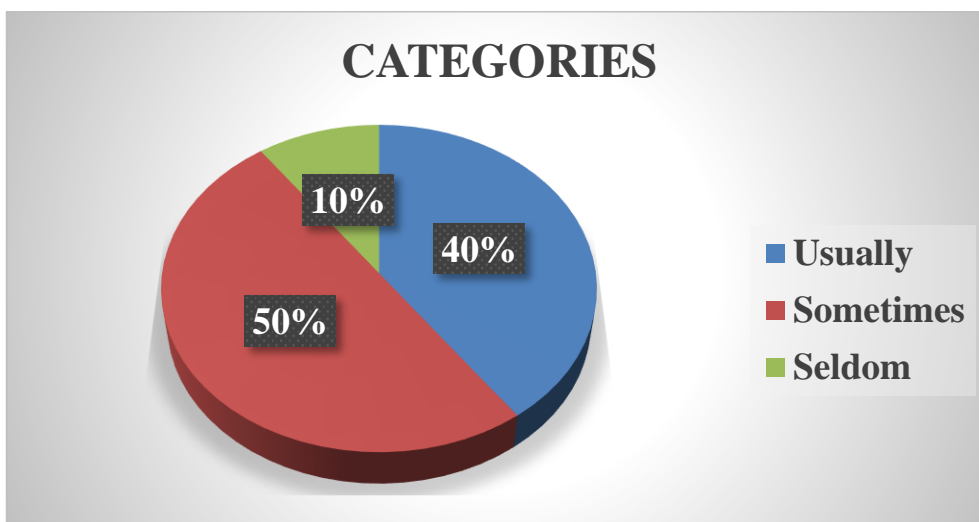
Source: Table N° 4
Made by: Jenny Daquilema

Analysis: Data analysis shows: 50% of students said that teachers sometimes congratulate them on the outcome or success reached, 40% said that usually and 10% said that seldom.

Interpretation: The most of the students said that teachers sometimes congratulates them on the outcome or success reached. Students will have their own strengths and weaknesses, so congratulating is an important motivational technique.

QUESTION N° 5

5. How motivated do you feel to learn grammar by your own?

Table 5. - Students feel motivated to learn grammar by their own

Category	Frequency	Percentage
Much	7	35%
Quite a bit	8	40%
A little bit	5	25%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 5. - Students feel motivated to learn grammar by their own
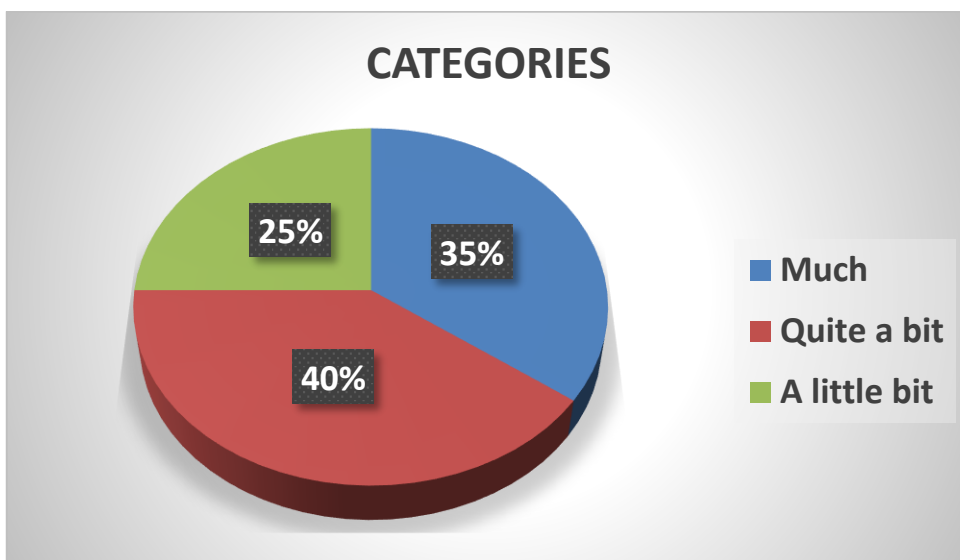
Source: Table N° 5
Made by: Jenny Daquilema

Analysis: Data analysis shows: 40% of students said that they feel motivated quite a bit to learn grammar by their own, 35% said that much, and 20 % said that a little bit.

