UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CAREER IN LANGUAGE TEACHING

TITLE OF PROJECT

"STRATEGIES TO MOTIVATE STUDENTS IN THE LEARNING PROCESS OF ENGLISH IN THE 8TH GRADE OF BASIC EDUCATION PARALLEL "A" IN TÉCNICO LICTO HIGH SCHOOL DURING THE SCHOOL YEAR 2014-2015"

Project research prior to obtaining the bachelor's degree in: Science Education as English teacher.

AUTHORS: **MAYRA VIVIANNA CALLE RUILOVA**

JESSICA MARILÚ ACALO TAYUPANDA

DIRECTOR OF THESIS: MGS. ELSA BASANTES

Riobamba, October 2015

CERTIFICACIÓN

Riobamba, 29 de Septiembre de 2015

Mgs. Elsa Basantes
TUTORA DE TESIS

UNIVERSIDAD NACIONAL DE CHIMBORAZO DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CERTIFICA: Que las señoritas: Jessica Marilú Acalo Tayupanda y Mayra Viviantta Calle Ruilova han trabajado bajo mi tutoría de la presente tesis, previa a la obtención del título de licenciadas en Ciencias de la Educación en el área de Inglés, la misma que cumple con la reglamentación pertinente, así como lo programado en el plan de tesis y reúne la suficiente validez técnica y práctica, por consiguiente autorizo su certificación.

Mgs. Elsa Basantes

TUTORA DE TESIS

CERTIFICACIÓN

Mgs. ELSA BASANTES, Ing. LUIS MACHADO, Msc. MÓNICA CADENA, en su orden Tutor y Miembros del Tribunal de Tesis de Grado desarrollado por las señoritas Egresadas JESSICA MARILÚ ACALO TAYUPANDA Y MAYRA VIVIANNA CALLE RUILOVA.

CERTIFICAN

Que luego de revisada la Tesis de Grado en su totalidad, se encuentra que cumple con las exigencias académicas de la Facultad de Ciencias de la Educación Humanas y Tecnologías "UNACH" de la escuela de Idiomas por lo tanto autorizamos su presentación y defensa.

Mgs. ELSA BASANTES

TUTORA DE TESIS

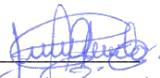Ing. LUIS MACHADO

MIEMBRO DEL TRIBUNAL

Msc. MÓNICA CADENA

MIEMBRO DEL TRIBUNAL

DERECHOS DE AUTORÍA

Jessica Marilú Acalo Tayupanda con cédula de identidad 060434763-3 y Mayra Vivianna Calle Ruilova con cédula de identidad 030258549-2, estudiantes de la Facultad de Ciencias de la Educación Humanas y Tecnologías de la UNACH, por medio del presente documento certificamos que hemos leído la política de Propiedad Intelectual de la Universidad Nacional de Chimborazo y estamos de acuerdo con su contenido, por lo que los derechos de propiedad intelectual del presente trabajo de investigación quedan sujetos a lo dispuesto en la Política. Así mismo, autorizamos a la Universidad Nacional de Chimborazo para que realice la digitación y publicación de este trabajo de investigación.

Atentamente,

Jessica Acalo
060434763-3

Mayra calle
030258549-2

DEDICATORY

To God and my grandparents, because they have been with me in every step I take; taking care of me and from heaven guiding my way. To my parents, fundamental pillars in my life who have watched over my well-being, with much love and affection, I dedicate them all my efforts, in recognition of all the sacrifice that I have put to study, they deserve this and more.

To my dear brothers for being my companies, my full support and my strength to keep going.

To my teachers, to whom I owe much of my knowledge, and have gratify for helping me for a competitive future not only as professionals but also as better human beings.

To all of you with love and affection.

Jessica Marilú Acalo.

With the accomplishment of this thesis, one of my most important goals is achieved. Therefore, I would like to dedicate it to my parents; role models for their dedication, strength and courage; who have been with me at every step along my daily and student life as they have showed me their support and gave me a guiding and motivating hand in difficult times; had contribute in my educational training and my desire to overcome obstacles and so for showing me their affection and true love.

It has been a privilege being your daughter; you are the greatest parents!

Mayra Vivianna Calle.

ACKNOWLEDGE

The Universidad Nacional de Chimborazo, today has become the paradigm of education and culture at provincial and national levels and we as students have had the opportunity to study at this prestigious university; therefore we witness the quality, both in its organization and teaching.

For this reason, we want to make clear our deep appreciation to our distinguished faculty teachers and especially to Mgs. Elsa Basantes who guide us in this research project.

ABSTRACT

This Project was executed in students of eighth grade of Basic Education in Técnico Licto high school. Its main purpose was to apply motivating strategies to achieve better results in the learning process of English. Besides, it was justified because of the lack of desire of learning English, it was developed through the use and the application of a methodology, which includes documental and field research. The research then, began its process in the high school, in order to give a brief diagnostic of its situation, to then establish, the research problem and to set objectives. Consequently, the theoretical fundamentation is considered a fundamental aspect into the development of the research, because it provides scientific, psychological and pedagogic information, educative and social. Indeed, it is worth to say, that the constructivism and meaningful learning theories are some of the most important parts of the research. In what concerns on the methodology used in the research, the use of methods are certainly essential to make possible for carrying on the project. Likewise, the students were part of a survey with the purpose to get results for being then, analyzed and to interpret them in order to obtain conclusions and recommendations to students and teachers. Finally, the proposal to the problem was presented, resulting motivated students in the learning process English as a second language.

CONTENT

INDEX OF TABLES

INDEX OF GRAPHICS

INTRODUCTION

This project research named "Strategies to motivate students in the learning process of English in the 8th grade of Basic Education parallel "A" in Técnico Licto high school during the school year 2014-2015".

This research has been designed under the rules established by the Facultad de Ciencias de La Educación, Humanas y Tecnologías which follows the same scheme granted by the research team of the faculty.

This research is organized in five chapters:

Chapter I, refers to the institution's background, problem statement which is about improving the learning process of English through the use of strategies to motivate students continuing with: the formulation problem, General objective, Specific objectives and Justification.

Chapter II consists of the theoretical framework which is based in the analysis of the problem, it has the basic and historical theory, taking into account the different foundations that support our study research, which allowed to better understand the problem; as it combines contributions from several authors that allowed this research.

In Chapter III, we refer to the methodology of traditional and current approaches, that involves the research designed with their respective procedures. In this chapter we define the techniques and instruments used; as well as the population which is intended in the investigation.

In Chapter IV all the data collected in the survey is analyzed and each question is being detailed with its respective chart, the same that has its respective interpretation.

Chapter V in a general conclusion: the strategies to motive students are tools that will benefit in the learning process as it facilitates by integrating newly produced knowledge, contributing to the expansion of prior knowledge of the students, in order to develop the second language and for learners to have the ability to produce and acquire knowledge much easier and effective.

CHAPTER I

1   REFERENCIAL FRAMEWORK

1.1   PROBLEM STATEMENT

The research will be conducted in the Técnico Licto High school belonging to Riobamba, Province of Chimborazo, located in the parish in South West Licto address within the following boundaries: North, Canton and Chambo River, to the south, the parish of Cebadas, in the east the parish of puntal and the Chambo River, and in the West the parishes of Flores and Punin with the teacher of this institution during the school year 2014-2015.

According to several references of ancient people who relate the story of the Técnico Licto High school. It was created in 1981 with ministerial agreement. Currently the institution has 2 careers of dress industry and industrial mechanics, 28 professional teachers in different areas and 2 administrators and 350 students from the parishes of Pungalá, Licto and Flores.

At the time of observing the institutional development one of the major problems was the use of few strategies to motivate which prevents the efficient performance of the Técnico Licto high school. Since, strategies and techniques are very necessary learning resources for teaching nowadays. Besides, strategies and techniques are designed to lead to better learning, because of them; we can develop the knowledge, acquire skills with less effort and incorporate the ideals and attitudes that we as future teachers must provide our students.

The following research aims to prove whether the use of motivational strategies influence positively in the learning process of English. To address the issue at hand, we will start by explaining that a key factor at the time of learning the language is motivation which has to do no more than the strategies used by the teacher. This itself has become a main objective to decrease difficulties when teaching.

This fact can be witnessed as we have recall when being students since primary, secondary and superior education or when we have been active participants in the institution practices in different schools. Hence, it is possible to identify a number of problems presented in educational reality, which are strictly related to teacher-student's relationship in the classroom when teaching content. To begin; it is the fact that unfortunately English classes are mostly monotonous this is due to different traditional methods.

Motivational strategies have had significance in learning English as they serve to help students. In the meantime, the student will feel especially motivated by being able to actively use their mental faculties, and thus are much more interested in learning the English language. Hence, it will always be one of the main goals or objectives of all good teachers. From this perspective, it is considered that the mood and attitude of the student is a key factor in successful language learning.

For this reason, this research is important because learning a second language should be a natural and creative process though leaving behind the mechanical teaching and trying to reach to the present time to the incorporation of strategies. Ever since this is a task that teachers should play.

It is why, a contribution to an alternative solution through strategies that support to improve and motivate students in the learning process of English in Técnico Licto high school is proposed. Not only that, but to help themselves out in their everyday work or in their future.

1.2 FORMULATION PROBLEM

How do motivational strategies influence in the learning process of English in the students of Octavo año de Educación Básica parallel "A" in Técnico Licto High School during the school year 2014-2015?

