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CARRERA DE IDIOMAS

THESIS TITLE

“INFLUENCE OF MOTIVATIONAL DYNAMICS IN THE ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF 10TH OF EDUCACIÓN GENERAL BÁSICA, PARALLEL “A” AT “CAMILO GALLEGOS TOLEDO” HIGH SCHOOL, OF LIZARZABURU PARISH IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2014 – 2015”

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DEDICATORY

Our thesis we want to dedicate with great love and honey; to God because you gave us the opportunity to live and gift us a wonderful family, to our parents and children since they have supported us to accomplish this hard edge in our lives and it allows us that we can finish successfully our studios.

The authors.

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RESUMEN

La presente investigación es una propuesta que introduce dinámicas motivacionales en el proceso de enseñanza-aprendizaje del idioma Inglés para estimular el interés, en los estudiantes del décimo año de educación básica del colegio Camilo Gallegos Toledo. Este trabajo empieza con una revisión teórica del proceso enseñanza aprendizaje del idioma Inglés; centra su atención en la motivación considerando que ésta es fundamental en el proceso enseñanza aprendizaje, ya que motivar a los alumnos no solo requiere impartir conocimientos generales para acoplarlos a los jóvenes y mantener el interés en sus diferentes edades, sino también de entender lo que cada estudiante cree acerca de sí mismo y de sus habilidades, de lo que a ellos les interesa y qué tareas les gusta y les da más éxito para encaminarlos a continuar con su trabajo en el aprendizaje del Inglés. Los profesores deben utilizar dinámicas motivacionales para preparar a los estudiantes en el aprendizaje del idioma; así como también para usarlo como medio de comunicación. A medida que se lea esta investigación, se encontrará algunos ejemplos de estrategias motivacionales: estrategias cognitivas, estrategias metacognitivas estrategias socio-emocionales, las cuales están más orientadas a las destrezas de listening y speaking del lenguaje, el lector podrá considerar cuál de ellas tiene más relevancia para el curso que está enseñando.

SUMMARY

The present investigation is a proposal that introduces motivational dynamics in the teaching-learning process of the English language to stimulate interest in the students of the tenth year of basic education school "Camilo Gallegos Toledo." This work starts with a theoretical review of the English language teaching-learning process; focused on the motivation, considering that this is essential in the teaching-learning process, since, motivate the students not only requires to share general knowledge to engage the young people and maintain the interest in their different ages but also to understand that each student believe in themselves and their abilities, think about what they are interested to and what kind of tasks they like and give them more success, route them to pursue their work in the learning of English. Teachers should use motivational dynamics to prepare the students into the English learning process; as well as to use it as communication tool. As you read this research you will find some examples of motivational strategies: Cognitive strategies, target cognitive strategies and socio-emotional strategies, which are more oriented to the skills of listening and speaking of the language, the reader may consider which of them have more relevance to the course they are teaching.



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COORDINADORA DEL CENTRO DE IDIOMAS



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INTRODUCTION

This research conducted at Camilo Gallegos Toledo High School from Riobamba city, aims to implement motivational Dynamics to the teaching of the English language, taught to the students of tenth year of this institution. Through observation has been possible to detect the causes and effects of the problem of discouragement that did not allow developing classes normally and affected to the students in their attitudinal level.

This research consists of five chapters which are detailed below: the first chapter refers to the research problem, and it is a critical analysis of the problem looking for the causes and effects that are derived from the same. It also contains the justification of the development of the research and the objectives that we can achieve with it.

The second chapter is the scientific rationale which contains theoretical livelihoods of the independent variable that is "motivational dynamics" and the dependent variable which is "learning the English language". There is also detailed several concepts of terms that are linked to the research variables to scientifically support the investigative work.

The third chapter refers to the methodology, techniques and instruments of data collection, processing and analysis of data based on a qualitative approach being the type of field research

The fourth chapter consists in the analysis and interpretation of results. Here are encoded and are tabulated the obtained results, the tabulations are graphically presented making an analysis and interpretation of them. To verify the hypothesis put forward in the investigation.

In the fifth chapter the conclusions derived from the tabulated results are listed and recommendations are also suggested to the teachers and authorities of the institution to be taken into account later.

The sixth chapter details a proposal which contains ten innovative motivational dynamics, showing how to work with the suggested dynamics. This research was developed with the aim of providing a possible solution to the problem of motivation in students observed in that institution.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. PROBLEM STATEMENT

Nowadays English is considered like a universal language that every day is more used in all areas of knowledge, in the personal and working field; learning this language is an indispensable requirement because it is used in different areas such as: Science, Business, Scientific research, Tourism etc. Within the field of education, it has not been the exception, currently there is no institution that does not have within their curriculum with some hours of English, in fact those hours were increasing over the years, today the age is not important when it begins to teach students this language.

Learning the English language in our country previously aroused little interest since it was thought that teach this language was not important. Today, this idea has changed since like many countries in the world, English is the language that is officially taught in various educational, fiscal and private establishments. For this reason the Ministry of Education and Culture has established as State Policy to encourage learning of it, locating it with special hierarchy in the new curriculum of basic, secondary education and specialization.

After many observations accomplished in the professional practices, it was noticed that Camilo Gallegos Toledo high school from Riobamba city, province of Chimborazo, is one of the institutions that taught the cathedral of English there is a 68% of students with low interest, therefore we could observe some problems on what English area refers; the lack of application of motivational dynamics at the moment of teaching the class, due to this it was established that the main causes for a low learning of English language is, that the teacher does not use motivational strategies that carry out to a better learning, class organization, methodology and the way how is introduced and

organized the activity in the context and the message that teacher offers before, during and after the task, since teachers obey the following parameters:

- Application of traditional techniques.
- Limited (Listening) exercises.
- Practice exercises (Writing) repetitive of the books used in class.
- Little application of exercises related to (Speaking).
- Exhibitions based only on topics that contained on books to presented on the day of the assessment.
- It is considered the (Reading) more structure, that understanding.
- They don't bear in mind the individual differences.

For these reasons, it is important to point out that through it, students lose the interest for learning the language in a better way, since a great percentage of students have low interest on this subject making notice us that they are not motivated for learning the language.

Also, it was observed that in the institution teachers do not bear in mind if the objectives of the English language learning are being achieved or not, given that there are components of language requiring to be taught through a structuralist approach (grammar, vocabulary...); while other elements of the language may need conditioning through repetition (pronunciation, intonation...); and other moments in teaching benefiting from a significant cognitive process (memorizing verbs, vocabulary, analysis, synthesis).

For that, in the learning process is fundamental to recognize that teacher is the person who should induce the love and interest for learning the language, stimulating them in meaningful, creative and authentic way to strengthen in the student the development of communicative skills of English language.

The problem is reduced to that students have little interest for learning the language; in consequence students are not interested in the English area due to the non-application of motivational dynamics.

1.2.-PROBLEM FORMULATION

How do motivational dynamics influence in the English learning in the students of 10th of Educación General Básica, parallel “A” at “Camilo Gallegos Toledo” high school, of Lizarzaburu parish in the city of Riobamba, Chimborazo province, in the academic year 2014 – 2015?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To demonstrate how motivational dynamics influence in the English learning of the students at Camilo Gallegos Toledo high school.

1.3.2 SPECIFIC OBJECTIVES

- To apply motivational strategies in the teaching-learning process of English language.
- To evidence how the extrinsic motivation influences in the English learning process.
- To determine what is the result of the implementation of specific strategies of the teaching-learning process of English language.

1.4 PROBLEM JUSTIFICATION

The reason for doing this research is discourage for the English language learning in the students at Camilo Gallegos Toledo High School mainly at the level of Tenth year. The lack of interest that students show before, during and after the lessons and the results that these produce to evaluate, causes great concern not only teachers but also parents who expect to get favorable results in learning English in their children.

It is the responsibility of the teacher that the learning environment in the classroom is fun, participatory, motivating, dynamic and appealing to children.

To motivate students, teacher should use things that interest them and wake up expectations. This does not happen in high school and the students are easily distracted and even more when they do not understand what the teacher says that since it is not allowed to use Spanish in the classroom.

Motivation is an internal process that depends of the curiosity and the interest that each person has in the object of his attention.

To Anderson (Andersen C, 1991) the capacity of the person to assimilate information and interact with them depends on how the information is presented, the students need that their learning is interactive since their minds are agile.

For this reason, there has been the need to study the causes and consequences of the problem and analyze whether the application of motivational teaching dynamics improve the attitude of learner sand therefore learning.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUNDS OF PRIOR RESEARCH PROJECTS RELATED TO THE PROJECT THAT IS RESEARCHED

¿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?

Karen Plua Deysi Damián MSc. María Vallejo 2013

Incidencia De Las Dinámicas Motivacionales En El Proceso De Aprendizaje Del Idioma Inglés En El Noveno Año De Educación Básica Del ITES Carlos Cisneros, Año Lectivo 2010-2011

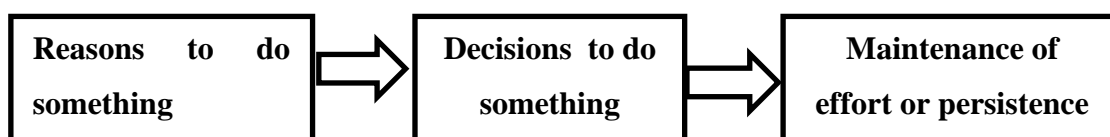
After some researches we have found some books and thesis related with our project and we are going to mention some of them.

“Estrategias de motivación en el aula de lenguas “book, written by Zoltán Dörnyei. He points out that teacher is one important factor in the learning process since, if the student has an adequate stimulation he will show willingness for learning more about the language. On the other hand, he highlights that teacher and student should work together for getting better results in the teaching-learning process.

2.2 THEORETICAL FUNDAMENTATIONS

2.2.1 MOTIVATION

The motivation in the English learning process is:



Motivation in language learning has a particular feature due to, the multifactorial nature of the language, since at the same time is a system of communication codes, an integral part of the identity of the individual and the most important channel of social organization (Dornyei, 1998). Therefore, the bases of motivation in language teaching also includes the development of a kind of identity in the second language and incorporating elements of the culture of the second language, this is compounded by environmental and cognitive factors, associated with learning in general.