Interpretation: The study of grammatical rules sometimes become difficult to understand due to students do not practice their grammar by their own, some motivational techniques used in the class could encourage them to practice by their own.

QUESTION N° 6

6. How often do you participate actively and directly in the class?

Table 6. – Students participate actively and directly in grammar classes

Category	Frequency	Percentage
Usually	9	45%
Sometimes	9	45%
Seldom	2	10%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 6. - Students participate actively and directly in grammar classes
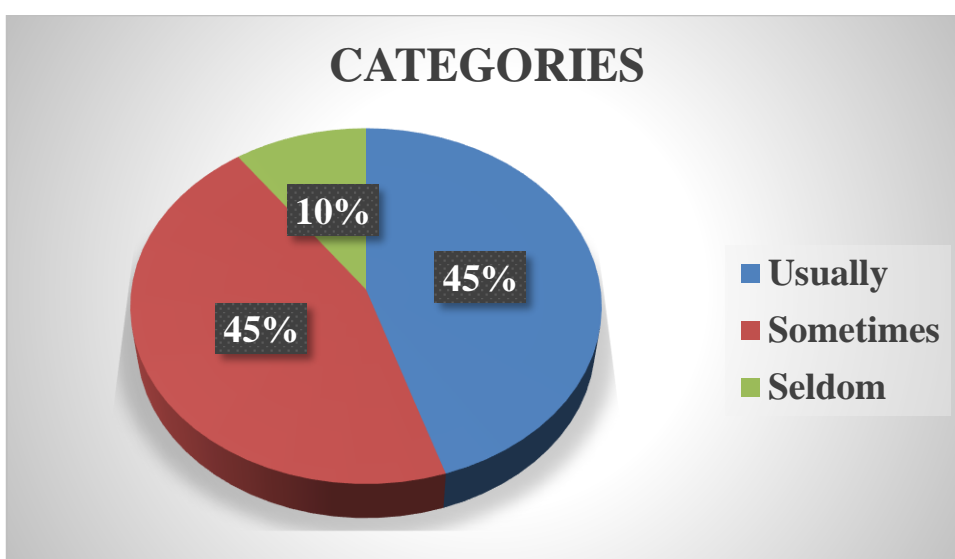
Source: Table N° 6
Made by: Jenny Daquilema

Analysis: Data analysis shows: 45% of students said that they usually participate actively and directly in grammar classes, 45% said that sometimes and 10% said that seldom.

Interpretation: This graphic shows that students participate actively in grammar classes. Participation develops speaking skills, so students can practice their grammar in their conversations.

QUESTION N° 7

7. How much do games help to facilitate the teaching-learning of grammar?

Table 7. – Games help to facilitate the teaching-learning of grammar

Category	Frequency	Percentage
Much	12	60%
Quite a bit	7	35%
A little bit	1	5%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 7. – Games help to facilitate the teaching-learning of grammar
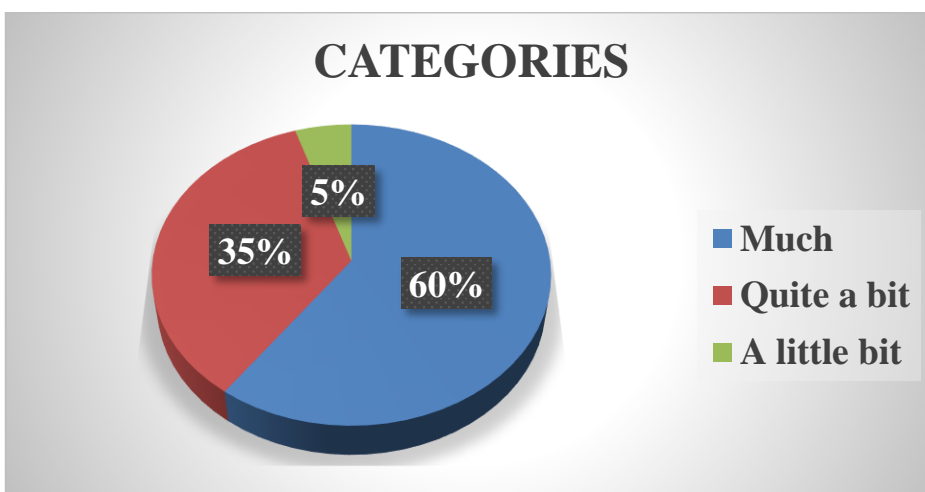
Source: Table N° 7
Made by: Jenny Daquilema

Analysis: Data analysis shows: 60% of students said that games help much to facilitate the teaching-learning of grammar, 35% said that quite a bit and 5% said that a little bit.