1.3 OBJECTIVES

1.3.1 General Objective

- To demonstrate the influence of motivational strategies in the learning process of English in the students of Octavo año de Educación Básica parallel "A" in Técnico Licto High School during the school year 2014-2015.

1.3.2 Specific Objetives

- To apply strategies to motivate students in the learning process of English in the Octavo año de Educación Básica parallel "A" in Técnico Licto High School.

- To evaluate if motivational strategies contribute in the learning process of English in the Octavo año de Educación Básica parallel "A" in Técnico Licto High School.

1.4 JUSTIFICATION

This research proposal is justified since it is based on the need to suggest help in the English language learning. Besides, it is very relevant to the educational progress in teaching a second language because better results can be seen in the language in students who are in greater exposure as it will increase the probability of learning and will have a definite success which would allow an improvement on their English level.

From this point of view, the fact of learning a language while being in exposure will involve a development of other cognitive aspects. Pinker (1995), speaks of the importance of the environment when teaching and learning a language. Therefore, the classrooms where English is taught should simulate such environment. This is not only important for achieving good results in students, but ensures a competent student's profile with current requirements. Therefore, the learner's future is a key factor to language learning.

The direct and indirect beneficiaries of this research are: the students and the teacher of the Técnico Licto high school. Thus, students can be directly benefited in their learning of the language as well as the teachers who can see the direct effects of the use of motivational strategies in the English class. What is more, it progressively will provide better results; and being consistent in using a variety of strategies for teaching will make the teaching and learning process easier and understandable. From this, the students from Técnico Licto high school will be benefited and is relevant to them, because they themselves can initiate these changes when they begin to move into the laboral world. That is producing its knowledge within a classroom.

This research has a positive effect as it ensures students better discipline and a role of being protagonist of their own learning. Therefore, it is viable because it generates cohesion and collaboration among teachers and students to achieve not just a target level of English by students, but also a level of pedagogical competence in teaching English by the teacher.

There is a great concern to find best teaching strategies to overcome and give solution to the interruption of learning this language through starting with eliminating mistakes from the beginning. So, we have cited the use of motivational strategies in the classroom which promotes learning in students in a fun way and in turn they will interact freely.

For this reason, this present research is important as it will provide ideas and suggestions which will help the development of the teaching and learning process of the English language in the Técnico Licto high school. Thus, achieving to forming students with great interest in English as a second language.

CHAPTER II

2 THEORETICAL FRAMEWORK

2.1 BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

When checking in the Language School; there are some similar thesis themes to what it is intend to be investigated the following are:

"INCIDENCIA DE LAS DINÁMICAS MOTIVACIONALES EN EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS" mentioning that students are motivated when they see themselves as capable individuals and when they are in a secure and positive environment.

BY CAIZA AND QUITO (2011)

"DE QUÉ MANERA INFLUYEN LAS TÉCNICAS DE MOTIVACIÓN DE LOS DOCENTES EN EL APRENDIZAJE DEL IDIOMA INGLÉS" discussing that the variety of using techniques will benefit and increase the students' desire to participate in the learning process and so they might as well have the opportunities to use the language and communication in the classroom.

BY PLUA AND DAMIÁN (2013)

A research on motivational strategies in the learning process of English has been investigated by Ovalle, P. (2007) *la motivación en el aula funciones del professor para mejorar la motivacion en el aprendizaje* referring that the motivation is a key element in the classroom and therefore, a successful learning and teaching for students and educators.

It is opted that the topic proposed, being of great importance is necessary, unpostponable to be investigated because this will contribute teachers and students in the Técnico Licto High school.

2.2 THEORETICAL FUNDAMENTATION

2.2.1 What is motivation?

In simple words, Torres, M. (2010) defines that motivation is a central topic in any pedagogical theory since it is not possible to think of learning without motivation. In fact students' learning potential increases when they invest more and make a greater effort when they are well motivated.

Martínez, E., & Sanchez, S. (2010) suggest it is the interest that the student has for his own learning or for activities that lead to him. The interest can be acquired, maintain or increase depending on intrinsic and extrinsic elements. It should be distinguished from what traditionally has been called classroom motivation, which is nothing more than what the teacher does to motivate students.

Pedro Ovalle, quoted by Mora (2007), reminds us that the term motivation is used as the key element that drives the human being to take action to address a particular place or take a position with respect to a new situation. This aspect is crucial in any activity that the human being takes, which is why, it should be taken into account in the learning process.

In brief, motivation is the achievement of significant learning which is related to the need of creating the student's interest for learning certain subject.

Consequently, the students' motivation is influenced by two external factors: the environment and teaching practice. Regarding the environment, it can be consider as elements belonging to two different situations. On the one hand, it refers to the personal factors the student has. This relate to the area where he lives and studies such as; his family and their attitude on the way to foreign language and culture.

On the other hand, there is the place where he studies, and more specifically the group to which he belongs. That is, both the resources and classmates.

As it regards to teachers, both the methodology used by the teacher and their relationship with their students is very important to achieve greater goals in the learning process.

2.2.2   Types of motivation

The types of motivation are based on internal and external factors that involve the student:

- **Intrinsic motivation** refers to taking some action for the sake of enjoyment or the satisfaction that you receive. The motivation for acting can be found in the action itself, and not in some external force (i.e., an reward or outcome). When you act based on intrinsic motivation, you are doing something because it is fun, you enjoy it, or you find it pleasurable. (Williams, Y. 2003)

- **Extrinsic motivation** refers to taking some action in order to obtain a reward or outcome. Instead of doing something because it is fun, people who are extrinsically motivated act based on what they receive as a result. They are not concerned with the action itself, they are only concerned with the resulting rewards. (Williams, Y. 2003).

2.2.2.1   Intrinsic motivation

Intrinsic motivation is the one born from the learner and his own desire to learn, to deepen his knowledge, to improve and achieve as student and as an integral human being.

It is a motivation that responds to the students' needs for their survival, in order to meet their basic needs (confidence, affection, love, care, security, identity, self-esteem and autonomy, among others).

To Torres, M. (2010; pg. 125) the intrinsic motivation comes from internal sources, that is from within the learners themselves which push them to engage in a learning activity. We speak of intrinsic motivation when something is done to satisfy one's

interest. It comes from inside the learners because they want to get a job, pass a test, travel, do what their parents want or simply because they want to pass the class. Meaning that, the intrinsic motivation comes from the student to his desire to know and learn because students are curious and have satisfaction when they study.

According to our point of view, the intrinsic motivation seemed to be the most important in the classroom environment since it allows the students to create a real interest in learning the English language. That is, that failures are not a bad thing in the student but it is something in which the students can feel and realize that they are competent to carry out a number of activities which will be a great contribution in their professional future.

2.2.2.2 Extrinsic motivation

According to Torres, M. (2010; p.125) extrinsic motivation draws from external sources, meaning it comes from outside the learner. Extrinsic motivation arises when the person is moved for external forces like doing activities where they are personally engaged, when what they are learning is relevant and useful for their lives, when the relationship with the teacher and fellow students is good. It is closely related to the materials and the methods of teaching as well as to the constraints and rewards for the learner in the classroom.

Furthermore, an extrinsically motivated student will work on a task even when they have little interest in it because they are engage in the activity in order to earn a reward or avoid a punishment. For instance, studying because they want to get a good grade.

So, extrinsic motivation can be beneficial as this motivation can encourage interest and participation and can be used to motivate learners to acquire new skills or knowledge. Once these skills have been acquired, they may then become more intrinsically motivated to do the class activity.

2.2.3 Emotional states and motivation

Hammond,L., Orcutt, S., Strobel,K. (2000) affirms that the motivation, then, is an internal process; intrinsic to the individual and which is part of this set of attributes of his own. Examples of such are the intelligence, memory, attitudes, personality, knowledge (it comprehends our individual set of knowledge, beliefs, expectations, ability to solve and decide), or emotions.

Likewise, it is suggested that emotional states are those that show great organic activity, which are sometimes reflected as external and internal behaviors and others with permanent emotional states. These are seen as a behavior that can be caused by external and internal causes which may persist over time, even after the stimulus has disappeared and that necessarily accompanies in greater or lesser degree, every motivated behavior.

In addition, emotions play a very important role in learning. There are emotions that encourage learning, and there are others that harm or hinder it. Emotional states such as joy, enthusiasm or courage drive with the adequate emotional energy to efficiently carry out any learning process. While, emotional states such as sadness, fear or anger disturb, hinder or may even invalidate the learning process.

There are four levels at which our emotional states can affect our learning Hammond,L., Orcutt, S., Strobel,K. (2000):

1. At an early stage (predisposition, motivation, interest).
2. In an intermediate stage (perseverance, persistence, regularity of the study).
3. In a stage of obstacles (management of the difficulties, frustration or adversity).
4. In a final stage (emotional balance in the test of our knowledge).

2.2.4 The English learning

The educational training that students get today should go beyond the basic learning materials. It is necessary that students besides knowing their native language to expand

their knowledge learning another language and even better if it is the one spoken in most of the world.

It is considered that the most important thing when learning English is oral communication. Therefore, as language teachers, we must encourage the exclusive use of English in the classroom in order to improve the communication skills of students.

Moreover, to begin speaking fluently in English is necessary to practice "listening". But it seems that students do not see this connection and the teachers themselves fail to let them know. In other words, the English language is seen as a course of grammar structures when this is a new way of communicating. Apparently the same mistake is being made, giving more importance to grammatical knowledge even with the calls received to change education to adopt a much more communicative approach where the part of oral expression plays a key role. Speaking and expressing themselves well are of great importance and the spoken language not only reflects cultural and social aspects of a person but also forms part of their identity as speaker.

