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FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

LANGUAGE CARREER

TITLE OF RESEARCH WORK:

"EXPLORATION OF TEACHERS AS A MOTIVATOR IN THE TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE IN STUDENTS OF TENTH GRADE IN "ISABEL DE GODIN "HIGH SCHOOL ACADEMIC YEAR 2015-2016"

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AÑO

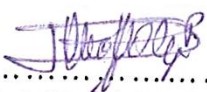**2017**

REVISIÓN DEL TRIBUNAL

Los miembros del tribunal de graduación del Proyecto de Investigación de título: "EXPLORATION OF TEACHERS AS A MOTIVATOR IN THE TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE IN STUDENTS OF TENTH GRADE IN ISABEL DE GODIN ACADEMIC YEAR 2015-2016", presentado por Guayanlema Chávez Ivonne Gabriela dirigido por la Ms. Lucy Pazmiño, una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en el cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación Humanas y Tecnologías de la UNACH. Para constancia de lo expuesto firman:

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DECLARACIÓN DEL TUTOR

Yo, Lucy Pazmiño docente de la Carrera de Idiomas en calidad de Tutora del proyecto de tesis con el tema: "EXPLORATION OF TEACHERS AS A MOTIVATOR IN THE TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE IN STUDENTS OF TENTH GRADE IN ISABEL DE GODIN ACADEMIC YEAR 2015-2016 ", propuesto por la Señora, Guayanlema Chávez Ivonne Gabriela egresada de la Carrera de Idiomas de la Facultad de Ciencias de la Educación Humanas y Tecnologías, luego de haber realizado las debidas correcciones, certifico que se encuentran aptos para la defensa pública del proyecto. Es todo cuanto puedo certificar en honor a la verdad facultando a los interesados hacer uso del presente para los trámites correspondientes.
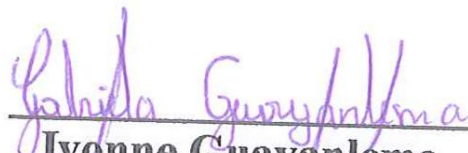
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Ms. Lucy Pazmiño.

DOCENTE DE LA CARRERA DE IDIOMAS

AUTORSHIP

The responsibility or content in this Project of Graduation belong exclusivity to the Author Ivonne Gabriela Guayanlema Chavez Students of languages school with the research work title:

"EXPLORATION OF TEACHERS AS A MOTIVATOR IN THE TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE IN STUDENTS OF TENTH GRADE IN "ISABEL DE GODIN" HIGH SCHOOL ACADEMIC YEAR 2015-2016"

The intellectual heritage of this Project belong to the Universidad National de Chimborazo

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Ivonne Guayanlema
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DEDICATORY

I dedicate this research work first to God, who is the one who always helps me and strives, my family, my husband Marco, my children Anali and Emiliano that I love them very much and they are my inspiration to follow; To my parents Martha and José who in all my life have been there supporting me and my Grandparents who always helped me with their advice and their love. Everyone has made my life a very strong reason to fight.

ACNOWLEDGEMENT

The development of this Project has been possible through help, collaboration and responsibility of my thesis Tutor, Mr. Lucy Pazmiño who was the guide during development of this project. Without his knowledge and recommendations it had not been possible. This project is dedicated to all Teachers of the University, because they are who help in all aspects in the lives of their Students. Thank you for your help and everything.

Ivonne

GENERAL INDEX

RESUMEN

La presente investigación se la realizo en el Colegio "Isabel de Godín" en el cual se determinó como problema que la falta de motivación causa que muchos Estudiantes no les guste aprender inglés debido a que el Docente no usa las estrategias de motivación adecuadas. Este estudio describe como el docente utiliza las estrategias de motivación usadas en clase de inglés. Se aplicó en los Estudiantes de décimo año del Colegio "Isabel de Godín" durante el segundo quimestre del año lectivo 2015-2016. El objetivo de este trabajo fue explorar las estrategias de motivación que el Docente como motivador usa en el proceso de enseñanza-aprendizaje del inglés. El tipo de estudio fue cualitativo de nivel exploratorio. Se la realizo con una población de 30 Estudiantes y un Profesor. El método cualitativo es etnográfico. La técnica empleada fue la observación no participativa ya que como investigadora el rol fue pasivo y el instrumento de recolección de datos fue una guía de observación diseñada por la ejecutora de la investigación. Luego del análisis se obtuvo que la principal causa de desmotivación en los Estudiantes era, que el Docente no utiliza las estrategias de motivación adecuadas y el interés de los estudiantes por aprender inglés era demasiado bajo.