Motivation in language learning has therefore, personality, cognitive and social factors (Dornyei, 1998), also Williams and Burden (1997) point out this feature of language learning.

Motivation is therefore, a key factor in the process of learning English. According Nutting (1982) “Motivation can be defined as a psychology process that activates behavior and directs it to the achievement of certain objectives more or less difficult to achieve goals.

2.2.2 TYPES OF MOTIVATION

2.2.2.1 INTRINSIC MOTIVATION

Intrinsic Motivation is evident when the individual performs an activity for the pleasure of realizing something and no one obvious some external incentives.

2.2.2.2 EXTRINSIC MOTIVATION

It is related with the motivation that is outside of the individual. The motivator factors are the external rewards such as: money or grades. These rewards provide satisfaction and pleasure that the task can provide by it.

2.2.3 STRATEGIES

They are instructive techniques, they are behaviors or mental operations, it is that the student performs at the moment to learn and which is related to the contribution or achievement of educational objectives of high level such as: to establish a bridge between theory and practice, encouraging students to face with problems in terms of simulated experience under the guidance of an expert, promoting generalization and transferring of learning outcomes, to anticipate possible problems situations in practice."

2.2.3.1 SENSIBILIZATION

The awareness-raising process represents the initial learning gateway. A starting point of all learning is motivation, whose purpose is a goal-oriented.

At the beginning of learning, the children have expectations about what they will get through appropriate learning activities.

If the subject is not motivated, it should introduce to suggestive, realistic and sensible expectations so that, the child can perform the proposed learning activities, enhancing the self-concept, emerging positive feelings.

2.2.4 MOTIVATIONAL STRATEGIES

Some researches that are related with the learning strategies of a foreign language data sixties as a result of progress in cognitive psychology and the main interest is to identify how much a foreign language learner can get the knowledge throughout the observation and the motivation in the learning process. Making them enjoy the learning not as a subject but as an entertainment.

2.2.5 STRATEGIES CLASSIFICATION

Another issue related to learning strategies refers to its ranking. Thus, we find a classification based on the conceptual analysis of the term itself, however, even we recognize the great diversity we have to categorize them. There is usually some overlapping among some authors when they establish three large classes of strategies that are: cognitive, metacognitive and management resources.

2.2.5.1 COGNITIVE STRATEGIES

Cognitive is more limited to specific learning tasks and involve more direct manipulation of the learning material such as repetition, translation, grouping elements, making decisions.

Cognitive strategies always involve direct manipulation of the received information. This manipulation can be physical (taking notes, grouping items into categories that

make sense for the subject...) or mental (associating new information with existing, creating mental images). By its characteristic to operate directly on the information, it applies to each specific task and it reflects the mental processes of elaboration, organization, repetition, inference, deduction, creating images, transfer and summary.

The regulation of cognition involves the mental processes of:

- a) Selective attention to specific aspects of the information.
- b) Information planning
- c) Checking of the comprehension and production of information.
- d) Evaluation of the understanding and the accomplishment of a task.

Each of these mental processes, at the same time, it identifies a Metacognitive strategy, so we can say that Metacognitive strategies are "skills Executive, of higher-order, which are applicable to a wide variety of tasks".

Cognitive strategies allow processing information, solve problems and regulate processing.

2.2.5.2 METACOGNITIVE STRATEGIES

Metacognition refers to the active cognition aspects, even if two definitions are distinguished: "knowledge of cognition", and "regulation of cognition". Then Metacognition is the ability to self-regulate learning, i.e. to plan strategies that have been used in each situation, implement them, monitor the process, evaluate it to detect faults and consequently... transfer all this to a new situation.

Metacognitive strategies are a group of learning strategies (the other three groups are the communication strategies, the cognitive and the socio-affective). That it consist of different resources that help the student to plan, monitor and evaluate the development of their learning.

When we learn to develop, in naturally and unconsciously way, there are actions that allow us to learn. Sometimes, for example, we classify the information, sometimes we take the most important notes, in other occasions we make diagrams, mind maps, or try to associate the new knowledge with what we know to make it so easy to remember. All of us have developed these processes more than ever, but not always do it systematically and intentionally, and this influences the effectiveness of learning.

We infer that Metacognitive strategies are procedures we developed systematically and consciously to influence in the activities of information processing such as: search and evaluate information, store it in our memory and retrieve it for solving problems and auto-regulate our learning.

Some additional benefits that provide us the use of Metacognitive strategies are:

- 1.-They direct our attention to key information.
- 2.-They stimulate the coding, linking new information that is already in memory
- 3.-They help to construct mental schemes that organize and explain the information that is being processed
- 4.-They encourage to the linking of information coming from different areas or disciplines.
- 5.-They allow us to know the actions and situations that facilitate learning so that we can repeat those actions or create conditions and optimal situations to learn under our style.

Metacognitive strategies require planning, reflection, monitoring and evaluating the learning (directed attention, selective attention, self-control and self-evaluation).

2.2.5.3 SOCIO-EMOTIONAL STRATEGIES

It is the interaction with the environment and people who are part of the context of a task. While it is true that the three categories are important, cognitive strategies and the Metacognitive, in combination, are the most effective for learning.

They are related to show what attitude the learners show to face the foreign language, his way to express ideas and his culture. Affective strategies are related to student's emotion allowing them to control their feelings and motivation related to language learning attitudes, while social strategies lead to increase interaction with the foreign language to enable interaction with other students in a discursive situation.

In the same way, learning a foreign language we find a number of classifications of learning strategies. For example an author considers that there are three types of strategies that learners use and they contribute directly or indirectly to language learning.

The first, contribute to the development of the language system constructed by the student in a direct form, the latter have lower relationship to language learning by focusing on the process of communication and the third, indirectly contributes, not lead directly to the collection, storage, retrieval and use of language, but they are related to those activities in which the student has the opportunity to be exposed to certain situations where it is proved what student have learned.

Socio-affective strategies are related to mediation and social transactions with other activities such as: the cooperative work and clarifying questions.

2.2.5.4 MOTIVATIONAL DYNAMIC

The motivation is the achievement of meaningful learning that is related to the need to induce the student's interest and effort as well as teacher's work offers guidance in every situation. Moreover, it is essential that two parts work together. Where teacher is a motivator in learning the language, and the students is the receptor of that motivation to learn something else.

The teaching of foreign languages is getting more importance in our country as well as Hispanic countries also adopt the need to learn a second language that is English.

There is a belief that global solutions are needed to the problems of society and education is essential, the cooperation of the various educational institutions, curricula applied in an educational system that can help to the teaching of English language, we must take into that the language is not accepted positively by students to their learning due to improper users or motivational aspects, used by teachers.

Communication is acquiring an increasingly importance in social and working life of the human being hence, the need to learn other languages to enable communication among other societies of the world. We are also discovering that language learning is not only for elite, intellectual people or who have economic wealth but, to all citizens because it has become in a need.

In general, it means that motivation is the level that moves all behavior, allowing us to bring about changes both at school and from life in general, but the explanatory framework about how motivation occurs, what are the determining variables, how to improve from teaching practice, etc. have not been solved issues and the answers will depend on the psychological approach we adopt.

Moreover, we also want to emphasize that student learning from a constructivist view is not only limited exclusively to strictly cognitive level, but It must also have other motivational aspects such as intentions, goals, perceptions and beliefs that the learner learns even though, we are aware that these aspects are also mental representations in last stage, demonstrating the enormous inter-relatedness between cognitive and affective-motivational level, we will try as determinants to learning school linked to the affective-motivational aspects, as it has traditionally been the practice, because we want to highlight on cognitive motivational process.

Traditionally, there has been a complete separation between cognitive and affective-motivational aspects when studying their influence on school learning so that, some authors focused their studios on the cognitive aspects forgetting almost completely the other, or vice versa. It means that learning is characterized as a cognitive and motivational aspect at the same time therefore; to improve the academic achievement process must take into account both, the3 cognitive and motivational aspects.

To learn is essential “to do”, which refers to the skills, knowledge, strategies, and necessary skills (cognitive components), but it is also necessary to “want to do”, to have the willingness, intention and the enough motivation.

Foremost, on this topic such as Paris Lipson and Wixson (1983), they believe that to have good academic results, students need “skill” and “willingness”.

2.2.6 FACTORS THAT AFFECT TO THE MOTIVATION

2.2.6.1 TEACHER AS MOTIVATOR

Teaching a foreign language from a socio-cultural perspective does not involve simply pay attention to the language material taught but also pay attention to the learner, as teacher should encourage students to an environment of guidance and support in

addition to, knowledge which is above the current level they possess. The meaning is constructed through the joining and not by means of transmitting knowledge from teachers to students, knowledge is not transferred from teacher to student but, this helps to transform knowledge received through the construction of meaning and with resources such as knowledge of their partners, textbooks and other means in the classroom context.

The mediating roles of teachers do not involve an additional work or effort on your part, but his role acquires a quality superior when teacher and students are working together.

2.2.6.2 INTEREST

Most authors who study motivation agree in the factor that refers to activate curiosity and interest in the students. To achieve student's attention has always been considered to use motivation for getting success in their learning process. The exposition of the activity in an attractive and interesting way is part of the motivational process that some authors point out.

2.2.6.3 RELEVANCE OF THE CONTENTS

The context of task that student has to perform should be relevant in order to find sense on his learning. This relevance can be gotten by relating the content of previous knowledge linking with his needs, culture, experiences, interests or values.

2.2.6.4 EXPECTATIONS

A variable that can be included in how to present and structure the task should be fostered on student`s expectation of success in the learning. So that, when a person thinks, he has a lot of possibilities to complete a specific task successfully, he will be more motivated to do it.

2.2.6.5 RELATIONSHIP BETWEEN TEACHER AND STUDENTS

The English teacher must know the factors that encourage to your students, on the one hand, you need to address the factors of the motivation in language learning, which due to, his mother tongue language, presenting some special characteristics.

To create an integral part of individual`s identity and the most important channel of social organization enabling the development of a kind of identity in second language and incorporating elements of culture in the target language. For this reason you should try to have a pleasant, close relationship with students that allow creating an atmosphere of trust and relaxation to make learning is acquired in good way while you enjoy it.