2.2.4.1 Motivation and learning

Martínez,E., Sanchez,S.(2010) point out that, motivation is what makes an individual act and behave in a certain way. It is a combination of intellectual and physiological processes which is decided in a given situation to see to what direction the energy is channeled. These are factors that make people act in with different performances. Motivation is a generic term applied to a wide range of impulses, desires, needs and similar forces.

Motivation refers to thoughts, feelings, attitudes, or other cognitive or affective characteristics of an individual that influence their conducts.Without motivation there is no learning, from this point of view, the teacher should consider a goal in its motivating action:

- Promote interest

- Manage and maintain effort

- Achieve the goal of learning prefixed

The motivation must be maintained until the end and be the starting point if the learning process is successful of new motivations for new processes.

Each student is motivated by different reasons: The motivation as an energy self process of the individual limits the role of the teacher to be an exterior agent that tries to unleash the inner forces of the student. This leads to a consequence: incentives have a limited motivational value. The same incentive activity will produce different responses in different individuals or even in the same student at different times. (Martínez,E., Sanchez,S., 2010).

It is also necessary to rely on the students' interests and connect them with the learning objectives or the same activity. There are many teachers who tend to look for interesting techniques for them but do not cause any motivation in students. Students are not motivated by the same, so it is important to seek and perform motivational activities that involve more participation in students.

2.2.5   Teaching resources and learning

The teaching resource is any material that in an educational context is being used with a didactic purpose or to facilitate the development of activities.

In accordance with Carpio and Col., (2005) to achieve meaningful learning in students requires highly trained teachers that not only teach classes, but also contribute to the creation of new methodologies, materials and techniques that make it easier for students to acquire knowledge and skills that are useful and applicable in their personal, academic and professional living. Hence, the importance of these tools whose primary goals are to play as facilitators and potentiators of teaching are significant. Independently from how motivational it may be for the student and in the use of didactic materials in the teaching and learning process. In addition, to being

aware that these tools or means acquire a fundamental role in generating a realization of the abstract construction and generalization through individual or group experience.

The advantages that teaching resources provide make them essential tools in academic training: they provide information and guide learning, in other words, they provide a concrete basis for conceptual thinking and contribute in the increasing on meanings Thomas R. (2007). They develop the continuity of thought, make learning durable and give a more real experience that stimulates the students' activities. Besides, it provides experiences that are easily obtained through various materials and means and thereby offer a high degree of interest to students, evaluate knowledge and skills and offer environments for expression and creation. Thus, it is clearly that didactic resources not only convey information but act as mediators between reality and the student.

2.2.6   Meaningful learning

Meaningful learning according to the American theorist David Ausubel is the type of learning in which a student relates the new information with what he already has; redesigning and rebuilding both information in this process. Meaning, that the structure of the prior knowledge conditions the new knowledge and experiences; and these, in turn, modify and restructure those. This concept and theory are framed in the context of constructivist psychology.

Moreover, meaningful learning occurs when new information is connected with a relevant concept preexisting in the cognitive structure, this means, that the new ideas, concepts and propositions can be learned significantly in the extent to which other ideas, concepts and relevant propositions are adequately clear and available in the individual's cognitive structure and function as an anchor point to the first.

That is, in conclusion, that the meaningful learning is based on prior knowledge which the child has plus the new knowledge. These two relate themselves to make a process and so it is how the new learning is form, this is, the meaningful learning. Also, meaningful learning agreeing with the teaching practice is manifested in different ways

and it is according to the context of the student and the exchange of experiences which each learner has as well as how it relates.

"What we want to see is the child in pursuit of knowledge, not knowledge in pursuit of the child."

George Bernard Shaw

2.2.7 Factors affecting the learning of English

To determine what makes classes or the learning of a foreign language more or less motivating it is necessary to bear in mind that many variables are involved because we are dealing with complex social and psychological aspects of human behavior, for example: Interest, clear goals, the students' ability to learn a second language, self-confidence and self-esteem and the lack of methodology. (Adapted from Basic methodology for teaching English.): by (Torres, M., 2000; p.126).

2.2.7.1 Interest

Generally we found that students do not like English because they did not find any relation between English and their own lives. They did not think that the English would be useful in their future, so they felt that they spent too much time learning boring, unpleasant and difficult things.

2.2.7.2 Clear goals

Goal setting is extremely important to motivation and success. Normally learners need a reason to invest on their own to learn.

2.2.7.3 The students' ability to learn a second language

It can be influenced by their attitudes toward the target language, the target language speaker and their culture. Negative attitudes toward the foreign language, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of the language. On the contrary, positive attitudes towards them increase language learning success.

2.2.7.4 Self-confidence and self-esteem

Some students think they are not able to do something. It seems likely that students who have experienced failure in learning relate it with their own inabilities which cause them to have low self-esteem related to their future success in learning which may, in turn, lead to other behaviors that are negative.

2.2.7.5 Lack of good methodology

Students loose motivation when teacher's methodology is boring or passive. In contrast, the use of good methodology facilitate teachers to face students' needs; or else, students do not work well this way. As a result, they will be completely uninterested to learn. And so, classroom activities will not keep them engage and learning will take place at a very slow and inefficient pace.

The lack of good methodology brings out students to not try their best and be less attentive. Hence, if a teacher is not willing to use effective methodology students will continue being bored; and even more because they tend to get bored very easily. Besides students' interests not only depend on them but, it is also dependents on the way the teacher teaches and handles the class. This is, the ability to make the teaching and learning interesting and enjoyable.

2.2.8 A teacher in the classroom

- Has fluent competence in listening, speaking, reading, writing English.
- Has a strong knowledge on basic principles of language learning and teaching and is always updated.
- Understands the close connection between language and culture and puts in practice.
- Provides a wide variety of learning activities and uses a wide range of techniques.
- Presents language points clearly and interestingly.
- Makes room for fun in the classroom. Learning is important but it should not be so serious all the time.

- Recognizes students' effort/achievement.
- Promotes communication among students. Stimulates interaction, cooperation and teamwork in the classroom.
- Uses different strategies to make the meaning clear.
- Is ready to improve day by day.
- Allows some constructive noise in the classroom.

Teachers are facilitators of students' learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future. In other words, teachers play important roles in the lives of the students in the classroom and are best known for the role of educating the students. Beyond that, teachers work for many other roles and maintain the classroom as an effective environment for teaching and learning.

One of the most common roles a teacher plays in the classroom is to teach knowledge to their students. Teachers are given a curriculum they must follow. And this curriculum is followed by the teacher so that throughout the school year all the knowledge is distributed.

Teachers also play an important role in the classroom when it comes to the environment. For instance, if the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense that the teacher is angry, students may react negatively to that and therefore learning can be weakened. This is why; teachers are responsible for the behavior in the classroom. This behavior is then considered a reflection of the teacher's actions and the environment that is set during the class.

2.3 TEACHER'S ROLES

A teacher plays different roles in education. There are different roles which have to be played by the teacher; sometimes teacher as an instructor, as a monitor, a facilitator, as a motivator, so on.

2.3.1 Teacher as an instructor

The teacher as an instructor gives clear instructions about what and how to do any activity so that students can finish them successfully. It is that, the teacher gives more organized activities and tasks which the students should follow.

The role of the teacher as an instructor is to help the student to obtain a successful learning as to improving their abilities. The teacher also gives an understanding to their students and also gives the chance to their students to be more active, to give their opinion in the class, and improve their thinking.

2.3.2 Teacher as a monitor

The teacher as a monitor checks students' work all the time making sure all of them stay on task; helping them when necessary or when they ask for it. He or she acts as a resource person; checking and observing. Monitoring involves the teacher moving around the classroom, listening to their conversations and being aware of how well or poorly students are progressing with their assignments and working with students as needed. Yet, it is a good idea to let the students check their answers together before feeding back to the teacher because it gives them the chance to correct their mistakes before the teacher sees and thus; avoid looking embarrassed in front of the class.

2.3.3 Teacher as a facilitator

The teacher as a facilitator needs to observe individual learners, assess their needs, and provide appropriate climate and resources such as fostering a positive classroom atmosphere that is conductive for learning, providing material and guidance to enable the students to work on their own.

A facilitator inspires the students to take in their own learning. They provide opportunities for students to discover the tools that they need for learning; so that they can become lifelong learners. For that reason, teachers are facilitators which engage and encourage the students in the classroom.

Besides, they provide a good classroom atmosphere where students have the opportunity to increase intellectually and emotionally. They evaluate the needs and abilities of students and determine methods and techniques to present in class when teaching.

2.3.4   Teacher as manager

The teacher as a manager promotes and organizes the interaction in the classroom. In this role he or she leads students to be responsible for meeting their own learning needs. In order to do it, the teacher should be aware of the principles of learning, the students' learning preferences in different teaching methods, so that he or she acts as someone who makes the process of learning easier.

2.3.5   Teacher as a motivator

The teacher as a motivator involves the students in classwork and encourages them to take an active part in the lesson. He or she supports students' learning even when what they are producing at the moment is not perfect. In others words, the teacher does not give a punishment if their students make a mistake in answering or doing an exercise. But the teacher will continue to support and motivate students to repair their mistake.

Consequently, the motivation which the teacher gives to their students should be one that builds the students' confidence. Being that, teachers must be able to build the character of their learners through a variety of activities that can enhance students' creativity in building self-motivation. As, teachers should always be constructive to innovative new methods to motivate students to learn. And this can also be achieved by placing the students as a center of learning.

