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**THESIS TITLE:**

“EXPLORATION OF STRATEGIES OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH IN THE STUDENTS OF 9<sup>TH</sup> OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “NIDIA JARAMILLO” DURING THE SCHOOL YEAR FROM JULY 2016 TO FEBRUARY 2017”

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“EXPLORATION OF STRATEGIES OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH IN THE STUDENTS OF 9<sup>TH</sup> OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “NIDIA JARAMILLO” DURING THE SCHOOL YEAR FROM JULY 2016 TO FEBRUARY 2017”

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The defense and final reviewing of this research work accomplish all requirement. The written work was elaborated for getting degree of “Licenciado en Ciencias de la Educación; Profesor de Idiomas; Inglés” and it has been approved by members of this Tribunal. The Tribunal authorized this thesis work for its usage. As final step, this research work will be kept in the Facultad de Ciencias de la Educación, Humanas y Tecnologías library at Universidad Nacional de Chimborazo.

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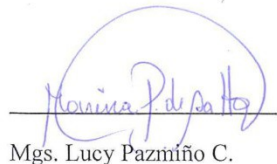
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**“EXPLORATION OF STRATEGIES OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH IN THE STUDENTS OF 9<sup>TH</sup> OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “NIDIA JARAMILLO” DURING THE SCHOOL YEAR FROM JULY 2016 TO FEBRUARY 2017”**

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## **DEDICATORY**

I dedicate the thesis to my God who has given me knowledge during the working process and, who has been my guide during all my life. An special pleasure to my lovely mother, Elena, who always has helped me through this process and, who has been my support to finish my career and make my dreams come true, I will always appreciate my sisters Elsa and Favi and my brothers Carlos and Hugo for all things lived and the advices given and thank for encouraging me with their words and affection. I would like to express my thankfulness to my dear Family, who have given me their unconditional support all the time and for their advice to overcome the obstacles have presented in my life.

Thank you for everything.

Freddy.

## **DEDICATORY**

I dedicate this work to my family in special to my mother because she teaches me significant things that were important to my life and studies. Also, I dedicate my project to music because it encourages me to learn English and to be always motivated.

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## RESUMEN

En la Unidad Educativa “Nidia Jaramillo” encontramos un problema, la maestra fracasaba en crear un buen ambiente de clase que facilita al estudiante a ser divertido, exitoso, feliz, encantado para aprender el idioma Inglés. Durante la clase los estudiantes no hablan Inglés no participan por la falta de motivación. Algunos de ellos hablan inglés y participan y esto refleja en su desarrollo académico. En este proyecto se investigó las estrategias de la motivación, para conocer si los estudiantes de Noveno de Básica, de la Unidad Educativa Nidia Jaramillo en el período académico Julio 2016 - Febrero 2017, poseen un buen ambiente de clase. El objetivo de este proyecto de investigación fue para describir las estrategias de la motivación en los estudiantes de Noveno de Básica clase “A” en la Unidad Educativa “Nidia Jaramillo”. La forma de enseñanza de la profesora es tradicional por esa razón, los estudiantes se sienten desmotivados y aburridos durante la hora de clase ellos, no ponen atención en clase, y no participan en las actividades que la profesora realiza dentro de la clase. Se trabajó con una población de 20 estudiantes 11 mujeres y 9 hombres y una profesora. Esta investigación fue de tipo cualitativo y el nivel era Exploratorio, sin embargo se utilizó el método cualitativo Etnográfico que fue usado para estudiar directamente a la población, utilizando el instrumento de Hoja de Cotejo, con el objetivo de conocer el enfoque educativo de cada análisis e interpretación de los resultados que fueron realizados. En el cual fue observado y analizado las estrategias de la motivación que la profesora aplicaba durante el proceso de la enseñanza-aprendizaje del idioma Inglés para alentar a los estudiantes a que despierten el interés por el aprendizaje del idioma Finalmente, los estudiantes quienes fueron motivados por la profesora, por la lección, los materiales, las tareas, las actividades fueron más entusiásticos y mostraron más interés en el aprendizaje del idioma inglés. Mediante las estrategias de la motivación la profesora podrá crear una buena atmosfera de enseñanza utilizando varios métodos y técnicas para variar su forma de aprendizaje hacia los estudiantes.

## Abstract

In the Unidad Educativa “Nidia Jaramillo” we find a problem, the teacher failed to create a good classroom environment that facilitates the student to be fun, successful, happy, enjoy to learn English. During the class the students do not speak English do not participate because of lack of motivation. Some of them speak English and participate and this reflects in their academic development. In this project the motivation strategies were investigated, to know if the students of 9<sup>th</sup> of basic education class “A” at Unidad Educativa “Nidia Jaramillo” during the school year from July 2016 to February 2017.”, possess a good atmosphere of class. The objective of this research project was to describe the strategies of motivation in the students of 9<sup>th</sup> of basic education class “A” at Unidad Educativa “Nidia Jaramillo”. The teacher's way of teaching is traditional for that reason, students feel unmotivated and bored during class time, do not pay attention in class, and do not participate in the activities that the teacher performs within the class. We worked with a population of 20 students 11 women and 9 men and one teacher. This research was of qualitative type and the level was Exploratory, however the qualitative method Ethnographic was used to study directly to the population, using the instrument of tally sheet, with the objective of knowing the educational approach of each analysis and Interpretation of the results that were made. In which the strategies of the motivation that the teacher applied during the teaching-learning process of the English language were observed and analyzed to encourage the students to arouse interest in the language learning Finally, the students who were motivated by The teacher, by the lesson, the materials, the tasks, the activities were more enthusiastic and showed more interest in learning the English language. Through the strategies of motivation, the teacher can create a good atmosphere of teaching using various methods and techniques to vary their way of learning towards students.