2.2.7 DYNAMICS AND GAMES

2.2.7.1 GAME DEFINITION

The game is a key element in the development of the child since, it keeps connections with what is no game, i.e. the development of human being in others planes such as: creativity, solving problems, learning social roles. The game is not only a possibility of self-expression for children, but also of self-discovery, exploration and experimentation with sensations, movements, relationships, through which they get to know themselves and form concepts about the world.

2.2.7.2 DYNAMIC DEFINITION

It is a tool for keeping up with the routine of the class and has no step drops that may mislead or affect the attention of participants.

2.2.7.3 DIFFERENCES BETWEEN GAME AND DYNAMIC

We could deduce that there should not be the word “dynamic” in relation to enable the group process techniques. The word “game” should take account of these facilitator means of dynamics group, taking into account the diverse range of recreational techniques that exist, its versatility and framework within the theoretical concepts that characterize them. Dynamic word is what “movement” is, and relates it to the evolution of a group.

No need to understand the dynamics and technical process or other like road somewhere. The game as a mean is an enabling technique or a dynamic group process and here lies the difference.

2.2.7.4 DYNAMIC AND GAME AS TEACHING STRATEGIES

Strategies should help to motivate children to feel the need to learn. This connection should serve to awaken for themselves the curiosity and interest, but it also must avoid to be an occasion for students who have difficulties to feel rejected, or unduly compared to other wounded on his self-esteem, which frequently occurs when there is lack of appropriate strategies or not reflect properly about the impact of all our training activities in the classroom.

Then, once that the importance of this strategy has been established, the learning game appears as an educational objective, a regulated game that includes moments of action and pre-reflexive or abstract symbolization logic-lived appropriation of the structure to

complete achievement of curricular teaching, whose ultimate goal is the appropriation by the player, promoting the development of creativity.

So, the choice is as good dynamic, a method, a process duly studied and prepared, not only for the teacher, but for all those who will participate in the teaching process, it should be coordinated. It often happens that participants are bored or do not care about our dynamic series of games or animation.

So, we must not only create a dynamic or closed animation but we have to prepare several for these cases, avoiding a complication issue in the task of education: that is improvisation.

2.2.8 DYNAMICS IN THE EDUCATION

2.2.8.1 DYNAMICS INTRODUCTION

This is the first contact group where it will try to create a nice atmosphere and allow a first approach, to know the name and some basic information of the people who make up the group.

2.2.8.2 DYNAMICS OF KNOWLEDGE

To share knowledge among the groups is one of the first steps inside the group. The group can create spaces that can be known about in depth from different situations or stereotypes of reality through games.

2.2.8.3 DYNAMICS OF TRUST

Building trust involves the creation of a favorable climate in which knowledge and affirmation give way to a sense of correspondence, the degree or the nuances of that trust assume a configuration of interactions among each participant and the other groups.

2.2.8.4 DYNAMICS OF COOPERATION

It is another step in the process of overcoming the competitive relationships. The group can not only discover the advantages and possibilities of working together as a result, but also as a life experiences, developing the ability to share.

2.2.8.5 DYNAMICS OF RESOLUTION OF CONFLICT

The evolution of the group leads to a situation where you can develop your ability to resolve conflicts. The base represents progress in the dialectical relations; it is in fact a new situation in which conflicts do not need to be avoided, but rather to solve creatively.

2.2.9 ADVANTAGES OF THE DYNAMICS IN THE CLASSROOM

2.2.9.1 THE INTERACTION IN THE CLASSROOM

Human beings are in a certain context, but they are not passively, but in an active way. Human learning arises from the relationship among people. Teaching learning school is interactive processes with three vertices:

1. - The student who learns
2. - The object of the knowledge that is the content to be learned.

3. - The teacher who acts to promote the student`s learning.

Until not long time ago in the school curriculum were taken as basic two variables: the student and the teacher and they are emphasized in the influence of their relationship as concerned about learning content. The teacher was regarded as the responsible person to transmit knowledge and the student is the active person in that transmitter action.

2.2.10 LEARNING METHODS IN THE MOTIVATIONAL DYNAMICS

2.2.10.1 AUDIO LINGUAL METHOD

It happened in United States like reaction to the traditional methods in the decade of the seventy, going this way on with the revolution initiated by the direct method, having the cassette player's technological support and the language laboratory, like the theoretic back of the linguistic structuralism and of the psychological behaviorism of the Skinner.

The method oral audio aims at the acquisition of the four skillful actions: Listening, talking, reading and writing, in this order. Language constructs should be shown first in their oral way and after in its written way. Learning takes effect by means of drills, so that generates automatisms and linguistic reflections in the students.

2.2.10.2 GRAMMAR TRANSLATION METHOD

At the beginning of the XX century, the teaching of the foreign languages follow an employed methodology in the languages classics (Latin and Greek), that in your quality of literary tongues they were studied by means of written sources, being the manuals of

descriptive grammar the only means for your learning. The purpose of its study was the classical Latin American and Greek authors' reading; At a later time, the aforementioned system changed positions with few variations to the teaching of modern

languages, in such a way that the study of the syntax and the morphology, backed up in examples, they were the fundamental procedures in the learning process, offering scarce time to the oral practice. This kind of teaching constituted the called traditional or grammar method and translation, based in the reading, translation and wording of the studied tongue.

2.2.10.3 METHOD OF TELLING FOCUS

In the last decades of the XX century *Noam Chomsky* has produced an important change in the teaching of the foreign languages originated in the *Noam Chomsky* works of the linguist (1957, in Morales et al., 2000). After the *generativist chomskiano*, the linguistic education begin to go away of the idea that the tongue is only a system of signs, the linguistic currents of the seventy years like the British functionalism, the psycholinguistics and the sociolinguistics, and very mainly the ethnography of communication (they open the door) with a series of 43 extra-linguistic factors, considered to the moment someone else's to the tongue like system, such like the context, the talking hearing interaction, etc. This way the concept came from telling competition, conceived like the set of knowledge and processes (linguistic, sociolinguistic, strategic and discursive) that the person who speaks will have to bring into play to create or to understand speeches adapted to the situation of communication.

The acquisition of a tongue implies the control of the four main skillful actions: Listening, reading, talking and writing. In like manner, the acquisition of the telling competition requires a method that he avoids treating the different skillful actions of isolated way. Most authors suggest a telling focus (*Widdowson, Nunan, Byrne, etc.*, In Morales et al., 2000) talk about the integration of these four skillful.

2.2.10.4 DIRECT METHOD

During the XIX century United States was one of the countries where was happening a bigger number of motions methodologist, due to the need of the immigrants of learning the English language. *David M. Berlitz* (1852-1921, in Morales et al., 2000), was one of the representatives more of the new tendencies. He opposed the traditional method and he considered that we had to show the tongue giving priority to the aspects pray to them, in like manner he thought that the mother tongue was a factor of interference, he recommended practices with images, so the student associated directly to the object the word without turning at no time to the translation, later on, this method looked gifted of a most scientific base. The defenders of the direct method refused practices as much of direct translation like inverse: The foreign language would be the only one used in the class. Also the study of the formal grammar was emphasized; one would arrive to whose knowledge through an inductive process. The predominating the oral activity, the written tongue moved on to flat second.

2.2.10.4 SUGGESTOPEDIA METHOD

It's based on the mental preparation of the students to favor in them the creation of a receptive state through music and of the Creation of an environment relaxed in the class (comfortable chairs, tenuous illumination, etc.). The leading man is the teacher and on him the responsibility of directing the class all the times, for what the student limits himself to receive the knowledge that the first one contributes him.

Once they have listened to texts, read for the teacher, and after solving the doubts that these provoke, they realizing activities that go from the dramatization of the dialogs to the proposal of new situations in order that students take part in spontaneous way.

2.2.10.5 SILENT WAY METHOD

The basic component is the professor's conscious silence that it happens to one flat second letting that the student learns by himself. The priority objective is the control of the grammatical structures and of the pronunciation, where students will have to be able to communicate in the learned tongue.

The acquisition of the system of sounds realizes by means of the association symbols and colors. The student's activity is fundamental in the process of teaching learning, and the work of the teacher is fastened to the one.

2.2.11 LEARNING OF SKILLS OF THE ENGLISH LANGUAGE THROUGH THE MOTIVATIONAL DYNAMICS

2.2.11.1 SKILLS OF RECEPTION

2.2.11.1.1 LISTENING SKILL

The purpose of this skillful action is achieving that students listen carefully to and answer to a determined level of oral communication, the purpose will be then to obtain information to solve problems, and students repeat the information that has been shared in shape orally for other companions. One of the best ways of teaching another language is through songs. Music is considered a very important aspect that helps to know culture, history, folklore and the language of a country. Through the songs students have a good time and feel a non-disclosure degree at the moment of expressing oneself in front of the other ones.

2.2.11.2 SKILLS OF PRODUCTION

2.11.2.1 SPEAKING

Talking is an essential part of communication. This skill allows that students express by themselves. Students need a lot of opportunities to talk and to enrich their vocabulary in another language; through the oral language they communicate their needs, restlessness, and feelings. Before talking to pupils they identify some knowledge or personal related experience to the theme they recognize and they use information like a base of communication, they organize pictures to express ideas and to say stories of an easier way.

During the speaking students present the information and ideas with complete sentences, share these ideas with your own words, use illustrations, pictures and other materials to make understood.

2.11.2.2 MOTIVATION AND LEARNING

Motivation is a factor that determines the capacity to learn. Motivation, according to the source and justice (2004), is a very important variable because there is a learning model that does not incorporate a theory of motivation either way implicitly or explicitly. The willingness to learn and the attitude of a learner in the process is critical to the success of the project. Learning without motivation does not have any objective since motivation is what usually moves to a person, in this case to the learner to the obtaining of a result.

Attitudes, perceptions and expectations that have the learner, their self concept, its way of doing things, their desire to get something, are factors that generate and direct their behavior, their behavior, their actions and even their thoughts.

