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CARRERA DE IDIOMAS

"The usage of motivation in the Teaching-Learning Process of English as a second language at ninth "A" grade of General Basic Education at Unidad Educativa "Combatientes de Tapi", in the city of Riobamba, Chimborazo Province, in the academic period, March 2021 – July 2021"

Proyecto de Investigación previo a la obtención del título de "Licenciatura en Ciencias de la Educación, Profesora de Idiomas Inglés"

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Presentado por: Jessica Susana Chávez Llamuca

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DEDICATION

I dedicate all this work to God for giving me the most incredible gift that is life and my family. To my parents Cecilia Llamuca and Kleber Chávez, to my grandparents Carmelina Cepeda and Fausto Llamuca and my friend Edelmira Pala, for their support, advice, understanding, love, and for giving me the strength to achieve my goals. To my brothers for always being present, accompanying me in every moment of my life. To the love of my life Miguel Paca for always being present in every moment of my life, taking care of me, protecting me, advising me, and giving me his support and love every day. To all the close people who always gave me words of encouragement not to give up and fulfill my goals.

To all of them,
Thank you so much.

Jessica Susana Chávez Llamuca

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Jessica Susana Chávez Llamuca

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RESUMEN

La motivación es la energía que impulsa a las personas a lograr sus objetivos y superar los obstáculos en sus vidas; además, es un factor esencial para el éxito del proceso de enseñanza-aprendizaje del inglés como segunda lengua. Hay varias estrategias de motivación que los maestros pueden implementar para aumentar la motivación de los estudiantes en el aula. En esta investigación se analizó el uso de la motivación en el Proceso de Enseñanza-Aprendizaje del inglés como segunda lengua en el noveno grado "A" de Educación Básica General de la Unidad Educativa "Combatientes de Tapi" porque algunos estudiantes no están suficientemente motivados. Este análisis tuvo como objetivos identificar las estrategias motivacionales que se están utilizando para incrementar la motivación de los estudiantes, reconocer los tipos de motivación a los que están expuestos los estudiantes y describir los factores que afectan la motivación de los estudiantes en la clase de inglés. Una profesora de inglés y 29 alumnos de noveno año "A" se tomaron como población para lograr los objetivos establecidos. El tipo de estudio desarrollado es cualitativo con nivel exploratorio; mientras tanto, el método cualitativo utilizado fue el etnográfico. Además, se utilizó la técnica de observación mediante la aplicación de una hoja de observación para recolectar la información necesaria. Finalmente, el resultado de este estudio es que como el docente no usa estrategias motivacionales con la misma frecuencia, los estudiantes en algunos días escolares se motivan, pero en otros días escolares, pierden esa motivación en el aprendizaje del inglés.

Palabras claves: Motivación, Proceso de enseñanza-aprendizaje, Inglés, Segunda Lengua.

ABSTRACT

Motivation is the energy that drives people to achieve their goals and overcome obstacles in their lives; furthermore, it is an essential factor in the success of the teaching-learning process of English as a second language. There are several motivational strategies that teachers can implement to increase student motivation in the classroom. In this research, the usage of motivation in the Teaching-Learning Process of English as a second language at ninth "A" grade of General Basic Education at Unidad Educativa "Combatientes de Tapi" was analyzed, because some students are not sufficiently motivated. This analysis aimed to identify the motivational strategies that are being used to increase student motivation, recognize the types of motivation to which students are exposed and describe the factors that affect the motivation of students in the English class. An English teacher and 29 ninth-year "A" students were taken as the population to achieve the established objectives. The type of study developed was qualitative with an exploratory level; meanwhile, the qualitative method used was ethnographic. In addition, the observation technique was used through the application of an observation sheet to collect the necessary information. Finally, the result of this study is that since the teacher does not use motivational strategies with the same frequency, students on some school days get motivated but, on other school days, they lose that motivation in learning English.

Keywords: Motivation, Teaching-Learning Process, English, Second Language.