Interpretation: The most of the students said that games help in teaching-learning of grammar, playing games in the classroom is a good motivational technique that teachers should use, it helps to learn fun by turning parts of your lessons into a game.

QUESTION N° 8

8. How effectively is the use of visual aids in grammar classes?

Table 8. - The use of visual aids in the grammar classes

Category	Frequency	Percentage
Much	12	60%
Quite a bit	6	30%
A little bit	2	10%
Total	20	100%

Source: Survey conducted at the students of the fifth semester in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 8. – The use of visual aids in the grammar classes
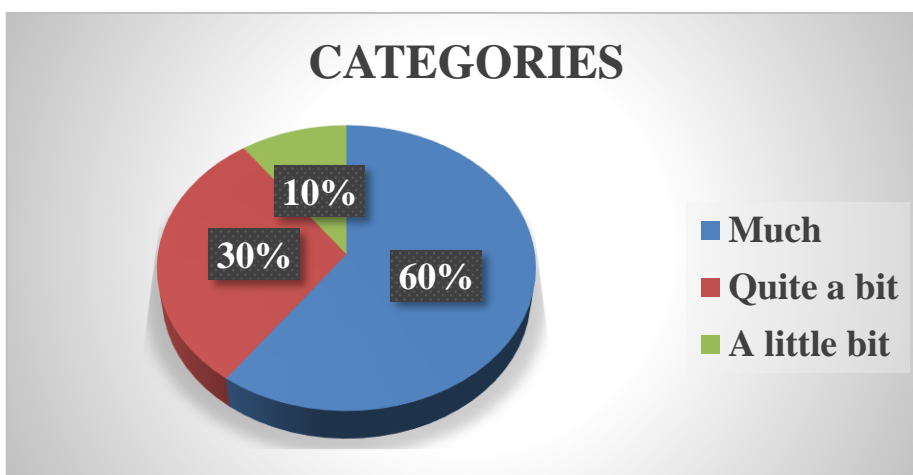
Source: Table N° 8
Made by: Jenny Daquilema

Analysis: Data analysis shows: 60% of students said that the use of visual materials in grammar classes is really effectively, 30% said that quite a bit, and 10% said that a little.

Interpretation: This graphic shows that most of the students think that the use of visual aids in grammar classes are really effectively. The use of visual aids such as posters, television, and videos can help to understand the main points that students have learnt.

4.2. OBSERVATION GUIDE APPLIED TO THE GRAMMAR TEACHER

QUESTION N° 9

9. **Do the techniques used in the class, help to improve the learning of grammar?**

Table 9. - The techniques used in the class help to improve the learning of grammar

Category	Frequency	Percentage
Usually	1	100%
Sometimes		0%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 9. – The techniques used in the class help to improve the learning of grammar
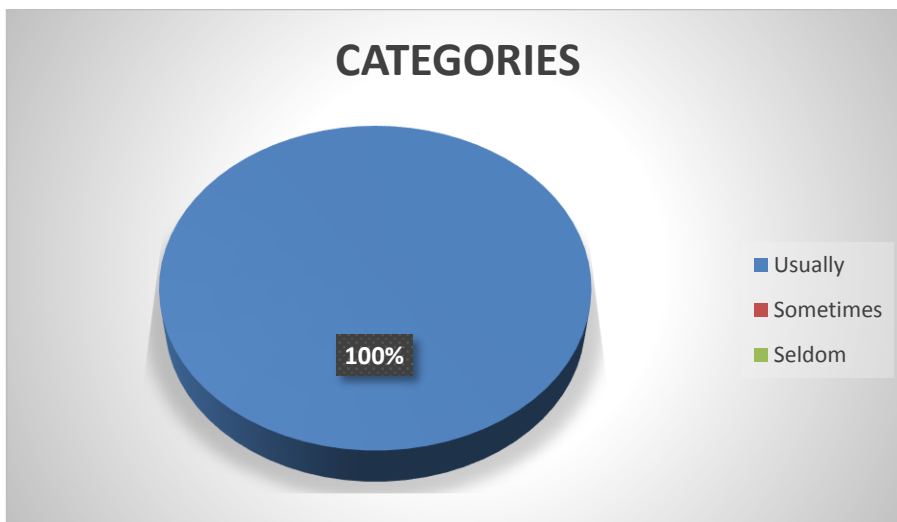
Source: Table No 9
Made by: Jenny Daquilema

Analysis: Data analysis shows: The techniques used in the class usually help to improve the learning of grammar

Interpretation: Techniques are important tools that a teacher should applies in the different classes not only in grammar class.