The teacher is a model to follow in the student daily and can even become your motivation. It is always important to arouse in children the 25 curiosity and enthusiasm, provide elements that awaken their interest and promote actions that generate a significant learning, encouraging them to new discoveries and to construct their own learning. Awakening in students the desire to learn is the actual goal of a teacher.

When you succeed, there will be student coercion or boredom, and learning will be more effective and lasting. Motivation in learning is also facilitating the development process of the student under an atmosphere of trust that will help them to assume the risk of discovering what they feel and want, reveal their intrinsic needs and understand their interests. Motivation in any area can make a person's life.

The major difficulty that educator's today face is to achieve learning is the low motivation and apathy, difficulty to promote discipline and lack of values within the environment.

The lack of ability to motivate and implement discipline in school makes you resort to pressure, ridicule, punishment, finger-pointing, the threat and bribery generating a hostile and boring atmosphere carrying many students to school failure.

2.11.2.3.-THE TEACHING-LEARNING PROCESS

The teaching and learning are the essential elements of the integral formation of an individual.

This is a process, is composed of several elements. In education is the subject that you know, responsible for providing and sharing information (which you can teach), and the subject that unknown (learning) who come to be the teacher and student.

To enable the process to develop successfully and normally there must be willingness on the part of student and the professor.

After these items are also the content or curricular elements called (what you are going to teach), and the procedures or instruments to teach (media).

When teaching something is to achieve some goal (objectives). On the other hand, the act of teaching and learning takes place in a framework determined by certain physical, social and cultural conditions (context).

2.11.2.4. ELEMENTS OF THE TEACHING-LEARNING PROCESS

On the basis of the foregoing it can be considered that the process of teaching is the act whereby the professor shows educational contents (knowledge, habits, skills) to a student, through some means, depending on objectives and within a context.

Learning complements the teaching. Learning is the act by which a student attempts to capture and develop the contents presented by the teacher, or for any other source of information. He reaches through some means such as work and study skills.

All learning objectives, which may or may not be identified with the professor and it is carried out within a given context.

2.11.2.5.-LEARNING

Learning is the follow-up process to the teaching by means of which an individual acquires knowledge, skills, values and attitudes, which makes visible through the study

and practice. The learning process can be understood from various postures, which implies that there are different theories related to learning.

The behaviorist psychology, for example, describes learning according to the changes that can be observed in the conduct of a subject. This theory part of the behavior of an individual within the objective that plans to achieve.

The fundamental process in learning is imitation (the repetition of an observed process, which involves time, space, skills and other resources). In this way, children learn the basic tasks required to survive and thrive in a community.

Conclusion human learning can be defined as the change in the conduct of a person as a result of the experience, change that is generated through the relationship or Association of a stimulus with a response.

The capacity is not exclusive of the human species; although in human learning was considered a factor that overcomes the common branches of evolution more similar ability. Thanks to the development of learning, humans have managed to achieve a certain independence of its ecological environment and can even change it according to your needs. Jdacost, Feb. 2012

2.11.2.6.-TEACHING

The essence of education is the transmission of information by communicating directly or supported the use of AIDS, of varying degrees of complexity and cost. You have aims to achieve in individuals is, as trace of such combined actions, a reflection of the objective reality of their surrounding world, in the form of knowledge, skills and capabilities, empower it and, therefore, enable it to deal with new situations in Adaptive way, appropriation and creator of the particular situation in your environment.

The teaching process, essentially consists, a set of transformations systematic phenomena in general, subjected them to a series of gradual changes whose stages occur and happen in ascending order, hence it should be consider as a progressive process and in constant motion, with a dynamic development in its continuous transformation as consequence of the process of teaching takes place changes successive and uninterrupted in the individual's cognitive activity (student) with the participation of the help of the teacher or professor in conducting or guiding work toward mastery of knowledge, skills, habits, and behaviors consistent with his scientific conception of the world, which will take it in its practical existence to a consistent approach to the material and social reality, all of which necessarily the step, step by step, transformation of processes and psychological characteristics that identify the individual as personality.

2.3 DEFINITIONS OF BASIC TERMS

Motivation. - It is the emphasis that is discovered in a person in order to satisfy a need or knowledge.

Dynamic.- It is a sociological designation to indicate any number of people and whose relationships are common. Therefore, it is important that have contact ones with another ones and of course, they have common elements with collective, continuous and active attitudes.

Learning.- It is a process throughout is acquired or modify abilities, skills, knowledge, behaviors or values as result of the studios, experience, instruction, and the observation.

Methodology: It is a set of rational procedures used to catch up a range of objectives that predominate in a scientific investigation, an exposition of tasks that require abilities, knowledge or specific cares. Alternatively can be defined the *methodology* like the study or election of a pertinent method for a determined objective.

Extrinsic motivation.- It is related with the motivation that is outside of the individual. The motivator factors are the external rewards such as: money or grades. These rewards provide satisfaction and pleasure that the task can provide by it.

2.4. HYPOTHESIS SYSTEM

2.4.1 GENERAL HYPOTHESIS

The motivational dynamics influence positively in the English language learning in the students of 10th of Educación General Básica, parallel “A” at “Camilo Gallegos Toledo” High School, of Lizarzaburu parish in the city of Riobamba, Chimborazo province, in the academic year 2014-2015.

2.5 VARIABLES

2.5.1. INDEPENDENT VARIABLE

Motivational dynamics

2.5.2. DEPENDENT VARIABLE

English language learning

2.6. OPERATIONALIZATION OF VARIABLES

2.6.1 INDEPENDENT VARIABLE

VARIABLES	CONCEPT	CATEGORY	INDICATORS	TECHNIQUES AND INSTRUMENTS
Motivational dynamics.	The motivation is the achievement of meaningful learning that is related to the need to induce the student`s interest and effort as well as teacher`s work offers guidance in every situation.	Extrinsic Motivation Motivational strategies	<ul style="list-style-type: none"> • Teacher methodology • Cognitive Strategies • Metacognitive strategies 	Technique Observation

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 DESIGN OF INVESTIGATION

The present work is considered like a field investigation. The information has been obtained from live sources, in the case of the students, teachers of the institution and dead sources like books, documents and booklets.

METHODS

This research work follows the process of the scientific method because he splits of a problem: How has influence the motivational dynamics in the learning of the English language in the students of the Tenth year “A” of General Education Basic of the High School Camilo Gallegos Toledo, of the Lizarzaburu parish, canton Riobamba, province of Chimborazo, in the period 2013-2014?

KINDS OF RESEARCH

Scientific Method.- It is the systematic study of the nature that includes the observational techniques, rules for reasoning and the prediction, ideas on the planned experimentation and the manners of communicating the experimental and theoretic results. All this we have applied in our research.

Inductive– Deductive Method. - It is a process in which we think from general to particular and it allows us to the demonstration of particular doings and logically true knowledge. In the present research work will develop procedures of reasoning of the methodological aspects and teaching didactics, to improve the interest of the students in the language learning.

3.2.-POPULATION AND SAMPLE

The area of study that will cover up the present work will be the Camilo Gallegos Toledo High School, at Lizarzaburu parish, urban sector. The units of observation will be completely: 30 students and 2 teachers.

3.3. TECHNIQUES AND COLLECTING INSTRUMENTS OF DATA

To collecting information we will use recorded of observation. This technique will allow confirming in a direct way the asseverations or formulated questions to the subjects who are part of our studios.

Our work is to observe directly to the subject. At the moment to use recorded of observation we can register the data and the information that we get in a veracity form. Beside it allows proving the falsehood of the answers of the informers.

3.4. PROCESSING TECHNIQUES AND ANALYSIS DATA

For informational compilation we asked the teacher's collaboration of Camilo Gallegos Toledo High School, the results were tabulated and then they were classified.

In the interpretation were defined logic techniques like induction, deduction, analysis and synthesis, being used to classify the data that have been collected.

To do our research we have used the recorded observations before to apply the dynamic motivational and we can notice that teacher did not use motivational dynamics before , during neither after the class, therefore the students were not enough motivated to learn the language, and we can say that a 68% of students were discourage .

After motivational dynamics were applied we can evidence that students respond in a positive way to the activities made in classrooms.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 RESULTS OF THE RECORDED OF OBSERVATION MADE TO THE STUDENTS OF CAMILO GALLEGOS TOLEDO HIGH SCHOOL IN THE SPEAKING SKILL.

a) (ACCURACY) Maneja un lenguaje adecuado de acuerdo a la situación que se desarrolla en clase.

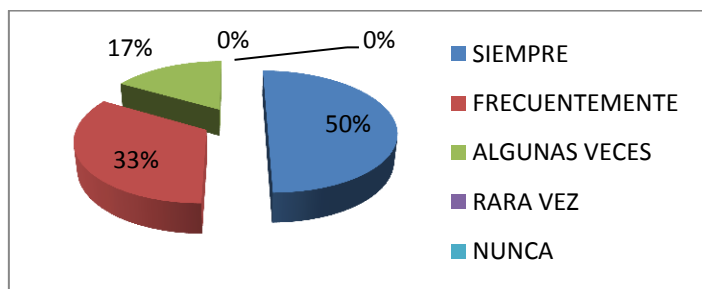
TABLE N° 1

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	15	50%
FRECUENTEMENTE	10	33%
ALGUNAS VECES	5	17%
RARA VEZ	0	0%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 1



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N°1

Analysis

According with the recorded of observation the 50% of students always handle an adequate language according to the situation that is presented in the classroom, the 33% often, 17% sometimes.

Interpretation.- The 50% of students always handle an adequate language in the classroom, and 33% of students often handle an adequate language, while 17% of students do it sometimes.

b) Usa correctamente el vocabulario y gramática previamente aprendido

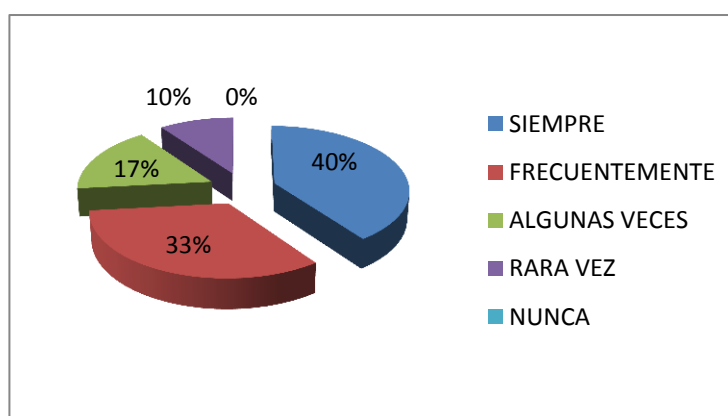
TABLE N° 2

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	12	40%
FRECUENTEMENTE	10	33%
ALGUNAS VECES	5	17%
RARA VEZ	3	10%
NUNCA	0	0
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 2



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 2.