Indeed, Motivation in teaching is an essential process to make the learning more effective. If the motivation is powerful and strong, the rest of the process will be easy and comfortable. So we can understand the role of motivation in educating in schools.

2.4   STRATEGIES OF MOTIVATION

The motivational strategies are designed in order to progressively achieve the objectives and to facilitate and contribute to the development of learning, and so, encourage efficient development within a social context. At the same time that, it will facilitate the fulfillment of tasks and responsibilities.

Students will need motivation which is situated in the environmental conditions that the teacher creates, as they are not always internally motivated, that is to say that, a classroom with good set of materials and resources awake the students' interest in learning. For that reason, the use of strategies and educational materials by the teacher are essential in the teaching process.

According to Ovalle, P. (2007) in many cases a large number of students in the classroom becomes one of the obstacles to implement creative activities, but a creative teacher will break these barriers accessing to the collaboration and participation of all students, according to the development of each, without the need to distinguish differences, cognitive and affective, but through learning to live where collaboration is present.

Among the motivational strategies for motivating there are: to organize activities in cooperative groups, the use of songs and games and the use of technology as a tool for teaching and learning.

2.4.1   Organize activities in cooperative groups

Groups help students develop skills, such as problem solving and communication. With cooperative groups it is also easier to keep students motivated, create an active learning environment and can manifest a positive attitude.

To Moon (2000) Great emphasis is placed on group work in order to encourage collaborative working habits and promote socialization in the classroom. The student is not only supposed to learn from the teacher or by him or herself, but also from the contribution of the other students.

Conceived by Torres, M. (2010; pg.132), there are some important reasons why teachers should use group in the classroom:

- **Groups give the students more time to speak and more practice to learn English:** This type of teaching in cooperative groups allows interaction. Though improving their speaking skill and enhancing communication between them.

- **Groups are fun for the students as it is easier to keep them motivated:** Which means, it produces an active learning environment that increases positive attitudes on the way to a language learning success.

- **The students use real communication; they don't just repeat dialogues:** This group contact allows students to develop skills such as problem solving and communication because communication is one of the major goals to have a smooth-running class.

- **Students develop cooperative learning:** This achieves a greater ability to view situations from others' perspectives more positive and supportive relationships with peers. So, the learners and the ways they work form an interesting and valuable field of study.

- **The students feel less anxious speaking in groups than in front of the whole class:** Groups can help shy students who do not speak up in class become more comfortable when they get to participate with other students as in cooperative groups.

- **The students working in groups develop responsibility and interdependence:** Working in groups help learners reflect on their role and their contribution. It

provides an opportunity to clarify their understanding through discussing the material with each other. Yet they make sure that all of the group members understand. As a result, when all members assume their expected responsibilities, working in groups can be effective making them increasingly more responsible for their own learning, to achieve this goal it is essential to secure a positive learning atmosphere. So that their opportunities for learning are maximized.

- **Working in group lets students get better outcomes:** Team members can complement one another's strengths and weaknesses. In other words, it is likely that students will learn more effectively if they were put into groups helping one another in learning. So, weak students will gain benefits from interaction with stronger ones.

- **Teachers need to prepare fewer materials:** The material used by the teacher should be only necessary materials that can be used in the classroom to maintain it attentive and not tired because of the use of unnecessary material. Some materials which can be used in class are: handouts, pictures and worksheets. But it is the task of the teacher to prepare the appropriate material in order for learners to feel they are learning and communicating in a new language while working.

- **Students interact using the language sharing ideas and information; they are given the opportunity to use the language in a non-threatening environment:** Group work is a convenient way to expand social relationships in the classroom and they will feel ready to face the speaking skill in order to make learners active participants in a conversation.

Concisely, through the use of cooperative groups students have more opportunities to actively participate in their learning, they share and discuss their ideas; they achieve confidence and motivation along with improving academic learning. Because the skills students develop while collaborating with others are different from the skills students develop while working independently.   In fact, using cooperative groups to accomplish academic tasks not only provides opportunities for students to develop

interpersonal skills but also gives them an experience that will help them be successful in their future.

2.4.2   Use of songs and games

Teachers should create an interesting class taking into account what the students want to communicate and exploiting entertainment activities such as: songs and games.

Songs will enrich language learning in students from a very practical perspective plus, it is the most interesting way to learn words, fixed structures for creating then an autonomous learning.

Maj, G. (2012) affirms that songs can play a really important part in the language classroom. It can change the atmosphere in the room and students can often feel real progress in their level of English. Then, its use in the classroom will set the scene and learning atmosphere to enhance teaching and learning activities. Using songs for learning makes the process much more fun and interesting. Songs help in learning because it:

- **Establishes a positive learning state:** Songs are an effective way for learners to practice language. Because when they sing, they practice pronouncing words and putting together sentences. Hence, learning the lyrics to songs is also an effective way to remember information. Since students' brains remember language better when it is set to music so, its use in class will create a meaningful environment.

- **Creates a desired atmosphere:** Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage students learning and prevent problem behaviors from occurring. Creating positive interactions between a teacher and learner is one important way to help build a positive classroom environment.

- **Energizes learning activities:** Teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or present new vocabulary

in order to keep students interested and create a fun and memorable learning experience for students in English classes.

- **Focuses concentration:** Songs encourage the ability to improve listening and thus to concentrate; therefore they will probably have better effects on their minds and on their language success than with the text alone. Hence, learners will get to know what to say and to produce language rapidly without pausing.

- **Increases attention:** Songs can help increase students' curiosity and encourage them to learn the target language. They are more interested in the class lessons connected with songs, and their attention is more focused and persistent because the tasks the learners are completing during the lesson are interesting for them.

- **Improves memory:** Learners have the opportunity to listen to pronunciation and songs will help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization because it enhances the process of remembering.

- **Releases tension:** It helps to create a relaxed atmosphere that makes the classroom a nonthreatening environment. So, Stress can be relieved with songs as to creatisng a feeling of safety and making the learning in a classroom much easier.

- **Enhances imagination:** It is a wonderful way to develop the creative process. For instance, song sounds can help learners hold visual images. They can be very stimulating and students can make up their own verses once they have learnt the tone and the structure of the songs. They are also essential to the development of students' imaginations since they have the ability to express their ideas in words as well as in gestures.

- **Provides motivation:** songs can add interest to the classroom routine and potentially improve student's motivation. Which means it stimulates interest which can help maintain classroom motivation, thus helping learners to reach higher levels of achievement.

- **Adds an element of fun:** Students often think of songs as entertainment rather than study; it is why the use of songs can make learning productive and therefore students find learning English through songs enjoyable and interesting.

In accordance with Brewer, C., & Roberts, P. (2012) songs can also be used to help students remember learning experiences while it increases interest and activates the information mentally, physically, or emotionally. Songs as well, create a highly focused learning state in which vocabulary and reading material is absorbed at a great rate.

In our view, teachers should encourage students to learn their cultural and social customs and differentiate it from the foreign language that they are learning. One of the ways is through the songs, thereby not only imparts knowledge related to a subject, but also works with social training and inculcates good values. With the use of songs students have the opportunity to practice pronunciation, accent, phonetics and reinforce grammatical structures.

That is why; it is an activity which is considered to be used in the teaching process. As it presents a model of academic motivation that engages students in learning.

On the other hand, Pak R. (2009) suggests games have shown to have advantages and effectiveness in learning in many ways. First, games bring in relaxation and fun for students, thus helping them learn and to retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.

In conclusion, learning through games is one effective and interesting way that can be applied in any classroom. Since games are used not only for fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of

improving learners' communicative competence. Pak R. (2009) states the following on games:

- **Games are fun and children like to play them:** Through games learners experiment, discover, and interact with their environment.
  For that reason, it transforms the language classroom into an adequate scenario of the real exchange of information, as student may be able to understand new concepts and ideas and because students need a lot practice to learn vocabulary and structures. However, for the practice to be meaningful student must be engaged and so, students can develop them through game playing. Definitely while playing games students develop a variety of connections with the content and can form positive memories of learning.

- **Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language:** Games contribute and encourage many learners to sustain their interest and work. It creates a context in which the language is useful and meaningful. The learners want to take part and in order to do so they must understand what others are saying or have written. They should also speak or write for expressing their own point of view or to give information.

- **The game context makes the foreign language immediately useful to the students. It brings the target language to life:** The use of games enhances students' use of English in a flexible, communicative way and it helps the teacher to create a context in which the language is meaningful. Furthermore, in a relaxed environment, real learning takes place and students use the language they have been exposed to and have practiced. Thus, games are helpful as they give students opportunities and allow them to practice language skills.

- **Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot**: Students learn the language in a natural way. Which according to Krashen's theory it refers to the processes learners use to acquire their

first language. These processes are not conscious and are free from the guidance of teaching That is to say; children learn to speak the language depending on the environment; similar to what goes on with classroom games.

- **Even shy students can participate positively:** Games create the motivation for learners of English to get involved and participate actively in the learning activities. In view of that games are highly motivating and entertaining and can give students more opportunities to express their opinions and feelings.