QUESTION N° 10

10. **How often are used the following motivational techniques to improve the teaching-learning of grammar?**
    Promote teamwork
    Spark Interest

Table 10. –Motivational techniques used to improve the teaching-learning of grammar

Category	Frequency	Percentage
Usually		0%
Sometimes	1	100%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 10. –Motivational techniques used to improve the teaching-learning of grammar
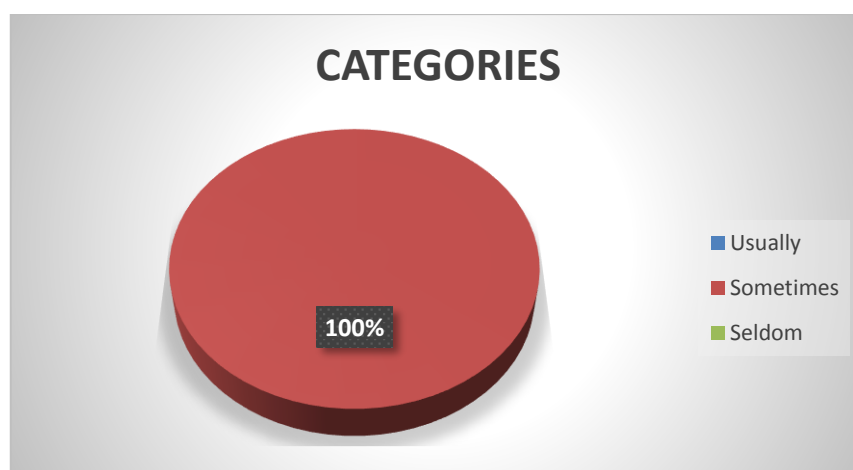
Source: Table No 10
Made by: Jenny Daquilema

Analysis: Data analysis shows: that spark interest, team work as motivational techniques are sometimes used to improve the teaching-learning.

Interpretation: Motivational techniques are sometimes used in the class, teacher should consider to use those techniques with more frequency in order to improve the learning.

QUESTION N° 11

11. How often does the teacher make a feedback about the last theme before starting a new topic?

Table 11. – The teacher makes a feedback before starting a new topic

Category	Frequency	Percentage
Usually		0%
Sometimes	1	100%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 11. – The teacher makes a feedback about the last theme before starting a new topic
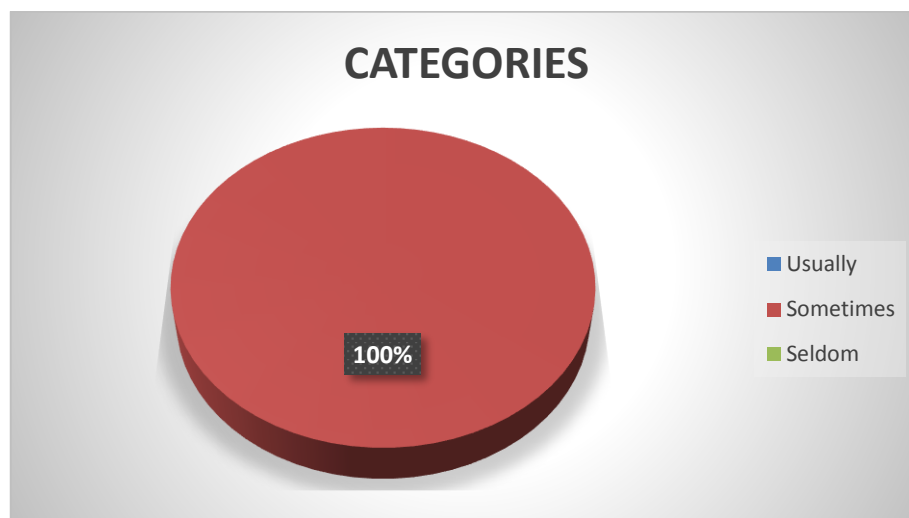
Source: Table No 11
Made by: Jenny Daquilema

Analysis: Data analysis shows: that sometimes the teacher makes a feedback about the last theme before starting a new topic.