Analysis

In the second parameter, the 40% of students always use with correctness the grammar and vocabulary previously learned in the classroom, the 33% often, 17% sometimes and 10% do it rarely.

Interpretation

According this parameter, the 40% of students always use with correctness the grammar and vocabulary previously learned, and the 33% of students often do it, while 17% of students sometimes use the grammar and vocabulary correctly and 10% do it rarely.

c) **(FLUIDEZ) Sostiene una conversación sin muchas faltas, manteniendo un ritmo adecuado**

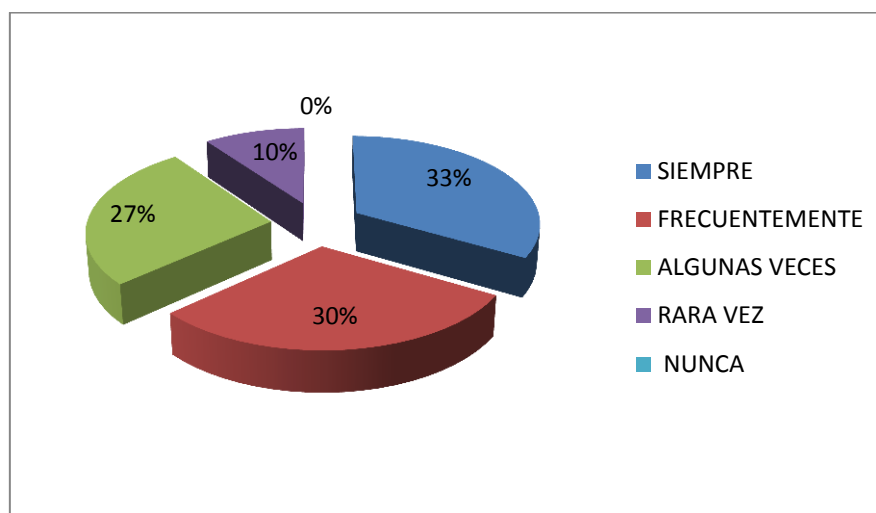
TABLE N° 3

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	10	33%
FRECUENTEMENTE	9	30%
ALGUNAS VECES	8	27%
RARA VEZ	3	10%
NUNCA	0	0
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 3



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 3.

Analysis

According with the third parameter, the 33% of students always maintain a conversation, without pauses with an adequate rhythm, the 30% often, 27% sometimes and 10% do it rarely.

Interpretation

According this parameter, the 33% of students always use maintain a conversation, without pauses and with an adequate rhythm, the 30% often do it without much pauses, 27% sometimes and 10% of students rarely maintain an adequate rhythm.

d) Uso apropiado de las estructuras gramaticales.

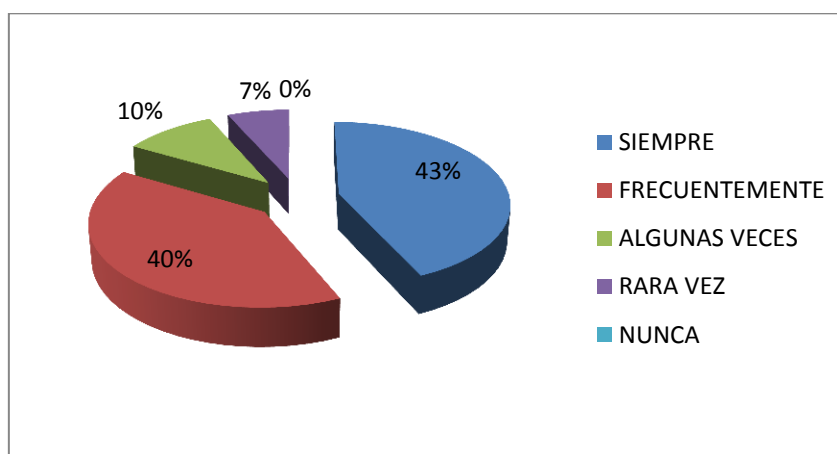
TABLE N° 4

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	13	43%
FRECUENTEMENTE	12	40%
ALGUNAS VECES	3	10%
RARA VEZ	2	7%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Encuesta a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORADO POR: María Tenemasa y Mayra Pérez

GRAPHIC N° 4



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 4.

Analysis

In the fourth parameter, the 43% of students always use some grammar structures appropriately; the 40% often, 10% sometimes and 7% do it rarely.

Interpretation

According this parameter, the 43% of students always grammar structures appropriately, the 40% of students often do, 10% sometimes and 7% do it rarely.

e) **(COHERENCE) Las ideas expresadas en la conversación guardan una relación lógica entre si.**

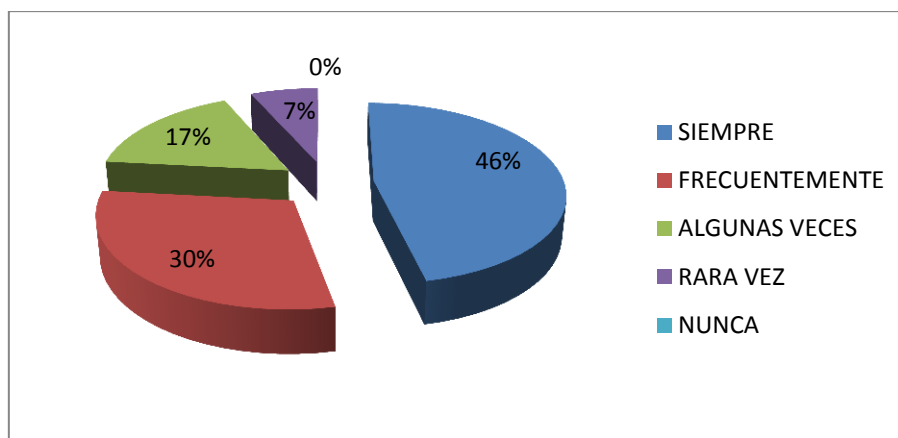
TABLE N° 5

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	14	46%
FRECUENTEMENTE	9	30%
ALGUNAS VECES	5	17%
RARA VEZ	2	7%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 5



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 5

Analysis

In the fifth parameter, the 46% of students always express their ideas with coherence the 30% of students often do it, 17% sometimes and 7% do it rarely.

Interpretation

According this parameter, the 46% of students always express their ideas with coherence, it means they have sense, the 30% of students often do it, 10% sometimes and 7%of students rarely express their with coherence .

4.2 RESULTS OF THE RECORDED OF OBSERVATION MADE TO THE STUDENTS OF CAMILO GALLEGOS TOLEDO HIGH SCHOOL IN THE LISTENING SKILL.

a) El estudiante sigue las instrucciones recibidas.

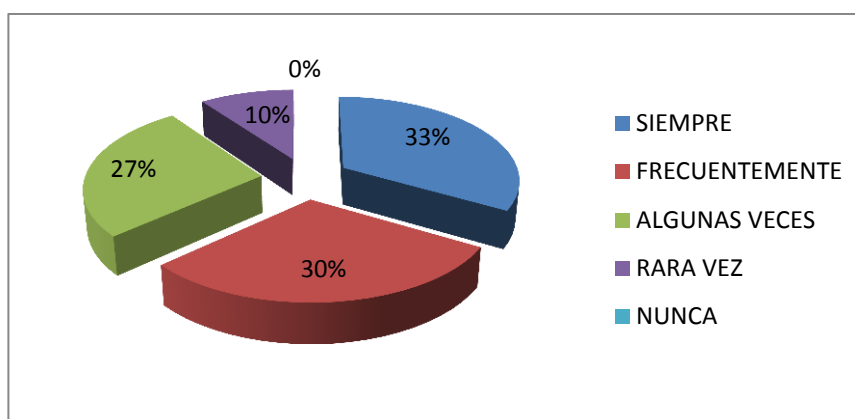
TABLE N° 1

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	10	33%
FRECUENTEMENTE	9	30%
ALGUNAS VECES	8	27%
RARA VEZ	3	10%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 1



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 1

Analysis

In the first parameter of the recorded of observation, the 33% of students always follow the instructions that teachers gives them, the 30% of students often do it, 27% sometimes and 10% do it rarely.

Interpretation

According this parameter, the 33% of students always follow the instructions of the teacher, the 30% of students often do it, 10% sometimes and 7%of students rarely follow the teacher´s instructions.

b) Responde a las preguntas hechas por el docente.

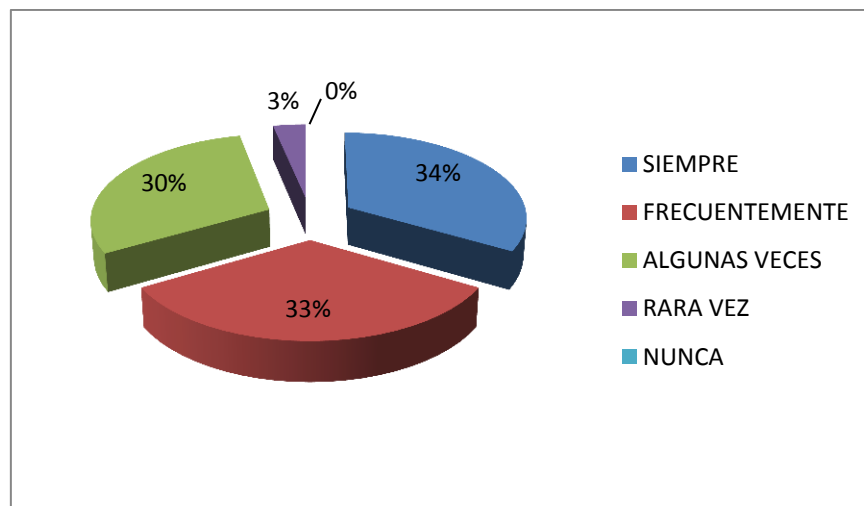
TABLE N° 2

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	10	34%
FRECUENTEMENTE	10	33%
ALGUNAS VECES	9	30%
RARA VEZ	1	3%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 2



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 2

Analysis

In the second parameter of the recorded of observation, the 34% of students always answer the questions that teacher makes them, the 33% of students often do it, the 30% sometimes and the 10% rarely do it.