2.4.3   The use of technology as a tool for teaching and learning

Properly used technology will help students acquire the skills they need. Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners. It also enhances the relationship between teacher and student and helps make teaching and learning more meaningful and fun. Lucas, G. (2008) is right in pointing out that there are some benefits to using technology in the classroom these are:

a.   It can keep students focused for longer periods of time: The use of computers to look up information is a tremendous time saver, especially when used to access a comprehensive resource like the internet to conduct research. This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research.

b. It makes students more excited to learn: When technology is integrated into class lessons, learners are more likely to be interested in, focused on, and excited about what they are studying or learning.

c. It enables students to learn at their own pace: With the integration of technology, students are able to get direct, individualized instruction from the computer. This form teaching allows them to engage with the information at times that are most convenient for them and helps them become more self-directed in the learning process. It also

gives the teacher more time to accomplish classroom objectives, while helping the students who might be having difficulties with certain lessons.

d. It prepares students for the future: By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century. But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures. Education is no longer just about learning and memorizing facts and figures; it is about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation when used correctly.

This access to resources is one of the major reasons why technology is valuable in classrooms. Further, it is a way in which the teacher can creatively use new strategies and teaching methods to enhance learning and meet the educational objectives.

The motivating factors are powerful for a solution and for the development of socio-affective skills such as values, attitudes, motivations and emotions, as these represent the most important focus for achieving personal and professional skills that learners will require. If teachers look for a way to motivate students it will take them to think about different motivational strategies that will push students to acquire interest on learning the language.

2.5   DEFINITIONS OF BASIC TERMS

The terms of the proposed research will be detailed:

There is the **learning** which is defined as the process of acquiring knowledge, skills, values and attitudes, enabling through study, teaching or the experience.

Any method that a teacher uses to help students accomplish mastery in the classroom is considered a **teaching strategy**. Some teaching strategies involve ways to differentiate instruction so that everyone in the classroom can learn the material, while others involve different types of activities that motivate students with different interests or who have different learning styles.

Confidence is a mental attitude of certainty that everything is given to achieve what we propose.

Commitment is a firm and irrevocable decision to our purpose, no matter the difficulties, the work we should do, or the time we need. We must be dedicated to ourselves and our work or staff.

Competence indicates a sufficiency of knowledge and skills that enables someone to act in a wide variety of situations. It is the possession of required skills, knowledge or capacity.

Constructivism is meant to be that students construct their own knowledge and meaning from their experiences and through relating the new knowledge with what they already know.

Paradigm referring to teaching involves the old and new paradigm. The old paradigm states that the knowledge is transfer from teacher to student; while in the new paradigm of teaching the knowledge is constructed by students.

2.6   HYPOTHESIS SYSTEM

2.6.1   General Hypothesis

Motivational strategies influence positively in the learning process of English in the Octavo año de Educación Básica parallel "A" in Técnico Licto High School during the school year 2014-2015.

2.7 VARIABLES

INDEPENDENT VARIABLE: Motivational strategies

DEPENDENT VARIABLE: The learning process of listening skill.

CHAPTER III

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
Motivational strategies	It is a set of techniques used in the teaching and learning complemented by the driving force of motivation that initiatives the action of the student.	- Cooperative groups - Use of songs and games	Stimulates, interaction, cooperation and teamwork in the classroom Promoting students' interest	**INSTRUMENTS** Questionnarie **TECHNIQUE** Poll
The learning process of English	It is the acquisition of knowledge of the language which involves the teacher sharing ideas to improve the student's abilities.	- Listening skill	Students' ability on comprehension and understanding	**INSTRUMENTS** Questionnarie **TECHNIQUE** Poll

3 METHODOLOGICAL FRAMEWORK

3.1 SCIENTIFIC METHOD

For this research the method used was the scientific method because it is a rational and logical systematic process by which it parts of the definition, the problem is delimited, clear and specific goals were required, data was collected through reliable and relevant research; organization, analysis and interpretation of information. With the results of

the poll, a proper inference was obtained. This method allowed to present an accomplished scientific knowledge.

3.2 TYPE OF RESEARCH

It is an APPLIED research because it seeks the application or the use of the knowledge assimilated, while others are acquired after implementing and systematizing the practice based on investigation. The use of knowledge and the research results gives a rigorous research, an organized and systematic way of knowing reality.

3.3 RESEARCH DESIGN

In this research, documentary and field research will be used:

Documentary research: The purpose is to extend and deepen the knowledge, collecting the data and using the proper handling books, papers and other printed documents.

Field research: It is field research, as the data will be collected directly at the place where the event occurs.

The following motivational strategies were applied in the students of 8th grade of basic education parallel "A" in Técnico Licto High School with the teacher's contribution:

- Cooperative Groups
- The use of songs and games
- Use of technology as a tool for teaching and learning

Cooperative Groups

Students were asked to match the pictures of famous people given with their corresponding biography to then check with their groups.

Main objectives:

- Students interacted using the language through exchanging ideas.

- Students seem to be more responsible with their team.

The use of songs

Students were asked to work in pairs. Students were given different activities to do after or while listening to the song: "Let it be" by the Beatles; to then check the tasks orally and on the board.

Main objectives:

- Student put more attention and concentration in class.
- Students were motivated and inspired.

Use of games

A competency between two teams was played. The teacher gave a message to the first student of each team. This message was whispered by the first player until the last student or player. The team winner was the one who could write the message correctly.

Main objectives:

- Students were excited and motivated and became active participants.
- Students interacted and cooperated. They were able to communicate in the target language.

Use of technology as a tool for teaching and learning

Students worked out activities on-line for practicing vocabulary through writing and listening.

Main objectives:

- Students had the opportunity to practice and reinforce the skills of writing and listening and provided students to update themselves.
- Students were more interested in learning the language and stayed engaged.

3.4   POPULATION AND SAMPLE

3.4.1   POPULATION

This research is conducted with 8th graders of the Técnico Licto High school. The course consists of 32 students: 14 girls and 18 boys belonging to the middle class and the teacher of the institution.

3.4.2   SAMPLE

The population is small therefore; no sample is applied, consequently, the worked is involved with everyone indicated in the research process.

3.5   TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

The selected techniques for data collection are:

3.5.1   TECHNIQUE

- **Poll:** questions were applied to the students for recognizing the use of strategies in the classroom.

3.5.2   INSTRUMENT

- **Questionnaire:** questions to students were applied.
  Application of the instruments based on the process.
- Satisfaction concerns when completing the questionnaires, so that responses are answered properly.

3.6   PROCESSING TECHNIQUES FOR THE ANALYSIS

The following steps will be followed:

- Looking fundamental relations in accordance with the objectives and hypothesis.
- Interpretation of results, supported by the theoretical framework.
- Checking hypothesis.
- Establishment of conclusions and recommendations.

CHAPTER IV

4   ANALYSIS AND INTERPRETATION OF RESULTS

The research aims to determine how motivational strategies influence positively in the learning process of in the 8th grade of basic education parallel "A" in Técnico Licto high school during the school year 2014-2015.
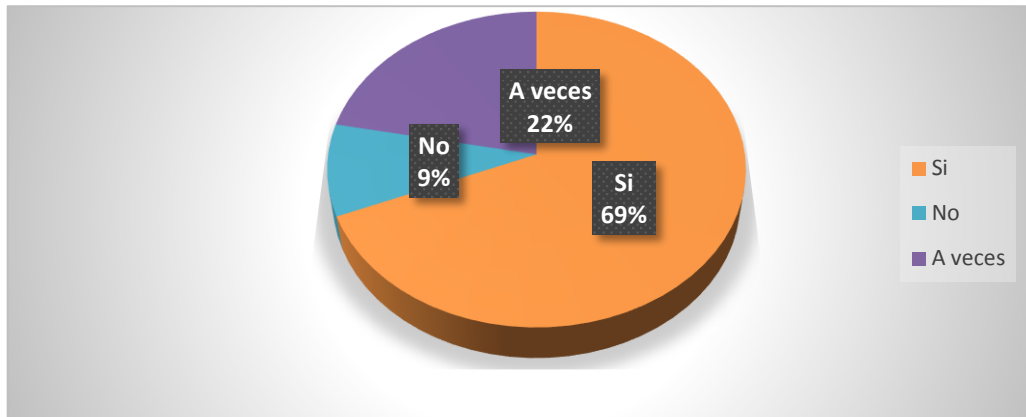
4.1   ANALYSIS AND INTERPRETATION OF RESULT OF SURVEY MADE TO THE STUDENTS OF THE TÉCNICO LICTO HIGH SCHOOL

1. Conoces alguna estrategia de motivación que el profesor utiliza en clase?

Table No 1. Estrategias de motivación que el profesor utiliza

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	22	69%
No	3	9%
A veces	7	22%
TOTAL:	**32**	**100%**

Graphic N° 1. Estrategias de motivación que el profesor utiliza.
ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: The 69% of the sample representing 22 students of the 8th grade of Técnico Licto **DO** know about any motivational strategy that the teacher uses in class; 22% of the sample representing 7 students **SOMETIMES** and 9% of the sample representing 3 students think that the teacher **DOES NOT** use a motivational strategy in class.