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CHAPTER I

INTRODUCTION

Nowadays, many people speak English. It is an advantage because it allows a global communication. Teaching English anywhere in the world is considered a necessity and an urgency. Several factors make the English language essential for communication nowadays. First of all, English is the most common foreign language. It means that two people who come from different countries (for example, a Mexican and a Sweden) often speak English as a common language to communicate. That is why everyone needs to learn this language to get in touch internationally. English will help you communicate with people from countries around the world, not just English-speaking ones. No matter what continent you are in or how old you are, the goal is to use the four English skills fluently. Learning English as a second language allows a person to speak with others. Also, the individual has a fantastic opportunity to interact and deeply understand the culture where English is spoken. Success in learning English as a second language depends on many factors, such as skills, motivation, intelligence, and attitudes.

Motivation is a driving force that makes people pursue a goal and overcome obstacles in their lives. When people are motivated, they do their best and do not give up so easily when faced with problems. One of the key factors in the teaching-learning process of English as a second language is motivation. In the class, there will be no life if the students are not motivated. Successful learning depends on the motivation of each student. This driving force makes students increase their effort, have goals, desires, assume responsibilities, pay attention, actively participate, enjoy the process, learn, and carry out the activities offered by the teacher.

The present research work took place in the ninth year "A" of Basic General Education in the Educational Unit "Combatientes de Tapi", during the academic term March 2021- July 2021. The main objective of this research work was to analyze the usage of motivational strategies in the teaching-learning process of English as a second language. The qualitative method was applied in this research. Due to the applied method, the ethnographic method was used as a research method, and the applied technique was an observation guide.

This research work has been systematized into five chapters and simplifies a good comprehension of the statements:

- **Chapter I:** The referential framework is presented, research problem, problem statement, formulation of the problem and objectives.

- **Chapter II:** The theoretical framework is included, theoretical background regarding the problem to be investigated, theoretical foundation basis and basic terms definitions.

- **Chapter III:** The Methodological framework contains research design, type of investigation, level of research, methods of research, population and sample, techniques and instruments for collecting data, operationalization of specific objectives, schedule, bibliography, and annexes.

- **Chapter IV:** Analysis and interpretation of results.

- **Chapter V**: Conclusions and recommendations.

1. REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Problem: How motivation influences in the teaching-learning process of English as a second language in ninth grade student of General Basic Education at Unidad Educativa "Combatientes De Tapi"

1.2 PROBLEM DEFINITION

English is one of the most important languages around the world. It stands out as the second language spoken by millions of inhabitants throughout the planet. Learning English as a second language is an almost indispensable requirement in any academic, commercial, or professional environment. Besides, international business, science, technology, and research are areas dominated by this language. Studying this language is very important since people who do not speak it would be at a disadvantage in the face of those dominating it.

In Ecuador, English has not been yet considered a relevant instrument in work and student development. There are several reasons which show that this language is not as illustrious and fundamental. First, the government imposed this language as a compulsory subject in the students' educational project rather than as a valuable communication tool. Another reason is that the importance or benefits to be gained from learning English are unknown to students, so English is considered by some students as a subject to be passed or as an obstacle in the curriculum. Third, the English language is not incorporated into people's daily lives but is used in specific areas (Intriago, 2017).

Several factors influence the success of learning English as a second language. An important factor is the motivation. According to Sevy-Biloon et al. (2020), students are not motivated to learn a language because they do not have real interaction and social communication outside the classroom using the second language. Since the mother tongue predominates in their environment, students have no reason to use the second language in their daily lives. Therefore, they are not motivated to learn or assimilate it. Torres C. M. (2017) states that, in the classroom, some students seem to have a natural thrill to learn English. However,

unfortunately, several pupils study this language by force since it is one more subject that they have to pass in their school curriculum. Therefore, they need or seek their teachers to motivate, incentivize, and challenge them during their learning. To determine what makes learning a foreign language more or less motivating, the teacher must bear in mind the factors that affect motivation. According to Nailufar (2018), researchers agree that teachers are one of the main factors capable of influencing students' motivation. They can motivate students by engaging them in different types of strategies.

The Educational Unit "Combatientes de Tapi" is located on Av. De Los Héores and Av. Antonio José de Sucre is one of the most important in this sector. The institution has adequate facilities for the development of student learning. However, based on the observation done in the teaching practices, it was identified some ninth-grade students of General Basic Education are not sufficiently motivated. The problem occurred because students' motivation is affected by several factors. For example, some students do not like to learn English because they do not find any relationship between English and their lives. Other students think that they are not capable of learning the language. So, the main aim of this research is to identify how the usage of various motivational strategies can influenced in the teaching and learning purposes.