Interpretation

In this parameter, the 34% of students always answer the questions that the teacher makes, the 33% of students often do it, 30% sometimes and the 10% of students rarely answer the questions

c) **El estudiante da información específica relacionada a la lectura.**

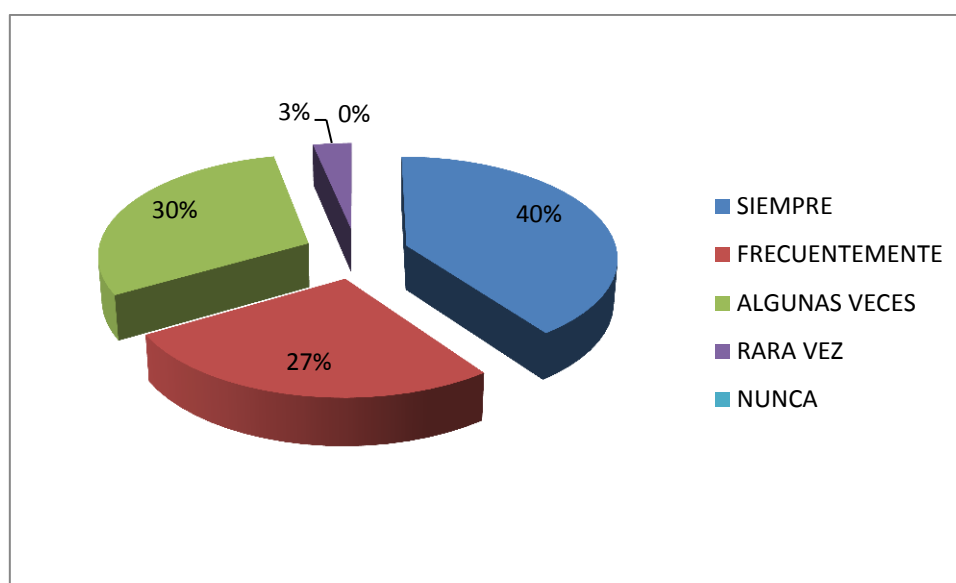
TABLE N° 3

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	12	40%
FRECUENTEMENTE	8	27%
ALGUNAS VECES	9	30%
RARA VEZ	1	3%
NUNCA	0	0%
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 3



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 3

Analysis

In the third parameter of the recorded of observation, the 40% of students always give information about a reading, the 27% of students often do it, the 30% sometimes and the 3% rarely do it.

Interpretation

In this parameter, the 34% of students always answer the questions that the teacher makes, the 33% of students often do it, 30% sometimes and the 10% of students rarely answer the questions

d) **Completa los espacios en blanco con los datos y/o palabras de acuerdo a la información que escuche.**

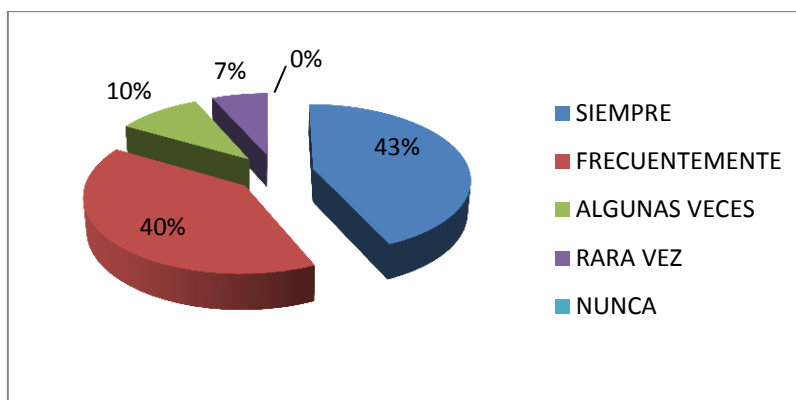
TABLE N° 4

RESPUESTA	FRECUENCIA	PORCENTAJE
SIEMPRE	13	43%
FRECUENTEMENTE	12	40%
ALGUNAS VECES	3	10%
RARA VEZ	2	7%
NUNCA	0	0
TOTAL	30	100%

SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

GRAPHIC N° 4



SOURCE: Ficha de observación a los estudiantes del Colegio Camilo Gallegos Toledo.

ELABORATED BY: María Tenemasa y Mayra Pérez

Source: Table N° 4

Analysis

In the fourth parameter of the recorded of observation, the 43% of students always fill in the blank spaces with data or words according what they listen, the 40% of students often do it, the 10% sometimes and the 7% rarely do it.

Interpretation

In this parameter, the 43% of students always fill in the blank spaces according what they listen, the 40% of students often do it, 10% sometimes and the 7% of students rarely fill in the blank spaces.

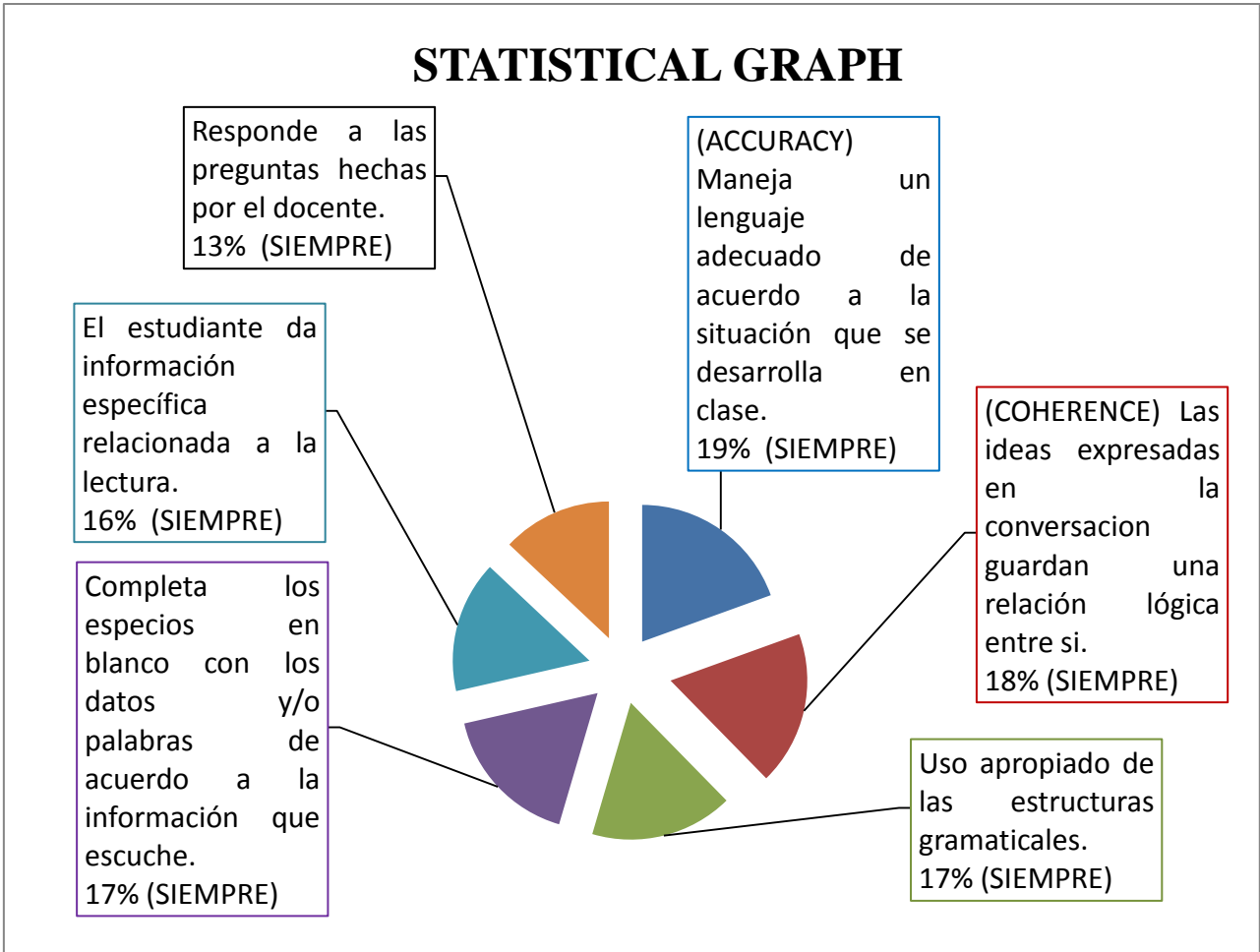
4.3 HYPOTHESIS TESTING

The mentioned hypothesis at the beginning was: The motivational dynamics influence positively in the English language learning in the students of 10th of Educación General Básica, parallel “A” at “Camilo Gallegos Toledo” High School, of Lizarzaburu parish in the city of Riobamba, Chimborazo province, in the academic year 2014-2015.

GENERAL RESULT OF THE RECORDED OF OBSERVATION APPLIED TO THE STUDENTS OF CAMILO GALLEGOS TOLEDO HIGH SCHOOL IN THE SPEAKING AND LISTENING SKILLS.