Isabel Escudero

Reviewed by: Escudero, Isabel  
Language Center Teacher



## INTRODUCTION

Unidad Educativa “Nidia Jaramillo” is a state institution, it consists of 11 classrooms, 1 computer lab, also has all the basic services. On the other hand the institution has 4 people in administration inspector, Rector, Secretary, Directing Council. Moreover consists eleven teachers four men and six women, seven with title and only four contracted, also there are two transfer quantity are teachers who help students with disabilities, with the all students between men and women three hundred thirty-four students.

In the class of 9<sup>th</sup> of Basic Education class “A” there are 20 students between eleven women and nine men, these students come from urban and rural areas of the city of Riobamba; their parents have only primary education. So these students do not receive any help with their English homework by any member of your household, they need as parents encourage and guide them in academic development. There is a small group of students who understand and pay more attention, but most of them do not understand well the teacher explanation, perhaps by the lack of interest shown in class, laziness, boring and for this reason they have problems to develop the task most of them get unsatisfactory results. Students need to take more dynamic classes through strategies of motivation, where they can feel motivated in the class. The teacher tries to teach in the class but by lack of motivation the students do not work well in the class.

It is necessary to research strategies of motivation to motivate both; students and teachers to improve learning the English Language, as the way of teaching of teacher is traditional, therefore, students get bored easily, they do not pay attention, and they do not participate in learning the English language This investigation is about strategies of motivation to create a positive teaching atmosphere, where the principal objective of this investigation is to describe the strategies of motivation in the learning process of English. For developing this investigation a tally sheet instrument was used to know how the teacher applies the strategies of motivation to have encouraged students. Also we need know about type of study is Qualitative because in this type of research it is to know that studies the phenomenon in its

natural environment, the researcher being the main instrument for the generation and collection of data, with which the researcher interacts. We also need to know the methodological framework where the level of study is exploratory because research design is to facilitate greater understanding of the problem researcher that has as primary objective. The process is flexible, the sample is small and unrepresentative, qualitative data analysis. And the methodological design is Ethnographic because it is suited for the educational field. This qualitative research method was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context regarding the use of strategies of motivation for teaching and learning English receptive skills. The researchers concluded with strategies of motivation that researches used in class, students pay attention more, they do not stop to reflect, they are excited and they are motivated to study. Students think about the benefits of the strategies of motivation for a better academic performance. The purpose of this project is to describe the strategies of motivation in the learning process of English.

This investigation is divided in 5 chapters.

**The chapter N° 1.** Refers the referential framework; the problem of research; problem definition; problem formulation; questions guidelines, objectives and justification. In the other hand, it is the problematic that made the study to be realized, justifying the reason why the importance of this research.

**The chapter N° 2.** Contains the theoretical framework, previous research regarding the investigated problem; theoretical foundation and definition of key terms; it contains all the information, that help our investigation to be supported; mostly theories and supposes that are directly related and with the described problem of research. Indeed, the data will be supported by bibliography references, internet publications and scientific articles that allow to debate expand, conceptualize and conclude.

**The chapter N° 3.** Deals with the methodological framework, design type and level of research, population and sample and techniques and instruments of data collection. It

consists in apply the method, mechanism, strategies and procedures to follow during this investigation. That helps us to know the theories, categories, situation in the social context; economic, physical, and psychological etc.

**The Chapter N° 4.** Contains all the data collected in the survey and questionnaire. This is analyzed. Each question has been detailed with its respective chart, the same that has its respective interpretation.

**The Chapter N° 5.** Describes the conclusions and recommendations from the description of observation guide.

Finally, it is presented the references and some annexes.

## **CHAPTER I**

### **1. REFERENCE FRAMEWORK**

#### **1.1. THE PROBLEM OF RESEARCH**

**Problem:** The teacher fails in creating a positive teaching atmosphere.

## **1.2. PROBLEM DEFINITION.**

At the time of this research in the Institutional development, the 9<sup>th</sup> year of General Basic Education class “A” is a group of 20 students. They are between 13 and 14 years old. In that institution it was noticed that there is a trouble that the teacher fails in creating a positive teaching atmosphere that put the students at ease, fun, exciting, happy, loving to learn the English language. During class students do not speak English, do not participate for lack of interest. Some of them speak English and participate and this is reflected in their academic performance; most of the students get unsatisfactory academic learning process. For this reason teacher needs to apply strategies of motivation to encourage them to learn the English language where students can participate and speak English in a more efficient and useful way.

Therefore, Motivation has been used as a tool to encourage the students in an active way and careful to increase academic performance in school. Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personal characteristic or a stable long-lasting interest in something. (Psychology campus, 2004)

In this research project was explored, how the teacher applies the strategies of motivation in the learning process of English. The project helped to use innovating strategies of motivation that help the teachers to organize the class to engage students to learn the English Language. Through the use of tally sheet, it was determined in that institution; most students have some difficulties in learning the English Language.

## **1.3. PROBLEM FORMULATION**

How does the teacher use the strategies of motivation in the learning process of English in the students of 9<sup>th</sup> of Basic Education class “A” at Unidad Educativa “Nidia Jaramillo” in Riobamba city, Chimborazo province?



#### **1.4. QUESTIONS GUIDELINES**

What kind of strategies of motivation does teacher apply to motivate her students?

How does the teacher motivate the students in the learning process of English?