ABSTRACT

The present research was carried out in the "Isabel de Godín" High school in which it was determined as a problem that the lack of motivation causes many students do not enjoy learning English because the teacher does not use the appropriate motivation strategies. This study describes how the teacher uses the motivation strategies in English classes. It was applied in the tenth-year students of the "Isabel de Godin" High school during the second chemistry of 2015-2016 school years. The objective of this work was to explore the motivational strategies that the teacher as a motivator uses in the teaching-learning process. The type of study was qualitative of exploratory level. It was carried out with a population of 30 students and a teacher. The qualitative method is ethnographic. The technique used was non-participatory observation since as a researcher the role was passive and the instrument of data collection was an observation guide designed by the researcher. After the analysis, it was found that the main cause of student unconcern was the teacher does not use adequate motivation strategies and the students' interest in learning English is low.

Revised by   Msc Geovanna Vallejo

Language Center teacher

INTRODUCTION

At this time it is common for students not to study English, because they do not feel motivated to do so, motivation is an essential agent in the teaching-learning process is the art of stimulating and orienting the interest of students towards meaningful learning today In Day There are several strategies with which you can achieve real interest; Traditional classes before did not allow the student to develop their own knowledge and felt only as a receiver did not achieve the motivation to learn, what has changed today and taking advantage of appropriate strategies for students to be active in the classroom.

The Isabel de Godín School is located in the city of Riobamba and has been characterized by a team of professionals qualified in the mission to train effective and useful professionals for society in this new century where the teaching of foreign languages is very important. The College has more than 100 teachers and more than 1000 students coming from rural and urban areas.

Students in the 10th year of general basic education in the Isabel de Godín school year 2015-2016 were 30 students 21 women and 9 men. Students were characterized by being always with the courage to learn new things; their interest was to learn and to have good grades. Most of them had good grades in math and in English. They had problems in the English class and their qualifications were too low they were disinterested in the learning of the English language due to different factors like the lack of motivation and the inadequate use of methodological strategies that affect the performance of the English language.

This research was conducted practices it was observed that lack of motivation and inappropriate use of motivation strategies have made students not like to learn English and see it as a true torture, many of them prefer to spend with minimal note but not learning in a meaningful way.

It was determined in the observation that students of the 10th year of general basic education in the school year of Isabel de Godín 2015-2016 have no interest in learning the English language due to different factors such as lack of motivation and inappropriate use of methodological strategies which affect the performance of the Language in English.

In the observation it was possible to detect that the Students did not have a good motivation and that the strategies used by the Teacher to arouse the interest of their

Students were not adequate, all this was investigated in order to obtain conclusions and to be able to recommend the strategies more appropriate than the Teacher should use. This research is a contribution for teachers to know the reasons why students do not want to study English.

The data were obtained from the observation of the Master and the thirty students of the tenth year.

The purpose of this research is to recommend some motivation strategies to activate interest in Students. The importance of research is that with observation we find the motivation strategies used in the teaching-learning process and how students react to them.

This research is divided into 5 chapters:

CHAPTER I: In this chapter refers the referential framework, the problem research, problem definition, problem formulation, questions guidelines, objectives, andjustification of the problem.

CHAPTER II: In this chapter contains the theoretical framework which contains previous research regarding the investigated problem, theoretical foundation and definitions of basic terms it contains all information than help support the investigation with concepts and theories.

CHAPTER III: Refers the methodological framework, type of research, level of research, research design, population and samples and techniques for processing and interpretation of data. it consists in apply the method, strategies and procedures in the investigation.

CHAPTER VI: is the analysis and interpretation of results of observation guide. the observation guide help to describe how the teacher motivate the students.

CHAPTER V: It is described the conclusions and recommendations from the description of guide observation.

Finally, references and annexes.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1 THE RESEARCH PROBLEM

The lack of motivation have caused that many Students don´t like to learn English.

1.2 PROBLEM DEFINITION

In this time is common that the Students in Riobamba city don´t like to study English because students feel very bored, this problem is because there is no good motivation in the classroom, there is no real interest to learn and teachers no know how to arouse curiosity to learn that language, rather it has become a torture to open the book of English.

The Isabel de Godín School is located in the city of Riobamba and has been characterized by having a team of professionals qualified in the mission to train professionals effective and useful for society in this new century where foreign language teaching is very important, The College has more than 100 teachers and more than 1000 students coming from rural and urban areas. This College has a wide and adequate physical space, sports courts, library, chemistry laboratory, computer lab, and a language laboratory in which you can practice English language skills and classrooms suitable for learning. The rector of the school Isabel de Godín is Ms. Fernando Garcia.