STATISTICAL GRAPH

<i>ORDEN</i>	<i>PREGUNTA DE SPEAKING SKILL</i>	<i>NÚMERO DE ENCUESTADOS</i>	<i>FRECUENCIA / PORCENTAJE</i>
1	(ACCURACY) Maneja un lenguaje adecuado de acuerdo a la situación que se desarrolla en clase.	15 (SIEMPRE)	SIEMPRE / 50%
2	(COHERENCE) Las ideas expresadas en la conversación guardan una relación lógica entre si.	14 (SIEMPRE)	SIEMPRE / 46%
3	Uso apropiado de las estructuras gramaticales.	13 (SIEMPRE)	SIEMPRE / 43%
<i>ORDEN</i>	<i>PREGUNTA DE LISTENING SKILL</i>	<i>NÚMERO DE ENCUESTADOS</i>	<i>FRECUENCIA / PORCENTAJE</i>
1	Completa los espacios en blanco con los datos y/o palabras de acuerdo a la información que escuche.	13 (SIEMPRE)	SIEMPRE / 43%
2	El estudiante da información específica relacionada a la lectura.	12 (SIEMPRE)	SIEMPRE / 40%
3	Responde a las preguntas hechas por el docente.	10 (SIEMPRE)	SIEMPRE / 34%



ANALYSIS

According to the following graph, it can be shown that the 19% of students handle an appropriate language according to the situation that develops in class and 18% of the students, the ideas expressed in the conversation have a logical relationship and 16% of the students used properly grammatical structures.

Meanwhile, 17% of students complete the blanks with data or words according to the information that they hear, and 16% of students gives specific information related to reading and 13% responds to questions asked by the teacher.

INTERPRETATION

According to the results, students show interest for learning the language, in the listening skill the student can complete the blanks with the information that they hear since of a reading or audio, also respond to the questions asked by the teacher. Moreover in the speaking skill, students manage a proper language expressing clear ideas, keeping a logic relationship, and the appropriate use of grammatical structures.

CONCLUSION

After it has been made the respective research, we can say that 54 percent of the students respond positively to the motivational dynamics applied in class in speaking skill, on the other hand, the 46 percent respond positively to the questions done by the teacher in the listening skill, due to the lack of motivation, the students had little interest for learning the language; their tasks are not completed or participate in class. Therefore the motivation is essential to improve the student's attitude and achieve in a better way academic performance, and use of the English language.

These results indicate that all teachers are in agreement and say that motivational dynamics applied to teaching can stimulate the learning of the English language in the students; therefore we can say that the hypothesis is affirmative.

CHAPTER V

5.-CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After we have applied the recorded of observations we can obtain the following conclusions:

a.-The lack of motivation when teacher induces the new knowledge and this does not allow that students to be active and participative beings: and prevent to build their own knowledge. This faience does not allow that students do not reach meaningful and durable learning

b.-Most teachers do not know the kinds of dynamics that they can use in their diary job; understanding that to apply they have to know the topic and of course the predisposition to involve to students is these activities of dynamism, only throughout it we can reach the participation and the interest to learn more about the language.

c. - In the learning process is fundamental to recognize that teachers have to induce the love and interest for the language, stimulating them to wish learning something new about it day by day, noticing the efforts that students make in order to get determined proposals. However, a motivated teacher will share their knowledge with patience, love and vocation to his students.

5.2 RECOMMENDATIONS

- It is important to provide the appropriate stimulation when students attend English class in order to allow them to develop their capacity and even more when they are getting the basic skills that language requires. It is necessary to highlight that many students who are now in high school, have never attended English classes before, in this case the motivational dynamics are important to get the student`s willingness for learning English.
- The education of students at the middle level in Ecuador should be directed towards the objective of helping to create a society that respects their cultural values, at the same time learning of this language should be encouraged in learners to be able to interact with people of other Nations and cultures.
- The teacher should make more dynamic the learning of the English language, therefore she or he should execute playful activities, according to the level and to the age of students. That it will help to develop the listening and speaking skills and use them as many individual, couples and group works as possible.

AVEXOS

CHAPTER VI

6. MOTIVATIONAL DYNAMICS

6.1 Listening Skill (destreza de escuchar)

a) A song: you're beautiful

My life is brilliant.

My love is pure.

I saw an angel.

Of that I'm sure.

She smiled at me on the subway.

She was with another man.

But I won't lose no sleep on that,

'Cause I've got a plan.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I saw you face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

Yeah, she caught my eye,

As we walked on by.

She could see from my face that I was,

Fucking high,

And I don't think that I'll see her again,

But we shared a moment that will last

till the end.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I saw you face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

You're beautiful. You're beautiful.

You're beautiful, it's true.

There must be an angel with a smile on
her face,

When she thought up that I should be
with you.

But it's time to face the truth,

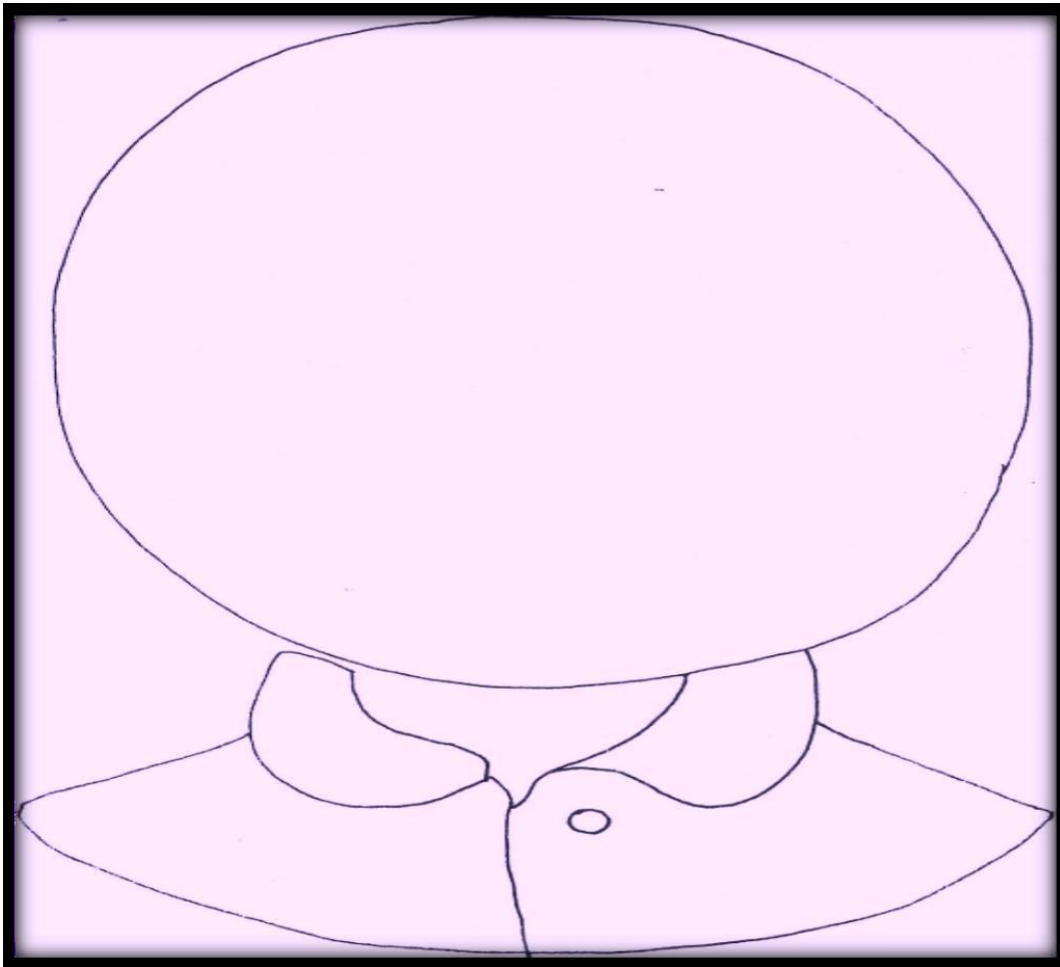
I will never be with you.

The teacher gives each of the students a card with a word from the song on it, or a picture representing a word. A very time students hear their word during the song they stand up, turn around and sit down again.



b) Picture dictation

Listen and draw Homero's face..



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

The teacher gives each of the students a worksheet with a draw related with the human being head, and after says them to listen and draw the parts of the head. Besides, teacher could call a student to whiteboard in order to check the understanding level.

Hello, I'm Homero, would you like to know my face? Listen, I have a very big mouth, two very very big eyes, two little ears and a funny tongue. Ups!! I fogot I don't have too much hair;



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

c) Let's play bingo



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

The teacher draws a table in whiteboard with six squares, and in all of them write the times, taking into account that these ones are from 9:30 to 11:30 in each one, for example (9:30), the teacher also can carry it in a big card and use it to show them, then the teacher gives the instruction students fill in the times in the all the squares to play the bingo.

The teacher starts saying the times between 9:30 to 11:30, the students must write a (x) the times they hear and the student that have all the times marked with the (x), he or she must shout “**BINGO**”, after that the teacher has to check whether the times that the student has are correct, and the times the teacher uses in this activity are:

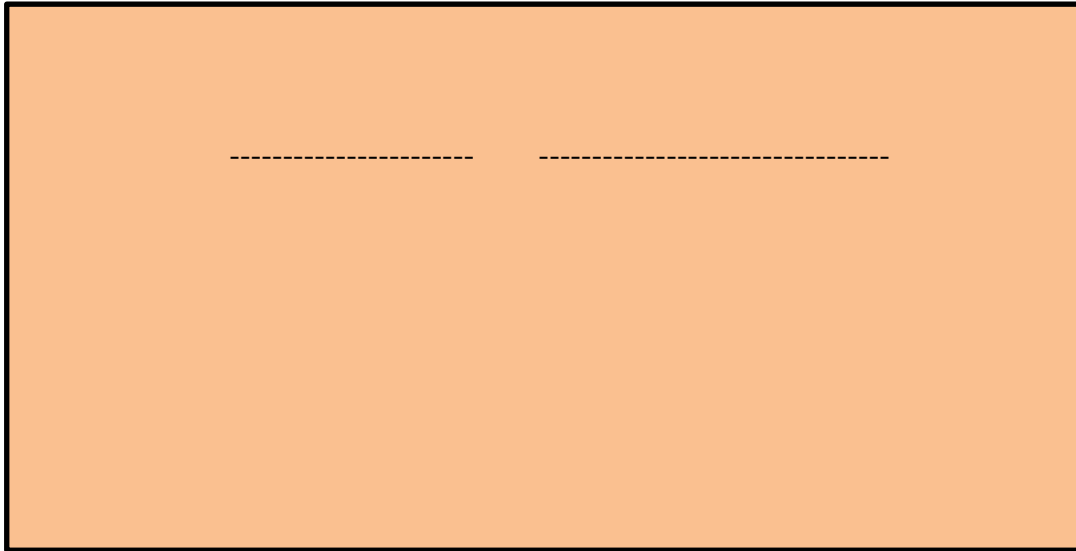
9:30	11:20	10:05	9:50	11:30	11:05	10:20
10:11	9:01	10:59	11:15	10:15	11:07	9:49
11:29	10:03	9:43	10:56	9:31	10:45	11:00

SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

6.2 Speaking skill (destreza de hablar)

1.-Shark game

The teacher thinks a word and draws a dash to represent each letter of that Word on the board. Underneath each dash, teacher draws the same number of dashes again with the last dash forming a line down the board to where a shark is waiting; the student are then invited to guess letters which the words contains. When they guess a letter correctly, the teacher writes the letter on the appropriate dash or dashes. The teacher writes this letter under the first dash on the bottom row of the dashes. Teacher then draws a man on the first dash on the bottom row (followed by second, third, fourth, so on).