Interpretation: It is important that teacher usually makes a feedback about last topic. Students will be much less likely to embark on a new subject if they feel they ended poorly with the last

QUESTION N° 12

12. How often does teacher create difficult tasks?
Table 12. – The teacher creates difficult tasks

Category	Frequency	Percentage
Usually		0%
Sometimes	1	100%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 12. – The teacher creates difficult tasks
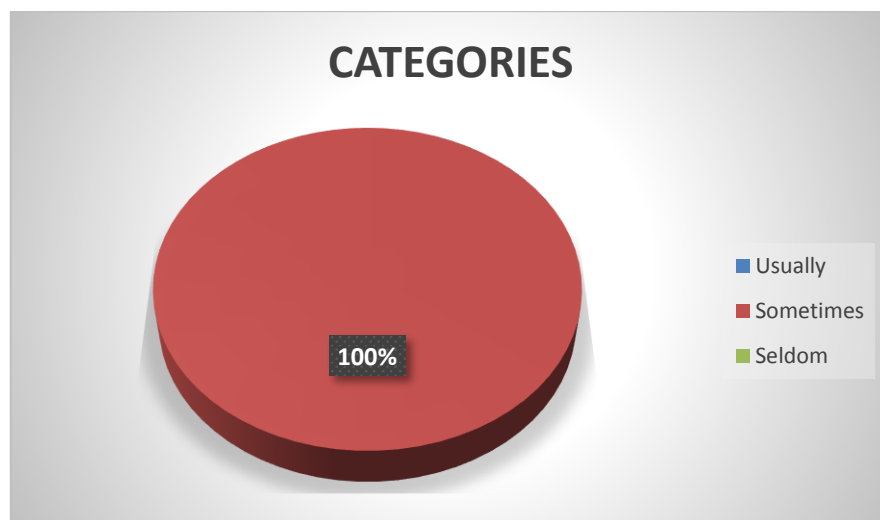
Source: Table No 12
Made by: Jenny Daquilema

Analysis: Data analysis shows: that teacher sometimes creates difficult tasks.

Interpretation: It is important that teachers do not create always difficult tasks because one way to kill motivation in students is to give them assignments that are well below or above their abilities.

<center>QUESTION N° 13</center>

13. When students interact in a conversation how often do they use grammar mistakenly?

Table 13. – Students use grammar mistakenly during a conversation

Category	Frequency	Percentage
Usually		0%
Sometimes	1	100%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 13. – Students use grammar mistakenly in a conversation
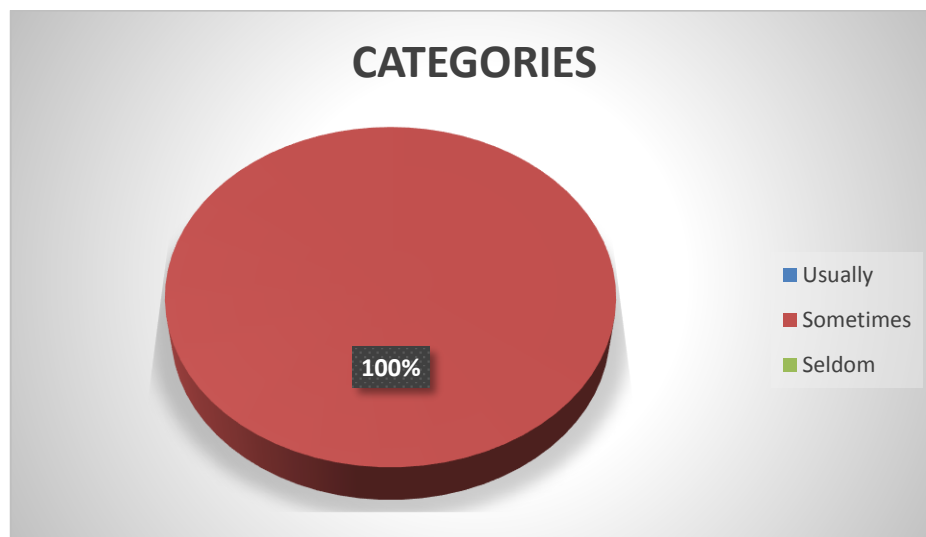
Source: Table No 13
Made by: Jenny Daquilema

Analysis: Data analysis shows: that students sometimes use grammar mistakenly during a conversation.