Students in the 10th year of general basic education in the Isabel de Godín school year 2015-2016 were 30 students 21 women and 9 men. Students were characterized by being always with the courage to learn new things; their interest was to learn and to have good grades. Most of them had good grades in math and in English. They had problems in the English class and their qualifications were too low they were disinterested in the learning of the English language due to different factors like the lack of motivation and the inadequate use of methodological strategies that affect the performance of the English language.

This research was carried out because when I did my practices I could observe that lack of motivation and inappropriate use of motivation strategies have caused students not to like to learn English and see it as a true torture, many of them prefer to spend with minimum note but not learn in a meaningful way.

This observation helps teachers understand how their students' lack of motivation is affected and the inauspicious use of motivation strategies and how they can encourage their students to learn English in an innovative way.

1.3 FORMULATION OF THE PROBLEM.

How lack of motivation affect the teaching learning process in the English language in the students of the tenth year of basic general education in the year 2015-2016?

1.4 QUESTIONS GUIDELINES

- How does lack of motivation affect students in the teaching-learning process?
- What are the motivation strategies in the Teaching Learning process?
- How do the students react in front of the motivational strategies used by the teacher?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To explore to teachers as motivators in the teaching-learning process of the English language in Tenth Grade Students in the Secondary School Isabel de Godin year 2015-2016.

1.5.2 SPECIFIC OBJECTIVES.

- To know how the Teacher motivates the Student for the teaching-learning process.
- To identify the strategies the teachers use to motivate on the process of Teaching English Language Learning.
- To establish if the methodological strategies used in the classroom maintain the interest of the Students.

1.5 JUSTIFICATION

The English language has become one of the most talked about in the world, in addition to being used in many places that help communication, therefore the demand in educational institutions is much greater. This study is very important because through observation we can find the motivation strategies used by the teacher in the teaching-learning process and how students react to them.

This research is important because many teachers do not know the importance of motivating their students. Motivation is an essential part of the learning-teaching process, since it activates the Human Being to acquire knowledge, but something else we can highlight is the level of trust that exists between the teacher and the student. This is a part that helps the student to feel confident in it and does not hesitate to participate and act freely. (Cherry, 2016)

The present project allows improving the strategies that the teacher uses to motivate and encourage his students to learn effectively. Learning another language is more complex than many imagine, so it is thought that affective factors influence the acquisition of a foreign language and the teacher has a fundamental role in this process because it is the one that maintains the balance and that can show interest. The beneficiaries of this research were the students of the tenth year of Isabel de Godín High School.

This project was feasible since have the support of the authorities, teachers and students of the Isabel de Godín School for the research process. Academically it is a contribution to the language race because it will help to know the best strategy to motivate the students; the teacher is the best motivator when using different methods. Although many educators think that students should study English as an obligation and only to get grades, regardless of whether that knowledge is meaningful or not to the student.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.2.1 PREVIOUS RESEARCH REGARDING THE INVESTIGATED PROBLEM

Revised the repository of the national university of Chimborazo was a similar investigation with the subject: "EXPLORATION OF STRATEGIES OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH IN THE STUDENTS OF 9TH OF BASIC EDUCATION CLASS "A" AT UNIDAD EDUCATIVA "NIDIA JARAMILLO" DURING THE SCHOOL YEAR FROM JULY 2016 TO FEBRUARY 2017" written by:

-Luis Ricardo Choto Pilataxi and Freddy Marcelo Sislema Guaman who wrote In the Unidad Educativa "Nidia Jaramillo" They 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.

2.2.2 THEORETICAL FOUNDATION
MOTIVATION

The word motivation is derived from the Latin motivus or motus, meaning "cause of movement". Other authors define motivation as the dynamic root of behavior; That is, internal factors or determinants that incite an action. Also the concept is linked with the interest and the will that we put to reach certain goals.

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

2.2 .3 CLASSIFICATION OF MOTIVATION

POSITIVE MOTIVATION. - It is the constant desire for improvement accompanied by a positive spirit.(Radwan)
NEGATIVE MOTIVATION. - It is the motivation that is done by means of punishments, threats to perform something against our will.(Radwan)
EXTRINSIC MOTIVATION. - Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as

money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.(Bainbridge, 2014)

There are three types of extrinsic motivation:

*External Regulation: This is when behavior is regulated through means such as punishments or awards.

For example: A student is studying a test and his parents promise to give him a prize if his grade is excellent.

*Interjected Regulation: The student internalizes the reasons for doing something, but this is not really self-determined because it is limited by external issues of the past.

For example: I will study this exam because in the previous one I have a bad grade.

*Identification: It is the extent to which behavior is deemed important to the individual, especially what he perceives as chosen by himself, and then the internalization of extrinsic motives is regulated through identification.