#### **1.5. OBJECTIVES**

##### **1.5.1. GENERAL OBJECTIVE**

To describe the strategies of motivation in the learning process of English in the students of 9<sup>th</sup> of basic education class “A” at Unidad Educativa “Nidia Jaramillo” during the school year from July 2016 to February 2017.”

##### **1.5.2. SPECIFIC OBJECTIVES**

To analyze the strategies of motivation the teacher applies to motivate her students in the learning process of English.

To identify how the teacher motivates the students in the learning process of English.

#### **1.6. JUSTIFICATION**

Actually English is the most important used subject of students in most educational institutions because it gives good opportunities to get a good job, travel to another country, and communicate with native speakers. The present project let us improve the level of English of the students and identify the needs of the students and the teachers considering

that English is not the native language spoken in Ecuador, but is very important to communicate with people from other country, because we live in a globalized world.

This research goal is also to encourage teachers to use strategies of motivation in the class.

Thus, students will learn English effectebily. Considering that the strategies of motivation are necessary tool to make students like active participants, confident to take the risk, meaningful situations, favorable attitudes and good feelings in learning English at the same time are awake that motivation helps to encourage the students to learn English in a better way.

The correct use of strategies of motivation will help to gain a better learning process, avoiding traditional approaches. Moreover, this research is exploratory because it has been explored the strategies of motivation as an educational approach to determine the English language learning. According academic education received it has allowed to carry out the research project, because different learning process are known.

Methodologically it is too interesting to change classroom atmosphere because students need to feel motivated and comfortable for learning English language that implies a good behavior on them, so for this reason a tally sheet adapted according to the problem to be observed by the researchers was applied to the teacher and the students.

Moreover, this research is important because as future teachers, we want to know how to apply the strategies of motivation to encourage the students at the moment of teaching process. So with the understanding of those aspects as future teacher are going to have experience, knowledge, and wisdom to overcome these troubles in our future professional life. The beneficiaries in this investigation will be students and teachers, who by this investigation can analyze the mistakes that exist and they can improve to create a positive teaching atmosphere.

This project is feasible because it had the support of English teacher of 9<sup>th</sup> of Basic Education class “A” at Unidad Educativa “Nidia Jaramillo” High School, and the authorities of that institution was willing to collaborate in all the research process. Academically with a great help of the knowledge acquired in the Languages Career at the Universidad Nacional de Chimborazo, the researchers were able to observe and examine the problems to be investigated. Personally, with the development of this project the researchers will know to motivate the students using the strategies of motivation as future teachers. This project has an estimated cost of seventy five dollars.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. PREVIOUS RESEARCH REGARDING THE INVESTIGATED PROBLEM.**

After we researched the archives of the library of Universidad Nacional de Chimborazo in the Facultad de Ciencias de la Educación Humanas y Tecnologías, we found three similar themes, which were developed in English Language.

1. “STRATEGIES TO MOTIVATE STUDENTS IN THE LEARNING PROCESS OF ENGLISH IN THE 8<sup>TH</sup> GRADE OF BASIC EDUCATION PARALLEL “A” IN TÉCNICO LICTO HIGH SCHOOL DURING THE SCHOOL YEAR 2014-2015”. This work was developed by MAYRA VIVIANNA CALLE RUILOVA AND JESSICA MARILÚ ACALO

TAYUPANDA who mentioned that it was justified because of the lack of desire of learning English, it was develop through the use and the application of a methodology through strategies to motivate students, the teacher can achieve better results in the learning process based on scientific, psychological and pedagogic information.

**2. “THE MOTIVATIONAL TECHNIQUES INCIDENCE IN THE GRAMMAR LEARNING PROCESS WITH STUDENTS OF 5<sup>TH</sup> SEMESTER IN THE FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, DURING 2015 TERM”.** This work was developed by DAQUILEMA MONGE JENNY ROCIO who mentioned that motivation is fundamental in students’ learning. The teacher assists in increasing a developing motivational for optimal achievement in the classroom. Through the facilitation of a supporting classroom. The incidence of motivational techniques in the teaching and learning process of grammar. Furthermore, it was they applied other techniques that allow a better understanding of grammar.

**3. “THE USE OF MOTIVATIONAL STRATEGIES TO ENCOURAGE THE SPEAKING SKILL OF ENGLISH LANGUAGE IN THE LEARNERS OF 1, 2 AND 3 OF GENERAL BACHELOR UNIFIED IN THE “UNIDAD EDUCATIVA INTERCULTURAL BILINGUE “LOS TIPINES”, IN PALMIRA, GUAMOTE CANTON AND CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015”.** This work was developed by ELSA MARIA CAIN YUQUILEMA. The study was analyzed step by step on how motivational strategies influence in the development of the speaking skill of the English Language. The teacher uses motivational strategies activities to increase the interest and willingness in students to learn English language.

## **2.2. THEORETICAL FOUNDATIONS**

### **2.2. 1. DEFINITION OF MOTIVATION**

Sasson, R. (2001) writes that, motivation is the inner power that pushes you toward taking action and toward achievement. Motivation is powered by desire and ambition, and therefore, if they are absent, motivation is absent too.

Cherry, K. (2016) mentioned that, Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

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 increase; they invest and make a great effort when they are well motivated. (Torres, 2010, p. 123)

Motivation is the most important factor for success in language learning. It is even more important than specific ability in language. (Gardner, 1985)

If motivation exists, success in language learning is guaranteed. (Corder, 1981)

In our point of view, motivation is the most important factor to encourage students in the learning process, to have active students into the classroom and to create a good classroom atmosphere.