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

Once everything is ready, teacher asks students to think a nickname to them, for example (the stars), and after that elicit from students letters that coincide in the word.



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

If the man reaches the last dash he falls to the shark and the students lose the game.



SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

b) ¡Bum!

All of the students have to be sit forming a circle, this is to number each other, and the students that coincide the multiple of three (6, 9, 12, so on) or a number the finish in three (13, 23, 33, so on), they must shout “**BUM**” instead the number, the next student ought to continue with the activity.

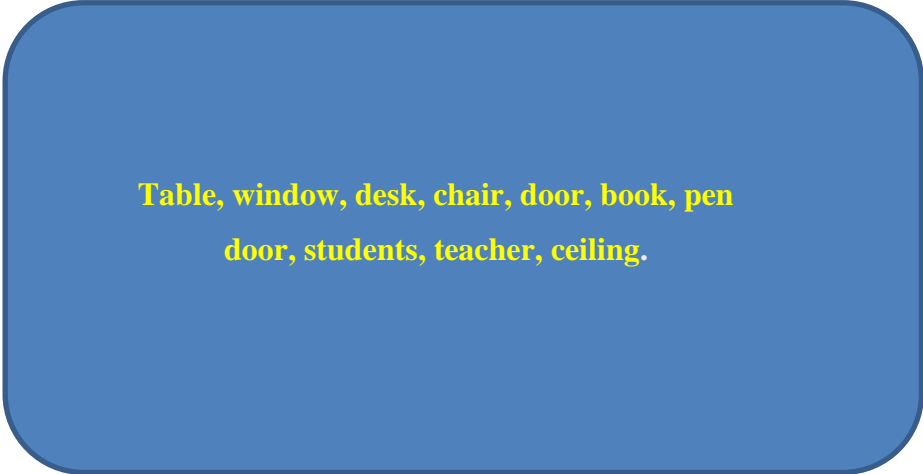


SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

The loser is the student that doesn't say “**BUM**”, or the other one that is wrong. The losers leave the game. This activity should be done in a fast way.

c-) Erasing words

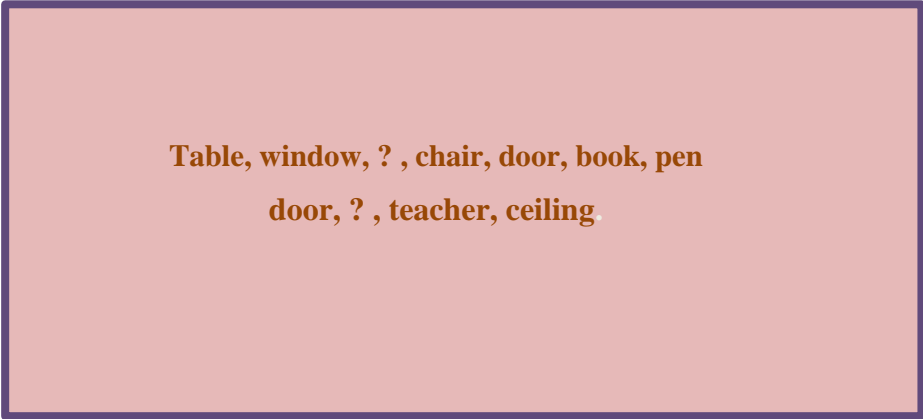
Write on the board about ten Words which are difficult to spell and give the class a minute to photograph them.



**Table, window, desk, chair, door, book, pen
door, students, teacher, ceiling.**

SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

The teacher points to one or two words and erase them; and the student has to write them down from memory. Finally teacher asks students to tell all of the words including the erased ones.



**Table, window, ? , chair, door, book, pen
door, ? , teacher, ceiling.**

SOURCE:[http:// Icebreaker Learning Review](http://Icebreaker Learning Review)

PREGUNTAS PARA ESTUDIANTES

Encuesta realizada antes de la aplicación de las dinámicas motivacionales.

MARQUE CON UNA X LA RESPUESTA QUE CONOCE.

1.- ¿Conoce usted alguna estrategia de motivación que el profesor utiliza en clase?

SI NO

2.- ¿Cuáles son las dinámicas motivacionales que utiliza su profesor en clase?

- Juegos canciones
- Diálogos
- Otros
- Ninguno

3.- Considera usted que es más motivante aprender usando las dinámicas motivacionales

SI NO

4.- ¿Su profesos de inglés realiza actividades de motivación en clase?

SI NO

FICHA DE OBSERVACIÓN DEL DESEMPEÑO DEL ESTUDIANTE

OBJETIVO

Obtener información con *respecto al desempeño del estudiante, con el propósito de promover el desarrollo de dinámicas motivacionales que contribuyan al mejoramiento del proceso enseñanza – aprendizaje del idioma inglés.*

DATOS INFORMATIVOS

- a. Curso: _____
- b. Fecha: _____
- c. Asignatura: Inglés.

ESCALA

La siguiente escala de evaluación determina la mención, escala, que deben ser tomados en cuenta por el *evaluador* para asignar valor a cada atributo, según el siguiente detalle:

MENCIÓN	ESCALA
SIEMPRE	5
FRECUENTEMENTE	4
ALGUNAS VECES	3
RARA VEZ	2
NUNCA	1

CUESTIONARIO:

ESCUELA: _____

NOMBRE DEL / LA

ESTUDIANTE: _____

GRUPO: _____

FECHA: _____

Cada uno de los enunciados está relacionado con la destreza del **listening** de acuerdo a la siguiente equivalencia.

ORD	INDICADORES	ESCALA DE VALORACIÓN				
		SIEMPRE 5	FRECUEMENTEMENTE 4	ALGUNAS VECES 3	RARA VEZ 2	NUNCA 1
1	El estudiante sigue las instrucciones recibidas.					
2	Responde preguntas hechas por el docente					
3	El estudiante da información específica relacionada a la lectura.					
4	Completa los espacios en blanco con los datos y/o palabras de acuerdo a la información que escuche.					

FICHA DE OBSERVACIÓN DEL DESEMPEÑO DEL ESTUDIANTE

1. OBJETIVO

Obtener información con *respecto al desempeño del estudiante, con el propósito de promover el desarrollo de las dinámicas motivacionales a que contribuyan al mejoramiento del proceso enseñanza – aprendizaje del idioma inglés.*

2. DATOS INFORMATIVOS

- a. Curso: _____
- b. Fecha: _____
- c. Asignatura: Inglés.

3. ESCALA

La siguiente escala de evaluación determina la mención, escala, que deben ser tomados en cuenta por el *evaluador* para asignar valor a cada atributo, según el siguiente detalle:

MENCIÓN	ESCALA
SIEMPRE	5
FRECUENTEMENTE	4
ALGUNAS VECES	3
RARA VEZ	2
NUNCA	1

4. CUESTIONARIO:

Cada uno de los enunciados está relacionado con la destreza del **speaking** de acuerdo a la siguiente equivalencia.

ORD	INDICADORES	ESCALA DE VALORACIÓN				
		SIEMPRE 5	FRECIENTEMENTE 4	ALGUNAS VECES 3	RARA VEZ 2	NUNCA 1
1	ACCURACY (Propiedad o adecuación) Manejo de un lenguaje adecuado de acuerdo a la situación que se desarrolla en clase.					
2	Usa correctamente la gramática y vocabulario previamente aprendido.					
3	FLUENCY (fluidez) Sostiene una conversación sin muchas pausas, manteniendo un ritmo adecuado.					
4	Uso apropiado de algunas estructuras gramaticales.					
5	COHERENCE (coherencia) Las ideas expresadas durante la conversación deben guardar una relación lógica entre sí.					

ENCUESTA PARA EL DOCENTE

OBJETIVO

Obtener información, con *respecto al desempeño profesional del docente, con el propósito de promover el desarrollo de las dinámicas motivacionales que contribuyan al mejoramiento del proceso enseñanza – aprendizaje del idioma inglés.*

DATOS INFORMATIVOS

a. Nombre del docente:

b. Curso:

c. Fecha:

d. Asignatura: Inglés.

5. ESCALA

La siguiente escala de evaluación determina la mención, escala, que deben ser tomados en cuenta por el **evaluador** para asignar valor a cada atributo, según el siguiente detalle:

MENCIÓN	ESCALA
SI	
NO	

ORDEN	INDICADORES	SI	NO
1	Cree usted que las dinámicas motivacionales, son un medio para despertar el interés en el proceso de enseñanza aprendizaje del idioma inglés		
2	Conoce algún tipo de dinámica motivacional que despierte el interés en el proceso de enseñanza aprendizaje del idioma inglés		
3	Planifica, reflexiona monitorea y evalúa el proceso de enseñanza aprendizaje a través de una atención dirigida, atención selectiva, auto-control y auto-evaluación		
4	Usando las estrategias metacognitivas, ¿Ayuda usted a que el estudiante procese la información y resuelva problemas por si solo para así incrementar el interés por aprender el idioma?		
5	A través de las estrategias cognitivas, ¿Selecciona el tipo de información que imparte en su clase para despertar el interés en el proceso de enseñanza aprendizaje?		

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