For example: "I decided to study last night because it's important to me"(Deci, 2000)

INTRINSIC MOTIVATION: "refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments". (Cherry, 2016)

It arises within the person, obeys internal motives, exerts personal interests and abilities, with this motivation does not need a reward or a punishment since the interest is focused on said matter or work and the reward is itself.

2.2 .4 THE TEACHER AS A MOTIVATOR

The figure of the teacher is fundamental in the classroom and in the process of teaching and learning, is a source of information that transmits and shares what he knows, is also a mediator so that the student can build his own knowledge; But besides this the Teacher is an entity with attitudes, values, norms is an example for his Students.

Teaching can be conscious or unconscious because it is given by example, imposition, persuasion or conviction and much depends on the way used the fact that the student comes to imitate, access or convince himself to do what he should the norms and values.

The teacher must have the ability to motivate his students and make them see a difficult and boring subject in an interesting and fun topic, not only must transmit information but go beyond being a guide and help in every field; It is very important for students at all

times of the class to participate, choose topics in this way will have active and participative students getting so that they are the ones who create their own knowledge and this is a significant knowledge; that is to say that it is not easily forgotten and can be put into practice.(Navarra, 2012)

Motivation, says (huertas)is nothing more than a set of patterns of action that activate the individual towards certain goals. In school and in life in general, motivation is fundamental to learning. Much is achieved if the student wants to do things because he is convinced, motivated, willing to strive to learn, do or believe. If there is no such motivation, everything will be a constant pull in a battle that is lost beforehand.

2.2.5 CHARACTERISTICS OF A GOOD MOTIVATOR

Delegate's responsibilities

If Teacher delegates responsibility to someone, Teacher will see that you trust their abilities to achieve the goal. The delegated responsibilities motivate the student to give the best of him so as not to defraud the one who trusts in him.

Give freedom

If Teacher gives your student freedom, it means that you trust him. He will not want to defraud his confidence.

Show results

When the result of a job well done Teacher get well results that you have to tell the Student. Knowing that well-done work is valued will motivate Teacher to continue learning at its highest level.

Celebrate with Students the small victories

Celebration is the reward of the warrior. Not everything is struggle but also pleasure. The small victories that are obtained by the way have to be celebrated. It releases tensions and shows how much appreciation is appreciated.

Acknowledges the job well done

When Student does something well done, go directly to him or her, look into his eyes with a smile, take his hand and say, "Congratulations, you have done a fantastic job." It will increase your self-esteem and morale.

Make work fun

If the job is boring Teacher will hardly be able to motivate anyone. The teacher should ask or perceive if the student when doing a job likes to do it then Teacher should do everything possible to make the job as entertaining or bearable as possible. Some tricks to do the tedious work at home are: the division of labor into small tasks; Distribute the performance

of each part at separate times during the day; Reward each task with a symbolic prize; And anything else that makes work fun for the Student. That will already depend on the task to be performed.(Cantone, 2010)

2.2.6 QUALITIES OF A TEACHER AS A MOTIVATOR

-Makes difficult topics easy to understand

-Use examples, details, analogies, metaphors and variety in modes of explanation to make the material not only understandable but memorable

-Contrast the implications of various theories

-Present facts and concepts from related fields

-Discuss different points of view than yours

-Dynamism and Enthusiasm

-Teacher is a dynamic and energetic person

-Teacher seems to enjoy teaching

-Convey a love for the countryside

-Has an aura of self-confidence

-Instructor-Group Interaction

-Can stimulate, direct and stimulate interaction with class

-Foster independent thinking and accept criticism

-Use wit and humor effectively

-Teacher is a good public speaker

-Knows whether or not the class follows the material and is sensitive to student motivation

-Teacher is concerned about the quality of his teaching

-Individual instructor-student interaction

-It is perceived as fair, especially in its evaluation methods

-It is viewed by students as accessible and a valuable source of advice even in matters not directly related to the course (Hildebrand, 1971)

2.3 METHODOLOGICAL STRATEGIES FOR MOTIVATE

There are different strategies for the student to be motivated to learn such as:

Active learning strategy

It is when the student performs dynamic activities to understand and retain some content these can be in group for a better interaction.

For example: Discussions.

Listening for specific information:

The student who listens to a recording or the teacher the purpose is locating the specific information.

Speaking: develops the student's ability to easily express himself verbally in a foreign language. Hence, strategies such as:

Role play and dialogues: Help the student to practice

Speech: Consists in the writing and presentation of speeches on subjects the student wants to develop. This helps you to practice not only fluency but ability to express themselves in public in formal situations.

Discussions: Controversial issues are presented that motivate the student to speak without restrictions and in a free way in which you can express your ideas and defend your points of sight.