## **2.2. 2. SOME IDEAS FOR MOTIVATING STUDENTS**

Harris, R. (2012) mentioned some ideas for increasing student desire to work hard at the learning tasks they need.

### **2.2.2.1. EXPLAIN**

Some recent research shows that many students do poorly on assignments or in participation because they do not understand what to do or why they should do it. Teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become interested. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities. Students who are uncertain about what to do will seldom perform well. To the

question, "When will we ever use this?" there are several answers. (1) You never know when knowledge and skills will be useful. (2) Whether or not you ever use this specific knowledge is less important than the fact that you are learning how to learn, learning the discipline of focusing on a task, learning how to work on a task that might not be interesting to you--and perhaps you are learning how to make such tasks interesting. There is an exercise in basic training where recruits step back and forth into old tires rapidly. No one ever asks, "When will we ever need to know how to step through tires?" because they know they are building agility. The same is true for many subjects. A student might never use calculus later in life, but the mental training--problem solving, thinking, precision--those sharpened skills will be. We agree with Harris that teachers must spend more time explaining the task because we noticed in our practice of observation that some students did not understand the task that their teachers sent at home. (Harris, 2012)

#### **2.2.2.2. REWARD**

Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and children alike continue or repeat behavior that is rewarded. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivators can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings. In our point of view reward is important for learners because through the rewards students feel motivate and they can do better jobs than the other students. (Harris, 2012)

### **2.2.2.3. CARE**

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone. Students will attend to an adult who appears to be a "real person," who had problems as a youth and survived them. We think that care is interesting as a manager because some students are revels they as young people have problems and mistakes so for teachers it is necessary to take care as mediators. (Harris, 2012)

### **2.2.2.4. HAVE STUDENTS PARTICIPATED**

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them (at them?) is thus a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A lesson about nature, for example, would be more effective walking outdoors than looking at pictures. In our opinion, it is too important because if the teachers have students participate they can't be shy students therefore they can be active students. (Harris, 2012)

### **2.2.2.5. TEACH INDUCTIVELY**

It has been said that presenting conclusions first and then providing examples robs students of the joy of discovery. Why not present some examples first and ask students to make sense of them, to generalize about them, to draw the conclusions themselves? By beginning with the examples, evidence, stories, and so forth and arriving at conclusions later, you can maintain interest and increase motivation, as well as teach the skills of analysis and synthesis. Remember that the parable method of making a point has some significant historical precedent. (And speaking of examples, research has shown that providing more

worked examples and fewer problems to solve increases learning. In our opinion to teach inductively is not a principal factor because teachers also can teach deductively it depend in the students some students can learn better when the teacher teach by inductively and others can learn better by deductively. (Harris, 2012)

#### **2.2.2.6. SATISFY STUDENTS' NEEDS**

Attending to need satisfaction is a primary method of keeping students interested and happy. Students' basic needs have been identified as survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three things to do--two or three paper topics, two or three activities, choosing between writing an extra paper and taking the final exam, etc. Many students have a need to have fun in active ways--in other words, they need to be noisy and excited. Rather than always avoiding or suppressing these needs, design an educational activity that fulfills them. In our point of view to satisfy students' needs is interesting because students have different needs not all student are the same. (Harris, 2012)

#### **2.2.2.7. MAKE LEARNING VISUAL**

Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. In the middle ages people who memorized the Bible or Homer would sometimes walk around inside a cathedral and mentally attach certain passages to objects inside, so that remembering the image of a column or statue would provide the needed stimulus to remember the next hundred lines of text. Similarly, we can provide better learning by attaching images to the ideas we want to convey. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects you can bring to class to help students anchor the idea to an image. In our point of view to make learning visual is not necessary in all case because students have different kinds of learning styles it is necessary only for some student because they are visual learners so they can learn best through pictures. (Harris, 2012)

#### **2.2.2.8. USE POSITIVE EMOTIONS TO ENHANCE LEARNING AND MOTIVATION.**



Strong and lasting memory is connected with the emotional state and experience of the learner. That is, people remember better when the learning is accompanied by strong emotions. If you can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer. Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means. In our point of view to use positive emotions is something grateful because when students learn something loving they bear in mind in all the life they never can forget. (Harris, 2012)

### **2. 2. 3. HOW TO MOTIVATE THE STUDENTS?**

Writers, S. (2012) mentioned these methods to motivate the students and to encourage them to live up to their true potential.

#### **2.2.3.1. GIVE STUDENTS A SENSE OF CONTROL**

While guidance from a teacher is important to keeping kids on task and motivated, allowing students to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more. We agree with Writers that give control over what happens in the classroom is too interesting. (Writers, 2012)

#### **2.2.3.2. DEFINE THE OBJECTIVES**

It can be very frustrating for students to complete an assignment or even to behave in class if there aren't clearly defined objectives. Students want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of students so that there is no confusion and students have goals to work towards. In our point of view define clear objectives at the beginning of the class is necessary because students wants to know what are some rules and expectations. (Writers, 2012)

#### **2.2.3.3. CREATE A THREAT-FREE ENVIRONMENT**

While students do need to understand that there are consequences to their actions, far more motivating for students than threats are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their belief in a student's abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. At the end of the day, students will fulfill the expectations that the adults around them communicate, so focus on can, not can't. We agree with this author that to create safe supportive environment for students, affirming their abilities and beliefs are to stay motivated into the classroom. ([Writers](#), 2012)

#### **2.2.3.4. CHANGE YOUR SCENERY**

A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some students. To renew interest in the subject matter or just in learning in general, give your students a chance to get out of the classroom. Take field trips, bring in speakers, or even just head to the library for some research. In our opinion to change scenery is something loving for student because students only into the classroom feel boring not interesting to learn. ([Writers](#), 2012)