INTERPRETATION: This result allows us to deduce that 69% of the sample of the 8th grade students **DO** know any motivational strategy that the teacher uses in class; main starting point for the learning process to be successful and may generate a positive atmosphere in the classroom.
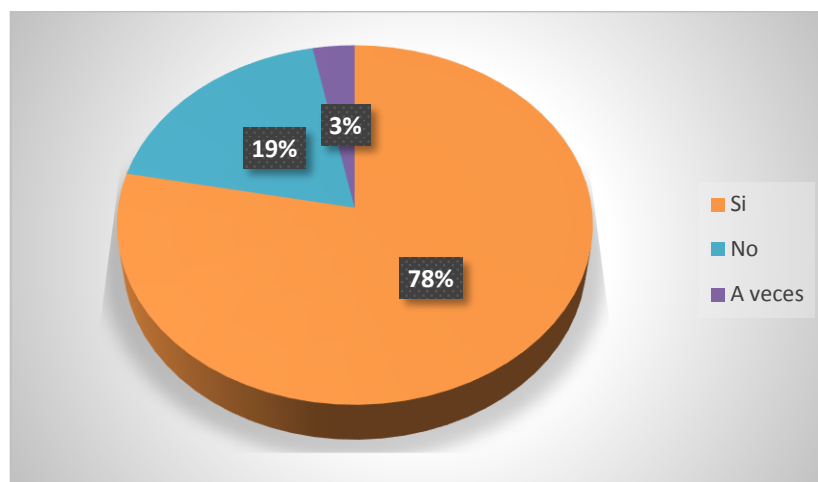
2. Sentiste entusiasmo al trabajar en grupo con tus compañeros?

Table No 2. Entusiasmo al trabajar en grupo

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	25	78%
No	6	19%
A veces	1	3%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 2. Entusiasmo al trabajar en grupo.

ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 78% of the sample that represents 25 students in the 8th grade of basic education in the Técnico Licto **DO** feel enthusiasm when working with their classmates; 19% of the sample representing 6 students **ARE NOT** excited when working in groups and 3% of the sample representing 1 student believes that he or she **DOES** feel enthusiasm to work in groups.

INTERPRETATION: This result allows us to consider that if working in activities in cooperative groups in the classroom students will feel enthusiasm and so they will acquire meaningful learning naturally. Yet they have confidence when working together.
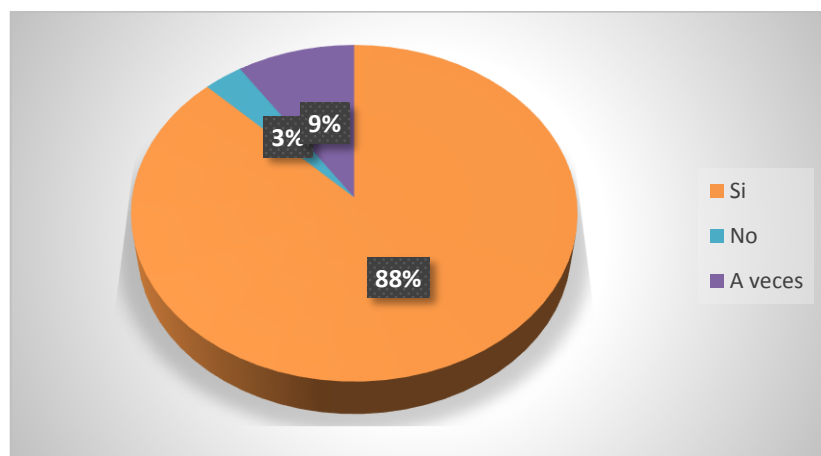
3. Prestaste atención al contenido de las canciones?

Table No 3. Contenido de las canciones

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	28	88%
No	1	3%
A veces	3	9%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

.

Graphic N° 3. Contenido de las canciones.

ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: The 88% of the sample representing 28 students of the 8th grade of basic education in the Técnico Licto **DO** pay attention to the content of the songs; 3% of the sample representing 1 students **DO NOT** pay attention to the content of the songs and 9% of the sample representing 3 students found that they **SOMETIMES** pay attention to the content of the songs.

INTERPRETATION: This result allows us to consider that the majority of the students approximately 88% **DO** pay attention to the content of the songs when learning; as they feel excited, it is a very practical perspective, besides it is also the most interesting way to learn the language.
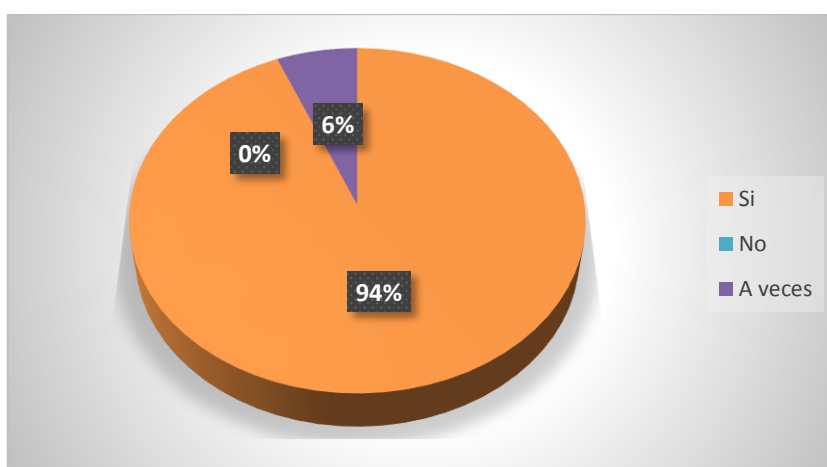
4. Consideras que el uso de la tecnología mejoran las clases inglés?

Table No 4. El uso de la tecnología mejora la clase

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	30	94%
No	0	0%
A veces	2	6%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 4. El uso de la tecnología mejora la clase.

ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 94% of the sample representing 30 students in the 8th grade of basic education in the Técnico Licto **DO** consider that the use of technology improve English classes; and 6% of the sample representing 2 students consider that **SOMETIMES** the use of technology improves English classes.

INTERPRETATION: This result allows us to consider that most of the students approximately 94% **DO** consider that the use of technology improve English classes; as it increases their attention for the fact that technology in the classroom benefits students by engaging them and which they eventually enjoy ; making their learning easier.
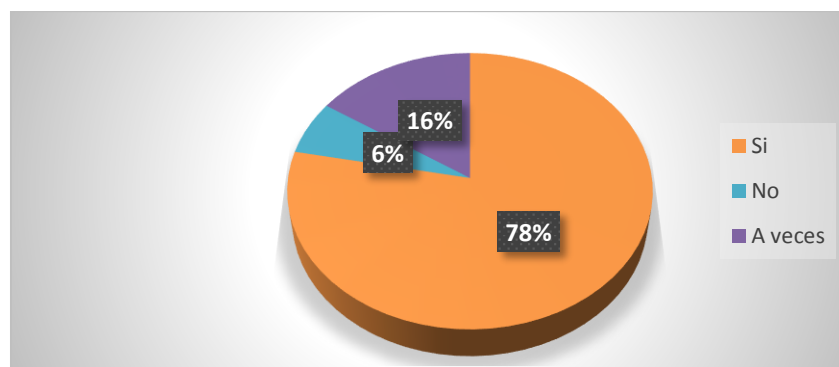
5. El escuchar canciones de inglés amplia tu vocabulario?

Table No 5. Las canciones de Inglés amplia el vocabulario

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	25	78%
No	2	6%
A veces	5	16%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 5. Las canciones de Inglés amplía el vocabulario.
ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 78% of the sample that represents 25 students in the 8th of basic education in Técnico Licto **DO** consider listening songs increase English vocabulary; 6% of the sample representing 2 students **DO NOT** consider that listening to English songs increase vocabulary and 16% of the sample representing 5 students think that **SOMETIMES** listening to English songs do amplify their vocabulary.

INTERPRETATION: This result allows us to consider that most of the students approximately 78% **DO** consider that listening songs amplifies English vocabulary because students can be able to use rhyme and rhythm to increase their vocabulary and is very helpful for learners to memorize rapidly new words. But 22% **DO NOT** amplify their vocabulary when listening to songs.
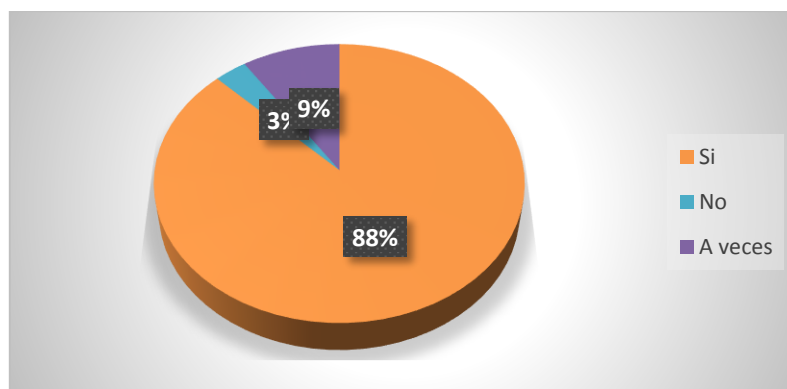
6. Te agradó el uso de juegos en la clase de inglés?

Table No 6. El uso de juegos agrada la clase

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	28	88%
No	1	3%
A veces	3	9%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 6. El uso de juegos agrada la clase.
ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 88% of the sample representing 28 students in the 8th grade of basic education in Técnico Licto **DO** like the use of games in English classes; 3% of the sample representing 1 student **DOES NOT** like the use of games in English classes and 9% of the sample representing 3 students found that **SOMETIMES** they like the use of games in class.

INTERPRETATION: This result allows us to consider that most of the students approximately 88% **DO** like the use of games in English class; since during games students are focused on the activity and end up gaining knowledge and because students are often more motivated to play games than they are to do classroom tasks.
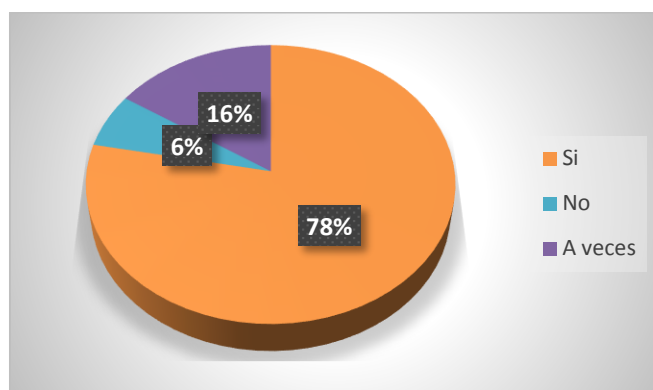
7. Consideras que es más motivante aprender usando la tecnología?