Group work: Small activities are done in the classroom that require

Students exchange ideas using the language. This helps them with the practice of improving their fluency and even gives them the opportunity to correct themselves or clarify.(Dörnyei, 2001)

2.4The teachers' attitudes

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses:

a) Cognitive component, which is the knowledge about an attitude object, whether accurate or not;

b) Affective component: feelings towards the object and

c) Cognitive or behavioral component, which is the action taken towards the object.

We understand that in most situations the three components appear concomitantly to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers, following the model presented above. Raises questions about how

does society see the need for change, what are its demands, what is considered modern, and how do these beliefs influence teachers' views and behavior in school.(Edwards, 1990)

2.5 STRATEGIES OF MOTIVATE

Reassure them positively: It will be very difficult for them to believe in themselves if you do not do it before, so you must prove it to them with a certain frequency. Remember that they are the center of your learning; give them the role they deserve.

It uses different methodologies: Since not all students respond in the same way, it is important to mix the way of working so that everyone can enjoy what they like the most.

Give feedback to your students: It is very important that you explain where they have been wrong and how they can improve for the next time, or they may feel lost and lose motivation soon.

Do not be afraid to innovate: "Take advantage of the fascination of the little ones with the new technologies and try different ICT tools in your classes, adapting them to your needs and the subject to be treated".

Be creative in the use of space: Change the stage from time to time, using the different spaces of the school or the environment (patio, park, and library) or changing the order of furniture can be great ideas to make different classes.

Mark attainable goals: The challenges you pose must be difficult enough to require a major effort, but realistic enough that they do not always end in frustration.

Use your experiences as an educational resource: Linking the contents with the experience of your students will allow them to see the usefulness of what they are learning, and it will be much easier for them to retain their knowledge about it.

Be close and attentive: Treat each student in a personalized way, trying to give them exclusive time to talk with them about academic or extracurricular topics.

Help them overcome frustration: Your students need support to recognize and overcome anxiety and frustration. For your part, analyze and study their different capacities and adapt the tasks to them.

"Make curiosity your best tool: Have you ever thought about starting all your classes with a question that caught the attention of your students? This is a way to arouse your curiosity about the subject, but surely you can find many others adapted to your preferences and characteristics".(Eden, 2014)

2 .6 TEACHING-LEARNING PROCESS

The etymological reference of the term teach can serve as initial support: teaching is point something at someone. It is not teaching anything; is to show what is unknown.

This implies that there is a subject that knows (the one that can teach), and another that does not know (the one that can learn). The one, who can teach, wants to teach and knows how to teach (the teacher); the one who can learn wants and knows how to learn (the student).(johnson and johnson, 1985)

"In accordance with the above, we can consider that the process of teaching is the act, through which the teacher shows or elicits educational content (knowledge, habits, and skills) to a student, through a means, according to objectives and within a context".

The process of learning is the complementary process of teaching. Learning is the act by which a student tries to capture and elaborate the contents exposed by the teacher, or by any other source of information. He achieves it through means (study techniques or intellectual work). This learning process is carried out according to some objectives, which may or may not be identified with those of the teacher and carried out within a given context.

The objective of this chapter is to analyze the method to be followed by the teacher to perform its function in the most effective way possible. Before entering into this, I do want to reflect on the fact that the teacher is not merely a source of information, but has to fulfill the function of provoking learning. It has to be a catalyst that increases the chances of success of the process motivating the student in the study.

"In recent times there has been a lack of interest in the study of English and in the search for a solution to the problem are concerned with developing a particular type of motivation in their students, "motivation to learn," which consists of many elements , Including planning, concentration on the goal, awareness of what is intended to be learned and how to learn it, active search for new information, clear perceptions of feedback, praise and satisfaction for achievement, and no anxiety or fear to failure "(johnson and johnson, 1985)

2.6 .1 THE TEACHER AND MOTIVATION

English teachers have a fundamental role in this field of teaching and learning and in this particular study, since it is the focus group of study. The perception that teachers have about learning and specifically about motivation is decisive in this process.

This relationship is characterized in mutual affection, respect and above all confidence; is an effective motivator and helps to achieve a better learning result. The teacher should be a motivator and know each of his students.(Rodriguez, 2012)

2.7 **DEFINITIONS OF BASIC TERMS**

• **Learning:** Learning involves strengthening correct responses and weakening incorrect responses. Learning involves adding new information to your memory. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know.(Clark)

• **Teaching:** Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.(College)

• **Motivate:** Motivation is an important factor in the development and progress of a company because it depends on this the attitude and behavior of subordinates in relation to their work and the achievement of the goals proposed. (huertas)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN.

The scientific method was used since this work had a problem, which was obtained from a series of questions that had a general objective and specific objectives, is supported by a theoretical framework, in addition to a methodological framework and of course an analysis Which helps us to draw conclusions from this study.