#### **2.2.3.5. OFFER VARIED EXPERIENCES**

Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention. We agree with this author that not all students will respond a task or lesson in the same way because others students may love to read books or to work in pairs. ([Writers](#), 2012)

#### **2.2.3.6. USE POSITIVE COMPETITION**

Competition in the classroom isn't always a bad thing, and in some cases can motivate students to try harder and work to excel. Work to foster a friendly spirit of competition in

your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge. In our mind to use positive competition into the classroom is good because when students plays competition games they enjoy although some student lost the competition. ([Writers](#), 2012)

#### **2.2.3.7. OFFER REWARDS.**

Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class. In our point of view that is true to offer rewards to encourage the students to stay on the task because if some teachers offer reward students work harder and put interest in what they are doing. ([Writers](#), 2012)

#### **2.2.3.8. GIVE STUDENTS RESPONSIBILITY**

Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping out so that each feels important and valued. We think that responsibility is the principal factor for every students and teachers if they have responsibility they can work in a better way in everything they do. ([Writers](#), 2012)

### **2.2. 4. TYPES OF MOTIVATION**

#### **2.2.4.1. INTRINSIC MOTIVATION**

Cebollero, C. (2014) claims that, intrinsic motivation is when motivation comes from "internal" factors to meet personal needs. We do things we do because we enjoy them, not because we have to. Intrinsic means internal or inside of yourself; when you are intrinsically motivated, you enjoy an interest, a course of study or skill development solely for the fulfillment of education and having fun. EMS is a career field that really touches our

intrinsic motivation. We're not going to retire with mansions or private jets; instead we get our satisfaction from helping others and being the best part of their worst day. Examples include exploring opportunities for personal development for the satisfaction of being competent in a task, or setting the standards to become a role model or mentor. Whatever you take on, you do it for personal accomplishment and gratification. We agree with this author that intrinsic motivation is something that learners learn by their own interest because they want to study, they feel comfortable and they feel something loving not only by a reward or because it is a part of the subject.

#### **2.2.4.2. EXTRINSIC MOTIVATION**

Cebollero, C. (2014) wrote that, extrinsic motivation is when motivation comes from "external" factors that are given or controlled by others. Salary or praise are good examples. This type of motivation is everywhere and frequently used within society. When you are motivated to perform, achieve, learn or do something based on a highly considered outcome, rather than for the fun, development or personal fulfillment, you are being extrinsically motivated. We agree with Cebollero that extrinsic motivation comes from others people and it is controlled by others people.

#### **2.2.4.3. INTEGRATIVE MOTIVATION**

Torres, M. (2010, pg. 124) argues that, integrative motivation is the desire to identify with and integrate into the target culture. It arises when the learners have positive attitudes toward speakers of the target language and possibly integrating into that group, when they have a strong interest in that culture and the desire to meet native speakers and interact with them. In our point of view, integrative motivation is to integrate with the speakers of the other language to learn the new language and interact with them.

#### **2.2.4.4. INSTRUMENTAL MOTIVATION**

Torres, M. (2010, pg. 125) writes that, instrumental motivation refers to functional considerations for learning a language and it is connected with the advantages that a learner can get by learning the language, for example to complete a graduation requirement or career

promotion. We agree with Torres that instrumental motivation is to learn only with the objective to complete a graduation requirement or career promotion.

### **2.2. 5. MOTIVATIONAL STRATEGIES**

Torres, M. (2010, pgs. 127- 128) Mentioned some motivational strategies to develop and create a good atmosphere in the learning and teaching process of English Language such as the following:

#### **2.2.5.1. INTRODUCE VARIETY**

Teachers should use a new approach in teaching the language that allows learners to work out topics that are interesting and relevant to their lives. Lessons should include meaningful situations: language games, contests, role plays, brainstorming, debates, case studies, discussions, audiovisual presentations, small group work, etc. Assignments to talk about things related to their own experiences, comments about love and so forth. They could also talk about things that had really happened to them. When possible let students to choose which topics they want to explore. Be aware of the different learning styles and multiple intelligences to introduce variety. (Torres, 2010, pg. 127)

#### **2.2.5.2. ENHANCE THE ENGLISH CLASSROOM ATMOSPHERE**

Make students feel confident to take the risk; they are motivated when they see themselves as capable individuals and when they live in a secure environment. Permit them to fail without penalty, so that they can learn from their mistakes. Enhance positive emotions; make something fun, exciting, happy, loving, be aware that when the learning is accompanied by strong emotions the learners remember better. On the other hand, improve the classroom atmosphere with advertisements, warnings, posters, bulletin boards, pictures, puppets, drawings and photos, when the students are surrounded by items that resemble the culture of the target language, they feel the sense of learning the language. (Torres, 2010, pg. 127)

#### **2.2.5.3. USE STIMULATING MATERIAL**

Students learn better when they are dealing with materials adapted at their level, with topics that enhance their interest. So, teachers should create an interesting learning class, taking

into account what the students want to communicate; and exploiting entertainment materials such as: games, songs, videos, jokes and cartoons. (Torres, 2010, pg. 127)

#### **2.2.5.4. LOCAL OR INTERNATIONAL NEWS SHOULD BE GIVEN TO THE CLASS IN THE TARGET LANGUAGE**

It is much better if the students already know the information or at least the headlines in their mother tongue, because it is possible to introduce some lexical items whose meaning may be inferred from the context. The headlines are expanded as students express their opinions. (Torres, 2010, pg. 127)