Table No 7. Aprendizaje motivante usando la tecnología

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	25	78%
No	2	6%
A veces	5	16%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 7. Aprendizaje motivante usando la tecnología.

ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 78% of the sample representing 25 students in the 8th grade of basic education in the Técnico Licto **DO** consider that it is more motivating to learn using technology; 6% of the sample that represents 2 students **DO NOT** consider that it is more motivating learning using technology and 16% of the sample representing 5 students consider that **SOMETIMES** it is more motivating learning through technology.

INTERPRETATION: This result allows us to consider that most of the students approximately 78% **DO** consider that the use of technology improve English classes; it allows them to learn in a new manner, while also allowing them to be creative and to construct new ideas. Thus, it is very important for students to be adapted to the fast changing environment. So students which use technology frequently have a more likely chance to succeed in the future.
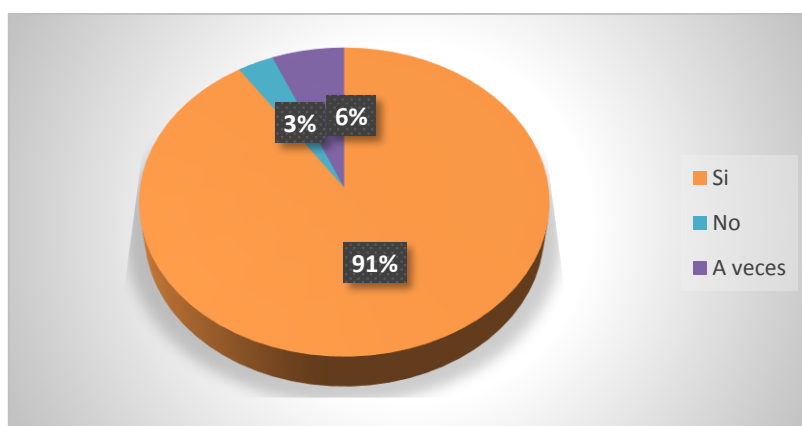
8. Logras mayor confianza y entendimiento al realizar trabajos grupales?

Table No 8. Mayor confianza y entendimiento con trabajos grupales

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	29	91%
No	1	3%
A veces	2	6%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 8. Mayor confianza y entendimiento con trabajos grupales.
 ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 91% of the sample representing 29 students in the 8th grade of basic education in the Técnico Licto **DO** achieve greater confidence and understanding when performing tasks in group; 3% of the sample representing 1 student **DOES NOT** have greater confidence and understanding during group work and 6% of the sample representing 2 students think that **SOMETIMES** they achieve greater confidence and understanding through group work.

INTERPRETATION: This result allows us to consider that most of the students approximately 91% **DO** consider that it is important to work in activities in cooperative groups as students discuss and share their ideas and consider the opinions of others before coming to a conclusion or they look for solutions and so, they learn that, in the end, the responsibility for learning is theirs.
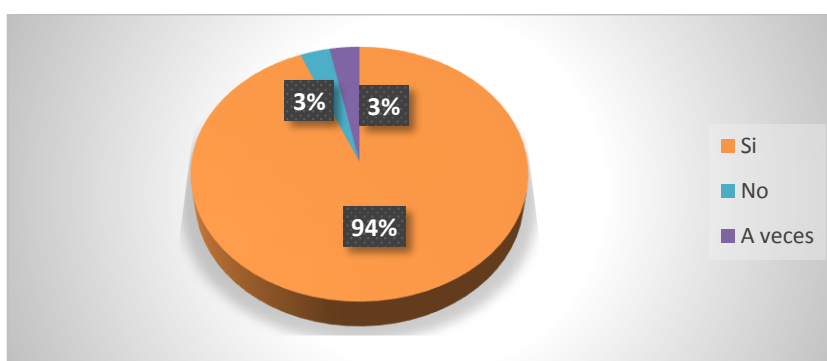
9. Las estrategias para motivar aplicadas anteriormente despiertan un mayor interés por aprender?

<p align="center">**Table No 9. Las estrategías despiertan el interés.**</p>

INDICADORES	FRECUENCIA	PORCENTAJE %
Si	30	94%
No	1	3%
A veces	1	3%
TOTAL:	**32**	**100%**

SOURCE: Encuesta tabulada de los estudiantes del Octavo año de Educación Básica paralelo "A"

ELABORATED BY: Mayra Calle y Jessica Acalo

Graphic N° 9. Las estrategías despiertan el interés.
ELABORATED BY: Mayra Calle y Jessica Acalo

ANALYSIS: 94% of the sample representing 30 students in the 8th grade of basic education in the Técnico Licto **AGREE** that strategies previously applied to motivate awake a greater interest in learning; the 3% of the sample representing 1 student **DOES NOT AGREE** and 3% of the sample representing 1 student considers that **SOMETIMES** agrees with the strategies applied.

INTERPRETATION: This result affirms that most of the students about 94% in the 8th grade of basic education in the Técnico Licto **AGREE** that motivational strategies do awake a greater interest in learning since these strategies are a necessity so that learning becomes a continuing, improving, interesting and an enjoyable process. Therefore a teacher must develop and encourage classroom motivation which begins from her teaching style that will have a large effect on students' motivation; this goal can be achieve with the use of motivational strategies.

4.2 RESULT OF THE SURVEY MADE TO THE STUDENTS OF 8TH GRADE OF BASIC EDUCATION IN TÉCNICO "LICTO" HIGH SCHOOL

N°	INDICADORES	SI	NO	A VECES
1.	Conoces alguna estrategia de motivación que el profesor utiliza en clase	69%	9%	22%
2.	Sentiste entusiasmo al trabajar en grupo con tus compañeros	78%	19%	3%
3.	Prestaste atención al contenido de las canciones	88%	3%	9%
4.	Consideras que el uso de la tecnología mejoran las clases inglés	94%	0%	6%
5.	El escuchar canciones de inglés amplifica tu vocabulario	78%	6%	16%
6.	Te agradó el uso de juegos en la clase de inglés	88%	3%	9%
7.	Consideras que es más motivante aprender usando la tecnología	78%	6%	16%
8.	Logras mayor confianza y entendimiento al realizar trabajos grupales	91%	3%	6%
9.	Las estrategias para motivar aplicadas anteriormente despiertan un mayor interés por aprender	94%	3%	3%
PROMEDIO :		**84,22%**	**5,78%**	**10%**

4.3   HYPOTHESIS TESTING

Finally, with the previous mentioned results it is prove that the hypothesis proposed:

Motivational strategies influence positively in the learning process of in the 8th grade of basic education parallel "A" in Técnico Licto high school during the school year 2014-2015 **IS VALID.**

Since it is a bivariate hypothesis it came to be proven through descriptive statistics, relying on the percentage method which we have analyzed; that is to say that, the tables and percentages determined that:

The **84.22%** of statements given by students consider that the teacher uses a strategy of motivation in class; they feel enthusiasm to work in cooperative groups; they pay attention to the content of the songs; they consider that the use of technology improve English classes; they consider that the use of songs amplifies English vocabulary; they enjoy using games in English class and agree that the strategies previously applied promote greater interest in learning. The disagreed affirmations are **5.78%** and the **10%** of affirmations sometimes are agree with the questions applied.

All these capabilities discussed in the questions applied were accepted by the 32 students in the 8th grade of basic education parallel "A" which means the students do believe that motivational strategies (activities in cooperative groups, the use of songs and games, and the use of technology) positively influence the process of learning English.

Therefore applying descriptive statistics through using the percentage method, we conclude that: *motivational strategies influence positively in the learning process of English in the octavo año de Educación Básica parallel "A" in Técnico Licto high school during the school year 2014-2015* and so the hypothesis is accepted.

CHAPTER V

5 CONCLUSIONS

1. It has been determined that the use of strategies to motivate in the learning process of English produces interest in students and a positive classroom environment.

2. It is concluded that the teacher and the students enjoyed the use of motivational strategies in their classes.

3. It is concluded that the proper use of motivational strategies provide motivation and highly focused learning to have an efficient classroom performance.

4. It is concluded that the use of motivational strategies make students participate positively by promoting the use of the target language and showing interaction in class.

5.1 RECOMMENDATIONS

1. The use of strategies to motivate is recommended to teachers in English areas since it increases students' interest and maintains the students less fearful.

2. It is recommended to teachers to use strategies to motivate students; taking into account that it adds an element of fun for leaving behind unmotivated and bored classes.

3. It is recommended to teachers that with the use of motivational strategies it is easier to keep students motivated for an active learning atmosphere and thus students learn better.

4. It is recommended to teachers to use motivational strategies in order to manifest a positive attitude that will involve more participation and confidence in students.

5.2 REFERENCE MATERIALS
5.2.1 BIBLIOGRAPHY

Brewer, C., & Roberts, P. (2012). *Music and Learning: Integrating Music in the Classroom*. Retrieved from http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm on 12 15, 2013

Caiza, C. (2011). Dinámicas motivacionales. In U. N. Chimborazo, *Incidencia de las dinámicas motivacionales en el proceso de aprendizaje del idioma ingles.* Riobamba.