3.2. TYPE OF INVESTIGATION

Field, because it is investigated in the same sector of study; That is to say the tenth year class of Basic General Education in the "Isabel de Godín" high school.

The study is qualitative is an investigation that requires an understanding of human behavior and helps to describe learning and classroom practice with the use of strategies of motivation seeks to explain the reasons for different aspects of such behavior and is based on taking small samples through the observation of small population groups.

3.3. LEVEL OF RESERCH

The research design is exploratory, because it establishes the bases that identify a research of this level, that is to say the fundamental aspects that were verified, in addition, of being of the Inductive, since we observe the activities that the Teacher performs, and from its interpretation we obtained conclusions and recommendations.

Ethnographic because it is very suitable for the educational field. This qualitative research method was chosen to describe the learning and use of the strategies that the teachers used in the context of the classroom in the process of teaching English language learning.

This research was carried out with the students of the tenth year of basic education of the Colegio Isabel de Godin, province of Chimborazo for five days.

3.4. POPULATION AND SAMPLE

The population selected was the tenth year of Isabel de Godín School; this population was chosen because based on previous experiences in practices in which the majority of students who had an economically low status also came from rural areas. In addition, many

of them do not have family stability. However, most of them show interest in studying. And it was observed that the motivation strategies were not adequate to motivate them in the English class.

The population was chosen were the students at tenth year of Isabel de Godin high school in the Riobamba city and was 30 Students and 1 Teacher. The population is small therefore no sample is applied.

They need activities that help to active their interest for learning, in which they can to move, to speak and express the ideas, but in a funny way. They had interest for English but the lack motivation is very big and the Students prefer don`t pay attention.

PROCEDURE

To develop this study the researcher had to take some steps necessary to obtain the results. The following are the steps the researcher took to compile the data and results:

First step: Theme   presentation, review and approval, to elaborate the observation guide, access to fields, field recognition, report writing, draft, Compilation of tools, recognition, definition of the participant, observation with the Teacher and Students in Class.

Step Two: Collecting Productive Data, Observation in the class and the Tutor review. **Third step**: reduction of data, transformation of data, revision of objectives, objectives vs. Data Confrontation, Tutor review, Final report, preliminary review, Final review.

Final report and presentation.

To this, the area of study that the researchers chose the Methodology which refers to technical methods and studies on the learning environment in which Students are involved. This investigation was chosen because the students have low motivation and disinterested during the English class; this was observed during the pre-professional practices of the observer so it is decided to carry out research work on this problem also in the classroom observation and the improper use of motivation strategies has caused students didn`t like study English.

This information was compiled through online materials, theses and online books, scientific articles. This project is possible in the School Isabel de Godin because the

Rector, teacher and students had all the interest to work what is necessary during the study process.

WORK FIELD

The activities of this research project have been divided into: preparation, fieldwork, analytical and informative. To begin, in the preparatory part of the project, the researcher determined in their pre-professional practices the students of this institution did not feel motivated to learn English and that their grades were very low. The respective documents were developed to the rector of the institution Ms. Fernando Garcia was asked for authorization, which had no problem accepting the application of the instrument and named the teacher who was with the tenth year where the study was done the researcher had a passive role since she only observed the class and filled the observation guide with data related to the study. The main aspects observed were: The strategy that applies to the teacher awakes the interest of the student.

- ❖ Activities Teacher realize in the class for motivate the Students
- ❖ Teacher changes the strategy when the Students feel bored
- ❖ Teacher solve questions
- ❖ Teacher attitude
- ❖ Teacher is patient in any activity
- ❖ Teacher uses songs, pictures and games
- ❖ Strategies of motivation the Teacher use in the class
- ❖ The teacher introduce the words across gestures, movements, images
- ❖ The process teaching-learning is funny
- ❖ The methodological strategies use in class is the best
- ❖ The Teacher uses clear vocabulary
- ❖ Teacher uses abilities as(read, listen, speak and write)
- ❖ Teacher explains in a clear manner the subject
- ❖ The strategy that applies the teacher awakes the interest the Student

For this investigation was important know the strategies of motivation the Teacher used in class and the attitude of Teacher in each the Class and the principal problems of the teacher to awaken the interest of students, identify the main problems that the teacher and the students developed effectively, to discover the main cause for students to enjoy studying

and not participate in English class. This information was obtained from the observation of the teacher and the students in classes.

To develop the Lcda Maria Garnica was the teacher who helped in the study in her English classes; the study was conducted from June 20 to June 24, 2016 in the tenth year of the Isabel de Godin College, the technique used to research was the observation and the instrument applied in this class was a guide for observation.