#### **2.2.5.5. MAKE STUDENTS USE ENGLISH IN CLASS**

Require the learners ask about something they do not understand, they do not know, or they want to know in English. (Torres, 2010, pg. 128)

#### **2.2.5.6. AVOID LANGUAGE BARRIERS**

Such as things that are too difficult for the learners, activities that are too long without any methodological variation, and giving exams that are too demanding. (Torres, 2010, pg. 128)

#### **2.2.5.7. REWARD LEARNERS' PERFORMANCE**

Everyone likes the feeling of accomplishment and recognition; rewards for students' effort produce those good feelings. Teachers can give them: a piece of gum, sweets, grades, claps from their classmates, encouraging words, etc. as possible. (Torres, 2010, pg. 128)

#### **2.2.6. GENERAL STRATEGIES FOR MOTIVATION**

College of Business (1991) mentioned some strategies of motivation.

##### **2.2.6.1. CAPITALIZE ON STUDENTS' EXISTING NEEDS**

Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs. (College of Business, 1991)

#### **2.2.6.2. MAKE STUDENTS ACTIVE PARTICIPANTS IN LEARNING.**

Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work. See "Leading a Discussion," "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation. . (College of Business, 1991)

#### **2.2.6.3. ASK STUDENTS TO ANALYZE WHAT MAKES THEIR CLASSES MORE OR LESS "MOTIVATING."**

College of Business (1991) asks his classes to recall two recent class periods, one in which they were highly motivated and one in which their motivation was low. Each student makes a list of specific aspects of the two classes that influenced his or her level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation. In over twenty courses, Sass reports, the same eight characteristics emerge as major contributors to student motivation:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students

#### **2.2.6.4. WORK FROM STUDENTS' STRENGTHS AND INTERESTS**

Find out why students are enrolled in your course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. For instance, a chemistry professor might devote some lecture time to examining the contributions of chemistry to resolving environmental problems. Explain how the content and objectives of your course will help students achieve their educational, professional, or personal goals. (College of Business, 1991)

#### **2.2.6.5. WHEN POSSIBLE, LET STUDENTS HAVE SOME SAY IN CHOOSING WHAT WILL BE STUDIED**

Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course. (College of Business, 1991)

#### **2.2.6.6. INCREASE THE DIFFICULTY OF THE MATERIAL AS THE SEMESTER PROGRESSES.**

Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, you can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge. (College of Business, 1991)

#### **2.2.6.7. VARY YOUR TEACHING METHODS**

Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in your course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work. (College of Business, 1991)



## **2.3. DEFINITIONS OF KEY TERMS.**

### **THE TARGET LANGUAGE**

According to British Council (2016) the target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

### **LANGUAGE BARRIERS**

According to Collins English Dictionary (2016) absence of communication between people who speak different languages.

### **ENHANCE**

Enhance is to increase or improve (something)

### **JUDGMENT**

An opinion or decision that is based on careful thought.

### **INTEGRATIVE**

According to Meriam-Webster Dictionary (2016) serving to integrate or favoring integration.

### **BEHAVIORISM**

According to Pavlov, I. (1936) Behaviorism is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states.

### **FULFILLMENT**

According to The Free Dictionary (2016) to bring into actuality; effect or make real: fulfilled their promises; fulfilled her dream.

### **TARGET CULTURE.**

According to Wikipedia (2016) Target culture is a pejorative term used to refer to the perceived negative effects of rigid adherence to performance targets by businesses and organizations.

## 2.4. OBJECTIVE OPERATIONALIZATION

OBJECTIVE	ACTIVITIES	RESOURCES	TIME
To analyze the strategies of motivation the teacher applies to teach her students in the learning process of English.	<ul style="list-style-type: none"> <li>• Describe the strategies of motivation the teacher uses to teach her students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Tally Sheet</li> </ul>	From September 12 <sup>th</sup> to September 16 <sup>th</sup>
To identify how the teacher motivate the students in the learning process of English.	<ul style="list-style-type: none"> <li>• Observe and identify how the teacher motivates the students in the learning process of English.</li> </ul>	<ul style="list-style-type: none"> <li>• Tally Sheet</li> </ul>	From September 19 <sup>th</sup> to September 23 <sup>th</sup>

SOURCE: Objective Operationalization  
 DONE BY: Luis Choto and Freddy Sislema

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. DESIGN OF THE RESEARCH

#### 3.2. TYPE OF INVESTIGATION

**Qualitative**, because in this type of research it is to know that studies the phenomenon in its natural environment, the researcher being the main instrument for the generation and collection of data, with which the researcher interacts.

### **3.3. LEVEL OF RESEARCH**

**Exploratory**, because is to facilitate greater understanding of the problem researcher that has as primary objective. It aims to examine an unknown topic, understudied, or innovative. It provides the basis for other studies. The process is flexible, the sample is small and unrepresentative, qualitative data analysis.

**Methodological design:** Ethnographic. because it was chosen to learn and describe the classroom practice and what they do specifically, teacher and students in the classroom context regarding the use of strategies of motivation for teaching and learning English.

Place: UNIDAD EDUCATIVA “NIDIA JARAMILLO”

Time: Six months

### **3.4. POPULATION AND SAMPLE**

**3.4.1. Population:** The population for this research was 20 students and a teacher in charge of the class of Unidad Educativa “Nidia Jaramillo” High School that were totally 21.

**3.4.2. Sample:** The population is small therefore no sample is applied consequently; the work is involved with anyone indicated in the research process.

This students come from urban and rural areas of the city of Riobamba; their parents have only primary education. So these students do not receive any help with their English homework by any member of your household, they need as parents encourage and guide them in academic development.