Interpretation: The use correctly of grammar in speech is a little complicated if students do not practice enough.

QUESTION N° 14

14. Does the teacher promote open communication and discussion?

Table 14. – The teacher promotes open communication and discussion

Category	Frequency	Percentage
Usually	1	100%
Sometimes		0%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 14. – The teacher promotes open communication and discussion
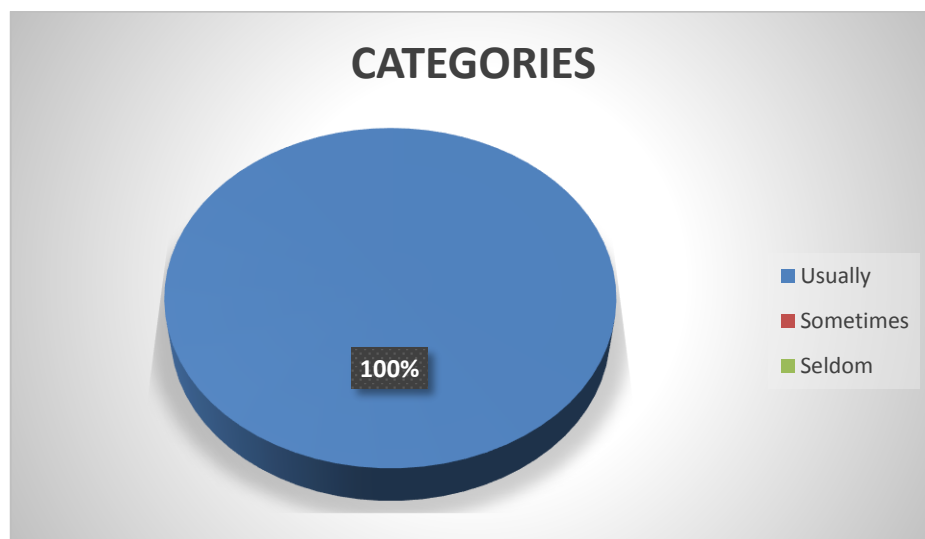
Source: Table No 14
Made by: Jenny Daquilema

Analysis: Data analysis shows: That teacher usually promotes open communication and discussion in grammar classes.

Interpretation: Promotes open communication make students feel comfortable asking questions if they don't understand, raising issues, or even questioning things they don't think are right.

QUESTION N° 15

15. Do the teacher Recognize achievements in all students?

Table 15. – The teacher Recognize achievements in all students

Category	Frequency	Percentage
Usually	1	100%
Sometimes		0%
Seldom		0%
Total	1	100%

Source: Observation guide applied at fifth semester teacher in Language School at Universidad Nacional de Chimborazo.
Made by: Jenny Daquilema

Graphic 15. – The teacher Recognize achievements in all students
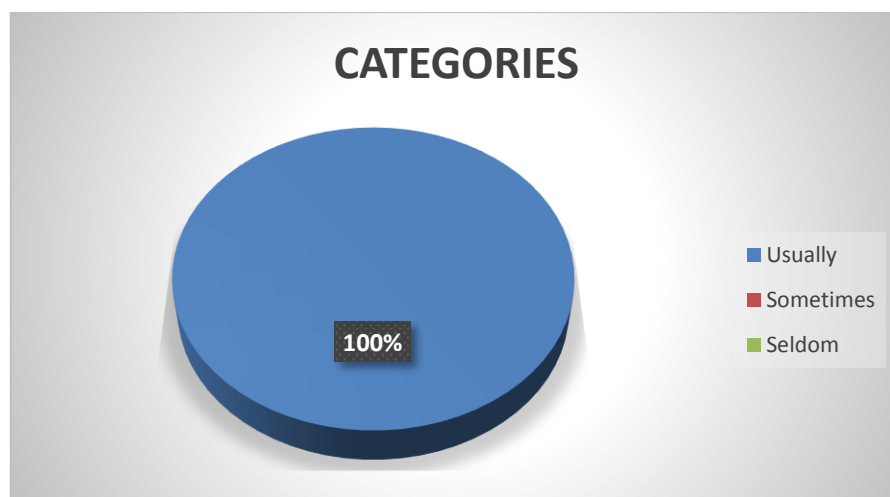
Source: Table No 15
Made by: Jenny Daquilema

Analysis: Data analysis shows: That teacher usually recognize achievements in all students.