For the collection of information within the Field Work area the researchers had access to all the required documentation because the researcher developed their practices in the educational center therefore they had access to the academic records of the students.

The need to use motivational strategies was gathered from the facts they observed and documented in a checklist that was developed over two reasons; the first to the teacher as a motivator, what attitude he had, and what resources he used. The second know if the teacher used the appropriate strategies to motivate the students. It was concluded with data collection for five days two hours a week.

A non-participatory observation had been developed in which the information had been gathered by a guide for observing technological resources, it was determined that the student did not feel motivated to learn the English language and preferred not to study English. In the analytical phase was detailed that the data of the Observation and was applied from the instrument of the observation guide, the data were recorded through descriptive records that indicated the level at which each motivation strategy was used and how the classes were used using the observation guide that was used for the five days that the observation was made the researcher. Finally the researchers with all the information collected in the analytical phase the researcher drafted the final report and this concludes the research work.

3.5.1 TECHNIQUES FOR PROCESSING AND INTERPRETING THE DATA

The research was done through an observation guide; the techniques of process and data analysis were on the teacher as motivator and the motivation strategies collected during the research and the instrument was designed according to the information of the motivation strategies used in the class and this instrument was applied for five days Through the observation of Ivonne Gabriela Guayanlema Chávez as passive observe because only observe and not participatory, of English classes in tenth grade students in "Isabel de Godin" Academic year 2015-2016. Concluded with the

collection of data the fourth week of June. A non-participatory observation had been developed in which the information had gathered the data of the strategies used and it was determined that the student did not feel motivated. The data were recorded through the observation guide by the researcher. Finally the researcher with all the information collected in the analytical phase. The final report was drafted and the research work completed.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

This research work was developed in the tenth year of basic education of the Isabel de Godín high school, in order to observe how the teacher is motivating in the teaching-learning process.

With the data obtained with the application of the observation guide applied from June 20 to June 24, 2016 for two hours a day in the tenth year of basic education of the Isabel de Godín School. The observation helped to know how the teacher motivates his students, what were their strategies and what characteristics of a good motivator use.

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALISIS	CONTRAST WITH THEORY
TO KNOW HOW THE TEACHER MOTIVATES THE STUDENT FOR THE TEACHING-LEARNING PROCESS.	Activities Teacher realize in the class for motivate the Students. Teacher changes the strategy when the Student feel bored Teacher solve questions	The teacher explains each topic in a traditional way; It was observed that the student is not motivated but is forced to learn mechanically. The teacher concentrated more on advancing the topics that had been prepared; On several occasions it was not observed that the subject was fun. The students felt bored and unwilling to participate. It was also noted that no questions were asked of the students and the teacher was not interested in resolving any doubts that may have.	2 **THE TEACHER AS A MOTIVATOR** The figure of the teacher is fundamental in the classroom and in the process of teaching and learning, is a source of information that transmits and shares what he knows, is also a mediator so that the student can build his own knowledge; But besides this the Teacher is an entity with attitudes, values, norms is an example for his Students. Teaching can be conscious or unconscious because it is given by example, imposition, persuasion or conviction and much depends on the way used the fact that the student comes to imitate, access or convince himself to do what he should The norms and values.
	Teacher attitude Teacher is patient in any activity	The attitude of the teacher was good he had a good organization in the class, his class was very well prepared, sometimes resolved doubts of his students, but he was a bit inactive. The teacher was patient on some occasions when he explained the main topic, was passive and had patience with his students. The teacher of the whole class was cordial, friendly and there was an interest in knowing each of his students, his main interest was to learn that he lacked a little more activity.	The teacher must have the ability to motivate his students and make them see a difficult and boring subject in an interesting and fun topic, not only must transmit information but go beyond being a guide and help in every field.(Rodriguez, 2012) **TEACHER ATTITUDE** The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or Mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine

		The teacher rarely used songs, pictures and games that arouse the interest of the students.	what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.(Edwards, 1990)
	Teacher uses songs, pictures, games		
TO IDENTIFY THE STRATEGIES TEACHERS USE TO MOTIVATE THE PROCESS OF TEACHING ENGLISH LANGUAGE LEARNING.	Strategies of motivation the Teacher use in the class	In the observation made to the class it was possible to demonstrate that for the teaching-learning process very few strategies are used to motivate the Students, since the same methodology is used in each class; There are no activities that can spark interest, such as games, activities or exhibitions.	**STRATEGIES OF MOTIVATE** **Reassure them positively**: It will be very difficult for them to believe in themselves if you do not do it before, so you must prove it to them with a certain frequency. Remember that they are the center of your learning.
	The teacher introduce the words across gestures, movements, images	It was also observed that no images were used, and the teacher sometimes used gestures and movements so that the students understand the subject a little better.	**Different methodologies:** Since not all students respond in the same way, it is important to mix the way of working so that everyone can enjoy what they like the most. Individual activities, in team, research, games Give feedback to your students: It is very important that you explain where they have been wrong and how they can improve for the next time, or they may feel lost and lose motivation soon.
	The process teaching-learning is funny	The process that developed was boring and did not innovate to make it fun and active. Also note that the study space is always the same there is a change of scenery and this makes the environment boring and routine.	**Do not be afraid to innovate:** Take advantage of the fascination of the little ones with the new technologies and try different ICT tools in your classes, adapting