There is a small group of students who understand and pay more attention, but most of them do not understand well the teacher explanation, perhaps by the lack of interest shown in class, laziness, boring and for this reason they have problems to develop the task most of them get unsatisfactory results.

Students need to take more dynamic classes through strategies of motivation, where they can feel motivated in the class. The teacher tries to teach in the class but by lack of motivation the students do not work well in the class.

There are some students who participate but most shows lack of interest by presenting fear of English language, but for students to lose the fear of subject should be used strategies of motivation that will obtain the participation of students.

### **3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

The instruments and techniques to collect the data were made based on the main problem. The instruments had the corresponding permission for their application. In this research, the following instrument was used:

**Tally sheet.** –It was used to get information and data focused in teachers and students in the teaching and learning process. This research was studied deeply with the purpose to know the opinions, points of view, and experiences of the teacher and the students. This tally sheet was based according to the nature of investigation.

### **3.6. TECHNIQUES FOR PROCESSING AND INTERPRETING THE DATA**

The research was made through Tally sheet; the techniques for process and analysis of data were the information about strategies of motivation collected during the research and the instrument was designed according to the information of strategies of motivation, and this instrument was applied during ten days of English classes. The results obtained from the application of the instrument (in this case the Tally sheet), contributed to demonstrate the objectives, and finally to obtain conclusions and recommendations about the research project.

#### **Procedure**

First of all the researchers elaborate a tally sheet to know if the teacher uses the strategies of motivation and how she motivates her students. The researchers follow a methodological area because it talks about the different methods that the teacher can use to motivate students. The investigators select this institution with the purpose of analyzing the different

strategies of motivation because the students of this institution do not feel motivated by the teacher and there is not a good atmosphere to teach. The specific objective that we investigate is to analyze if the teacher applies the strategies of motivation that she knows to encourage students.

After the researchers had the tally sheet instrument asked for permission to the director of that institution, there were not problems to perform the tally sheet instrument. The researchers were involved into the class like observers to analyze if the teacher motivates students. The students were passive because the class is bored and the teacher uses the traditional method of teaching. Some students were distracted, thinking in others things and did not pay attention to the teacher explanation, also most of them did not participate in the activities that the teacher perform. For this reason the teacher need to apply the strategies of motivation for that the students feel motivated. The researcher found the information in the students, teacher, library, and internet.

Finally, through the observation the researchers knew if the teacher used the strategies of motivation in order to vary her teaching. The tally sheet instrument was used to get information and data focused in teachers and students in the teaching and learning process. The data were collected in two weeks through the observation by Luis Choto and Freddy Sislema, and the data were registered according to the specific objectives.

## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 ANALYSIS AND DESCRIPTION OF TALLY SHEET**

The research work was developed in the students of 9<sup>th</sup> of basic education class “A” at Unidad Educativa “Nidia Jaramillo” during the school year from July 2016 to February 2017.”, in order to explore how the teacher apply the strategies of motivation to create a good classroom atmosphere and how the teacher motivate her students..

To start the research, it was collected and read information about strategies of motivation the principal information sources were: online materials, online thesis and books, printed books, scientific articles among others.

With the collected data, it was designed a tally sheet. It was applied from September 12<sup>th</sup> to 23<sup>th</sup>, in that institution. To develop the tally sheet, it was based on strategies of motivation, with information obtained. It was reviewed and analyzed, it helped to describe how the teacher apply the strategies of motivation to create a good classroom atmosphere to have active students in the learning process of English and how the teacher motivate her students.

### OBSERVATION GUIDE DESCRIPTION

OBJE CTIV ES	OBJECTIVE 1								OBJECTIVE 2								
TIME	ACTIVITIES	The teacher introduces a variety of topics like language games, role plays, brainstorming, debates, discussions			The teacher uses stimulated materials to encourage the students using games, songs, videos, jokes and cartoons.			The teacher makes students to use English in the class.		The teacher avoids language barriers.			The teacher ask relevant questions in order to express students' opinions				
	FREQUENCES	A	S	N	A	A	S	N	A	S	A	S	N	A	S	N	
from Sept emb er 12 <sup>th</sup> to 16 <sup>th</sup> ,	STUDENTS																
	1		x					x		x		x				x	
	2			x				X				x			x		
	3		x					X		x		x			x		
	4			x				X					x		x		
	5		x						x		x		x			x	
	6			x				x		x		x			x		
	7			x				x						x	x		
	8			x				x				x			x		
	9		x						x		x		x			x	
	10		x						x		x			x		x	
from Sept emb er 19 <sup>th</sup> to 23 <sup>th</sup> ,	11			x				x		x		x				x	
	12			x					x				x		x		
	13		x			x				x			x		x		
	14			x					x		x		x		x		
	15			x				x				x				x	
	16		x					x			x					x	
	17		x			x				x		x			x		
	18		x					x		x		x			x		
	19			x				x		x		x				x	
	20			x				x						x		x	
	<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>2</b>		<b>12</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>1</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>11</b>	<b>9</b>

**INDICATORS:**

**A=** Always

**S=** Sometimes

**N=** Never

**Source:** Observation guide directed to students of 9<sup>th</sup> of basic education at Unidad Educativa “Nidia Jaramillo”

**Done by:** Luis Choto and Freddy Sislema



## 4.2 OBSERVATION GUIDE DESCRIPTION

General observation guide was made in order to obtain final results of how the teacher apply the strategies of motivation to create a good classroom atmosphere to have active students and how the teacher motivate the students in the learning process of English in 9<sup>th</sup> of basic education class “A” at Unidad Educativa “Nidia Jaramillo”.