Carpio, C. (2005). *Importancia de el material didáctico*. Retrieved from dspace.ups.edu.ec/bitstream/123456789/3128/1/UPS-CT002502.pdf on 12 18, 2013

Hammond, L. (2000). *Affective motivation and emotional competency*. Retrieved from http://www.uri.edu/research/lrc/scholl/webnotes/Motivation_Affective.htm on 01 26, 2014

Larraz, R. (2008). *Canciones para enseñar lenguas*. Retrieved from http://www.cuadernointercultural.com/canciones-para-aprender-idiomas/ on 03 22, 2014

Lucas, G. (2008). *Why Integrate Technology into the Curriculum?: The Reasons Are Many*. Retrieved from http://www.edutopia.org/technology-integration-introduction on 06 12, 2014

Madrid, D. (2004). Telf in primary education. In U. d. Granada, *Class managment: Focus on the group* (p. 500). Spain: Campus Universitario Cartuja. Granada.

Maj, G. (2012). *Using music and songs for educational opportunities.* Retrieved from https://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-music-songs on 11 25, 2013

Martínez, E., & Sanchez, S. (2010). *La motivación en el aprendizaje*. Retrieved from http://www.uhu.es/cine.educacion/didactica/0083motivacion.htm on 07 26, 2013

Moon. (2000). *Instructional grouping in classroom*. Retrieved from http://educationnorthwest.org/sites/default/files/InstructionalGrouping.pdf on 04 17, 2014

Morales, P. A. (2012). *Elaboración de material didáctico*. Retrieved from http://www.aliatuniversidades.com.mx/bibliotecasdigitales/pdf/Derecho_y_ciencias_sociales/Elaboracion_material_didactico.pdf on 07 05, 2013

Ovalle, P. (2007). *La motivación en el aula funciones del profesor para mejorar la motivación en el aprendizaje*. Retrieved from http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_15/BELEN_NAVARRETE _1.pdf on 02 24, 2014

Pak, R. (2009). *Lessons & share resources by teachers,for teachers*. Retrieved from http://www.teachhub.com/engaging-classroom-games-all-grades on 06 12, 2014

Paterson, J. (2009). *Storytelling And The Curriculum For Excellence*. Retrieved from http://www.scottishstorytellingcentre.co.uk/education/SRresources/curriculumfor excellence.pdf on 01 10, 2014

Pinker. (1995). *An invitation to cognitive science*. Retrieved from http://jan.ucc.nau.edu/~jgc/554/pinker.pdf on 08 10, 2015

Plua, K. D. (2013). Técnicas de Motivación. In U. N. Chimborazo, *De que manera influyen las técnicas de motivación de los docentes en el aprendizaje del idioma ingles.* Riobamba.

Prasad, U. (2003). *Achieving communicative competence in English. India's national newspaper*. Retrieved from http://www.hindu.com/thehindu/edu/2003/07/29stories/2003072900010200.htm on 03 26, 2014

Radcliff, T. (2010). *Advantages in using teaching resources*. Retrieved from http://ezinearticles.com/?Advantages-in-Using-Teaching-Resources&id=5397616 on 01 22, 2014

Sandoval, W. (2012). *La Motivación*. Retrieved from http://noticias.espe.edu.ec/wsandoval/files/2012/06/LA-MOTIVACION.pdf on 10 01, 2013

Schrum, L., Sangrà, A., & Guàrdia, L. (2006). *Fundamentos del diseño técnico-pedagógico*. Retrieved from http://aulavirtualkamn.wikispaces.com/file/view/2.+MODELOS+DE+DISE%C3%91O +INSTRUCCIONAL.pdf on 06 05, 2013

Thomas, R. (2007). *Center for teaching and learning*. Retrieved from https://teaching.berkeley.edu/teaching-resources on 02 04,2014

Torres, M. (2010). Basic methodology for teaching english. In Evans T. (Eds.), *Types of motivation* (p. 125). Riobamba: Rio Impresiones.

Williams, Y. (2003). *Intrinsic and Extrinsic Motivation in Education: Definition & Examples*. Retrieved from http://study.com/academy/lesson/intrinsic-and-extrinsic-motivation-in-education-definition-examples.html on 2 11, 2014

ATTACHMNENTS

QUESTIONNAIRE APPLIED TO THE STUDENTS IN THE 8TH GRADE OF BASIC EDUCATION PARALLEL "A" IN TÉCNICO LICTO HIGHSCHOOL

STUDENTS' QUESTIONNAIRE

UNACH

Encuesta a los estudiantes:

Señores estudiantes esta encuesta es con el fin de conocer si las estrategias que aplicamos (canciones y juegos, grupos cooperativos y el uso de la tecnología) de las clases anteriores, ayudaron a su motivación en la asignatura del idioma inglés.

Instrucciones:
   Marque una (x) en su respuesta.

1. Conoces alguna estrategia de motivación que el profesor utiliza en clase?

Si _____   No _____   A veces _____

2. Sentiste entusiasmo al trabajar en grupo con tus compañeros?

Si _____   No _____   A veces _____

3. Prestaste atención al contenido de las canciones?

Si _____   No _____   A veces _____

4. Consideras que el uso de la tecnología mejoran las clases inglés?

Si _____   No _____   A veces _____

5. El escuchar canciones de inglés amplifica tu vocabulario?

Si _____   No _____   A veces _____

6. Te agradó el uso de juegos en la clase de inglés?

Si _____   No _____   A veces _____

7. Consideras que es más motivante aprender usando la tecnología?

Si _____   No _____   A veces _____

8. Logras mayor confianza y entendimiento al realizar trabajos grupales?

Si _____   No _____   A veces ___

9. Las estrategias para motivar aplicadas anteriormente despiertan un mayor interés por aprender?

Si _____   No _____   A veces ___

ATTACHMENT 1: THE USE OF SONGS

THE BEATLES LYRICS

When I find myself in times of trouble
Mother Mary comes to me
Speaking words of wisdom
Let it be

And in my hour of darkness
She is standing right in front of me
Speaking words of wisdom
Let it be

Let it be, let it be
Let it be, let it be
Whisper words of wisdom
Let it be

When all the broken hearted people
Living in the world agree
There will be an answer
Let it be

For though they may be parted there is
Still a chance that they will see
There will be an answer
Let it be

Let it be, let it be
Let it be, let it be
There will be an answer
Let it be

Let it be, let it be
Let it be, let it be
Whisper words of wisdom
Let it be

Let it be, let it be
Let it be, let it be
There will be an answer
Let it be

ACTIVITY # 1

Listen to the song and tick the words that you hear

Wisdom	Night	Comes	Sleep
Trouble	Chance	Speaking	Answer
Tomorrow	Took	Burn	Snow
Music	People	Put	Mary
Smile	Find	Words	Listen
Give	Let	Books	Visit

ACTIVITY # 2

Separate the words:

(1)IwakeuptothesoundofmusicmotherMarycomestome

(2)therewillbenosorrowletitbe

(3)andinmyhourofdarknesssheisstandingrightinfrontofme

(4)speakingwordsofwisdomletitbe

(5)andwhenthenightiscloudythereisstillalightthatshinesonme

(6)shineonuntiltomorrowletitbe

ACTIVITY # 3

Listen to this verse and choose the right word for each gap:

When all the **brighten/broken** hearted people
Living in the **world/war** agree
There/Dear will be an answer
Let **eat/it** be

For though they may be **parted/parent** there is
Still a **shine/chance** that they will see
There will be an **under/answer**
Let/Lend it be

ACTIVITY # 4

Listen to the song and match the halves:

1. And when the night	**a.** until tomorrow
2. There is still a light	**b.** comes to me
3. Shine on	**c.** is cloudy
4. I wake up to	**d.** no sorrow
5. Mother Mary	**e.** that shines on me
6. There will be	**f.** the sound of music

ATTACHMENT 2: ORGANIZE ACTIVITIES IN COOPERATIVE GROUPS

The teacher will ask students to match the pictures with the corresponding biography.

He was born in Guayaquil on April 6, 1963. He is an economist, politician and president since the year of 2007 from winning the elections from 2006. In 1987 he had his degree as an economist at the college in Guayaquil.

He was born on July 21, 1981 in the Bronx, in the United States. He is known as the king of bachata. He was the, vocalist and main songwriter of the group of bachata and he is today a soloist singer and known for his best songs and the sale on his CDS are high.

He was born in the city of Mexico in Cancun on February 21, 1929 He was a comic actor, writer, director and television producer. He died on November 28, 2014 because of respiratory complications.

ATTACHMENT 3: USE OF GAMES

English whisper game

Divides the class into two teams. Line up the players. The teacher or his whispers a message to the first person of both team A and team B. The game only starts when both players know the message. Then each player whispers the message to the next person in his group sucessively until the last player gets the message. The team which can write the message first and correctly receives a reward.

THE USE OF TECHNOLOGY AS A TOOL FOR TEACHING AND LEARNING

Technological activities

Students will practice vocabulary by working on- line on different activities such as: daily routines, sports, parts of the house and so on.

SOURCE: http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises

PHOTOGRAPHS ON APPLICATION OF MOTIVATIONAL STRATEGIES IN THE 8TH GRADE OF BASIC EDUCATION PARALLEL "A" IN TÉCNICO LICTO HIGHSCHOOL

ATTACHMENT 4: ACTIVITIES IN COOPERATIVE GROUPS

ATTACHMENT 5: THE USE OF TECHNOLOGY

ATTACHMENT 6: USE OF GAMES

ATTACHMENT 7: USE OF SONGS