			them to your needs and the subject to be treated.
			Be creative in the use of space: Change the stage from time to time, using the different spaces of the school or the environment (park, library) or changing the order of furniture can be great ideas to make different classes.
	Teacher uses activities of recovery	The teacher used strategies to remember previous issues and that way students could remember what was studied in previous days.	**Make curiosity your best tool**: Have you ever thought about starting all your classes with a question that caught the attention of your students? This is a way to arouse your curiosity about the subject, but surely you can find many others adapted to your preferences and characteristics.(Eden, 2014)
TO ESTABLISH IF THE METHODOLOGICAL STRATEGIES USED IN THE CLASSROOM MAINTAIN THE INTEREST OF THE STUDENTS.	The methodological strategies use in class is the best The Teacher uses clear vocabulary Teacher uses abilities as(read, listen, speak and write)	In the investigation it was observed that methodological strategies were almost not used so that the interest of the Students was very low and they preferred to perform other tasks and not to pay attention. In many cases the teacher did not use a clear vocabulary and the students confused in the class so they did not pay attention. Most of the time in the classes two of the read and write skills were used but there was no use of listening and speaking because there was no greater participation of the students.	**METHODOLOGICAL STRATEGIES FOR MOTIVATE** There are different strategies for the student to be motivated to learn such as: **Active learning strategy** It is when the student performs dynamic activities to understand and retain some content these can be in group for a better interaction. For example: Discussions. **Listening for specific information**: The student who listens to a recording or the teacher the purpose is locating the specific information. **Speaking**: develops the student's ability to easily express himself verbally in a foreign language. Hence, strategies such as: **Role play and dialogues**: Help the student to practice

	Teacher explains in a clear manner the subject	The teacher explained in a clear way the subjects, but many of the terms used were not easy to understand for the students.	**Speech:** Consists in the writing and presentation of speeches on subjects the student wants to develop. This helps you to practice not only fluency but ability to express themselves in public in formal situations.
	The strategy that applies the teacher awakes the interest the Student.	The strategy used by the teacher was not appropriate for the student to put all his interest in class, the student felt bored and unmotivated.	**Discussions**: Controversial issues are presented that motivate the student to speak without restrictions and in a free way in which you can express your ideas and defend your points of sight.
		There was also a group work where it was observed that the students exchanged ideas, used the language, practiced pronunciation and each had the opportunity to speak and speak.	**Group work:** Small activities are done in the classroom that require Students exchange ideas using the language. This helps them with the practice of improving their fluency and even gives them the opportunity to correct themselves or clarify.(Dörnyei, 2001)

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

• As a conclusion of this research work after realize this investigation it can be said that the main problem is the lack of motivation on the part of the Teacher to his Students; but the attitude of teacher is very important for the motivate.

• The main cause for students to feel unmotivated is because the teacher does not use motivational strategies such as changing teaching places, don`t use the technology, images, pictures and the class was bored for them.

• It concludes Students was motivated when using methodological strategies and they felt good when work in groups and interact with others.

5.2. RECOMMENDATIONS

• Teacher should be a good motivator developing different strategies of motivation, and the attitude is very important in the teaching-learning process.

• It recommended to use the activity that motivate the Students in all the class and the process teaching- learning will be interesting and active.

• It recommended to use the strategies of motivation and create the very funny environment.

6. Guide of Observation

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
ESCUELA DE IDIOMAS
OBSERVATION GUIDE FOR THE STUDENTS

OBJETIVE: To identify the strategies teachers use to motivate the process of Teaching English Language Learning.

N°	ITEMS	ALWAYS	SOMETIMES	NEVER
1	The strategy that applies the teacher awakes the interest the Student.			
2	The Teacher uses clear vocabulary			
3	The teacher introduce the words across gestures,movements, images			
4	Teacher uses activities of recovery			
5	Teacher is patient in any activity			
6	Teacher explains in a clear manner the subject			
7	Teacher solve questions			
8	Teacher uses songs, pictures, games			
9	Teacher uses abilities as(read, listen, speak and write)			
10	Teacher changes the strategy when the Student feel bored			
11	The process teaching-learning is funny			

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