This analysis is according to the previous table to give to know if the teacher use the strategies of motivation and motivate the students.

**In activity 1.** Through results, it was evidenced that teacher never introduced a variety of topics like language games, role plays, brainstorming, debates, discussions to encourage her students because of the time she only developed one topic in each class. She did in a class debate but the students hate to participate them because they felt nervous and shy at the moment to speak and familiarize just nine students liked and acted in that kind of activity.

**In activity 2.** Through results, it was proved that teacher sometimes used stimulated materials to encourage the students like flash cards, mp3 player, posters, pictures and cartoons with the purpose to enhance student’s interest, it means the majority of times students enjoyed with these kinds of materials and they put the major interest to learn the subject.

**In activity 3.** Through results, it was evidenced that teacher sometimes made students use English in the class asking about something so the majority of student spoke English and practice in the class in order to answer the questions that the teacher developed only six students did not speak English in the class because they felt afraid at the moment to speak and they were shy and nervous when the teacher asked.

**In activity 4.** Through results, it was proved that teacher sometimes avoided activities that were too long without any methodological variation and things that were too difficult for the

students with the purpose to achieve meaningful learning, she tried to teach short activities for example if she taught simple present she first day taught affirmative sentences second day negative sentences third day questions and answers so the students learned the simple present in a better way.

**In activity 5.** Through results, it was evidenced that teacher sometimes reward learners performance to produce good feelings giving claps, sweets, encourage words. Teacher after she taught she gave exercise to complete them and she reward sweets to the student who finish first so student put interest in the class to learn English if there was not reward they don't put interest they were only playing or watching movies on cellphone instead of put interest in the task that the teacher send.

**In activity 6.** Through results, it was proved that teacher sometimes asked relevant questions in order to express students` opinions with the objective to have students participating into the classroom. The teacher asked questions about some activities they did in the afternoon like what did you do yesterday in the afternoon? And the students answer them yesterday we watch movie, play soccer, do homework, and listen music.

The most of activities help to improve the class like a tool to catch the attention of the students in a wonderful way to learn English and also it help to encourage learner to participate into the class and work with motivation.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- We conclude that after the application of observation guide, it was observed that, the most used strategy of motivation was rewards learners 'performance to produce good feelings giving claps, sweets, encourage words. As a result students pay attention and work on the classroom activities.
- In conclusion the teacher motivation sometimes was meaningful for the students, she avoided activities that were too long without any methodological variation and things that were too difficult for the students and she asked relevant questions in order to express students' opinions with the objective to have students participating into the classroom.

#### **5.2. RECOMMENDATIONS**

- It is recommended to use always the strategies of motivation for English language learning, to improve the traditional approaches and create a good classroom atmosphere.
- It is recommended to apply a motivational activity according to the class topic and level of students.

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# 7. ATTACHMENT



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

**TALLY SHEET TO OBSERVE HOW THE TEACHER APPLIES THE STRATEGIES OF MOTIVATION**

**OBJECTIVE:** to observe the strategies of motivation in the learning process of English in the students of 9<sup>th</sup> of basic education class "A" at Unidad Educativa "Nidia Jaramillo" High School

**DATE:** from September 12<sup>th</sup> to September 23<sup>th</sup>

ACTIVITIES	The teacher introduces a variety of topics like games, role plays, brainstorming, debates, discussions			The teacher uses stimulated materials to encourage the students using games, songs, videos, jokes and cartoons.			The teacher makes students to use English in the class.			The teacher avoids language barriers.			The teacher rewards learners 'performance to produce good feelings giving claps, sweets, encourage words, etc.			The teacher ask relevant questions in order to express students' opinions			
	FREQUENCES	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
<b>STUDENTS</b>																			
1		/	/			/			/		/		/		/			/	
2			/		/	/		/		/	/		/		/		/		/
3			/		/	/		/		/	/		/		/		/		/
4			/		/	/		/		/	/		/		/		/		/
5		/	/		/	/		/	/	/		/	/		/	/		/	/
6			/		/	/		/		/		/		/		/		/	
7			/		/	/		/		/		/		/		/		/	
8			/		/	/		/		/	/		/		/		/		/
9		/	/		/	/		/		/	/		/		/		/		/
10		/	/		/	/		/		/	/		/		/		/		/
11			/		/	/		/		/	/		/		/		/		/
12			/		/	/		/		/	/		/		/		/		/
13		/	/		/	/		/		/	/		/		/		/		/
14			/		/	/		/		/	/		/		/		/		/
15			/		/	/		/		/	/		/		/		/		/
16		/	/		/	/		/		/	/		/	/	/		/		/
17		/	/		/	/		/	/	/		/	/	/	/		/		/
18		/	/		/	/		/		/	/		/		/		/		/
19		/	/		/	/		/		/	/		/		/		/		/
20			/		/	/		/		/	/		/		/		/		/
<b>TOTAL</b>		0	9	11	0	12	8	2	12	6	0	12	8	1	12	7	0	11	9

INDICATORS: A= Always S= Sometimes N= Never

Source: Observation guide directed to students of 9<sup>th</sup> of basic education at Unidad Educativa "Nidia Jaramillo"  
Done by: Luis Choto and Freddy Sislema

## PHOTOS



During the class Luis was observing how the teacher score the students according to the motivational activity

Freddy was taking photos to collect information and evidence about the motivation in this institution.







The students were paying attention to the teacher, they were observing and listening the examples.



During the observation Freddy was taking notes about the class and factors that affect motivation.