Interpretation: It is important that teacher takes the time to recognize each student for what he or she does best.

4.3.   EVALUATION AND ANALYSIS

The results of this study have shown that Motivational techniques influence in a positive way in teaching-learning grammar process in students at 5th semester in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, during 2015 term.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1.CONCLUSIONS

At the end of the investigation, It´s understood that motivation is fundamental in students' learning. Teachers assist in increasing and developing motivation for optimal achievement in the classroom. Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers empower students to find joy and excitement in their learning.

Through this study It was concluded that the use of motivational techniques help to teach difficult topics in a fun and easy way, so students understand spontaneously.

Finally it was determined that the use of motivational techniques affects positively in the process of teaching-learning grammar in students at fifth semester in Language School in the Facultad de Ciencias de la Educación, Humanas Y Tecnologías at UNACH.

5.2. RECOMMENDATIONS

- Develop another motivational techniques geared toward the teaching-learning of grammar.

- Encourage students using participatory techniques, so they can feel comfortable to participate actively and directly in the classes.

- Change the style as well as the content of learning activities; consider hands-on activities, group work, art projects, games, computer work, or field trips.

- Inspire students to practice their grammar in every day conversations, as both inside the classroom and outside of it, so they will improve their grammar knowledge and the ability to use English in a best way.

- Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme.

- Try to use games in difficult topics; so students understand the theme in an easy and funny way.

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ATTACHMENTS

ATTACHMENT No 1 - SURVEY No 1

NATIONAL UNIVERSITY OF CHIMBORAZO

SURVEY APPLIED TO FIFTH SEMESTER STUDENTS OF LANGUAGE

Subject: MOTIVATIONAL TECHNIQUES IN GRAMMAR LEARNING

Take a few minutes to complete this brief survey; your responses will be treated confidentially. Read the question carefully before marking each item.

1. How often are grammar classes active and participatory?

○ Usually

○ Sometimes

○ seldom

2. Throughout your career how often have teachers used motivational techniques in teaching-learning grammar process?

○ Usually

○ Sometimes

○ Seldom

3. How often do grammar teachers assess your previous knowledge before starting a new topic?

○ Usually

○ Sometimes

○ Seldom

4. How often do teachers congratulate you on the outcome or success reached?

○ Usually

○ Sometimes

○ Seldom

5. How motivated do you feel to learning grammar by your own?

○ Much

○ Quite a bit

○ A little bit

6. How often do you participate actively and directly in the class?

○ Usually

○ Sometimes

○ Seldom

7. How much do games help to facilitate the teaching-learning of grammar?

○ Much

○ Quite a bit

○ A little bit

8. How effectively is the use of visual aids in grammar classes?

○ Much

○ Quite a bit

○ A little bit

ATTACHMENT No 2 – OBSERVATION GUIDE

NATIONAL UNIVERSITY OF CHIMBORAZO

OBSERVATION GUIDE APPLIED TO FIFTH SEMESTER TEACHER OF LANGUAGE

Subject: MOTIVATIONAL TECHNIQUES IN GRAMMAR LEARNING

Please answer the following questions, this information will help to make conclusions and recommendations according to the theme: "The Motivational Techniques incidence in The Grammar Learning Process with students at 5th Semester in the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, during 2015 term"

INDICATORS:

1.- Seldom	2.- Sometimes	3.- Usually
Necesita mejorar	En proceso	Logrado

Nº	QUESTIONS	1	2	3
1	Do the techniques used by teachers in the class, help to improve the learning of grammar?			
2	How often do teachers use the following motivational techniques to improve the teaching-learning of grammar? • Play games • Promote teamwork • Spark Interest			
3	How often do teachers make a feedback before starting a new topic?			
4	How often do teachers create difficult tasks?			
5	When students interact in a conversation do they use grammar mistakenly?			

6	Is there interaction between teacher and students during grammar classes?			
7	Are games used to improve and facilitate the teaching-learning of grammar?			
8	Do teachers motivate students to learn grammar outside of the classroom?			