1.3 FORMULATION OF THE PROBLEM

How does the usage of motivational strategies increase students' motivation during the teaching process of learning English as a second language?

1.4 JUSTIFICATION

Currently, English is an important language worldwide. It is the official language in the world of business, travel, and international relations. It is considered the main element of communication between diverse cultures that have a few characteristics in common.

Language is the first communication resource. People use it to share ideas, feelings, and thoughts with others. Several factors make English an indispensable language for communication in the 21st century. One of them is that human beings can obtain personal enrichment by meeting other people and their cultures. So, the study of the motivation relies on these main reasons.

Similarly, English learning should have the same importance because the command of this language reflects the economic competence that the country has. Motivating students to learn English is vital since it can affect the future business opportunities of the country, prosperity, and innovation.

The importance of this study is also based on the idea that motivation can promote a higher level of English that ensure the humans well-being. Motivation is what inspires learners to learn and advance (Nazarova and Daminova, 2018). According to Prasad and Viswanatha (2019), motivation is a psychological attribute, it is also responsible for the behavior of people giving them guidance, energy, and direction to achieve a goal. Motivation has two functions: the first is to awaken interest, and the second is to maintain people's enthusiasm. Because of that, motivation is a key factor that influences the success of language learning.

This research work is significant because it helps the researcher bear in mind the importance of motivation during the teaching-learning process of English as a second language. Also, with the correct usage of motivational strategies, the teacher can influence the success of learning.

This research work was feasible thanks to the interest, support, and collaboration of the administrative authorities and teachers of the Educational Unit "Combatientes de Tapi." The predisposition of the students to it. There are also relevant resources because there is a bibliography, human resources, and financial resources.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the usage of motivational strategies in the Teaching-Learning process of English as a second language at ninth "A" grade of general basic education at Unidad Educativa "Combatientes de Tapi, in the city of Riobamba, Chimborazo province, in the academic period, March 2021 – July 2021".

1.5.2 SPECÍFIC OBJETIVES

- To identify the motivational strategies that are being used to increase student motivation.
- To recognize the types of motivation to which students are exposed.
- To describe the factors that affect the motivation of students in the English class.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM TO BE.

Once the repository of the Facultad de Ciencias de la Educacion, Humanas y Tecnologias in the Universidad Nacional de Chimborazo was reviewed it was possible to find a previous investigation that is related to the topic proposed which bears the title: "The use of motivational strategies to encourage the speaking skill of English language in the learners of 1, 2 and 3 of "Unidad Educativa Intercultural Bilingüe "Los Tipines," in Palmira, Guamote canton and Chimborazo Province, during the school year 2014-2015" made by Elsa Maria Cain Yuquilema in which the author presents as problematic that teachers are not specialized in the area of English, therefore learning in students is not significant. Besides, teachers use traditional teaching, which further delays the teaching-learning process.

2.2 THEORETICAL FOUNDATIONS BASIS

2.2.1 Teaching-learning process (TLP).

Aada (2020) affirms that based on the critical didactic, the teaching-learning process is understood as a social process that aims to train generations of students who seek change in their society and the construction of justice. On the other hand, according to educational technology, TLP is known as a dynamic process that, through appropriate means, allows the execution of relevant activities to improve the ability of students to effectively solve difficulties related to the content of the subject.

According to Uygur and Yanpar (2020), the TLP means that for students, it is a set of activities that lead them to face a problem, situation, or challenge, and for teachers, it is knowing students regularly, planning, and imparting instruction, developing or prepare instructional materials and evaluate their performance.

Özdaş (2018) says that the TLP contains learning approaches, methods, techniques, teaching strategies, tools, and physical conditions. This process is essential for students to achieve affective, psychomotor, and cognitive skills as the curriculum is carried out in the classroom.

2.2.2 Factors that influence success in learning English as a second language or foreign language.

According to Fandiño et al. (2019), success in learning foreign languages is due to various factors such as skills, motivation, intelligence, and attitudes. On the other hand, Daniel et al. (2018) affirm that attitude and motivation are the specific factors that determine success in the process of learning English as a second language.

Some factors that contribute to the learning process are age, intelligence, personalities, learning achievements, skills, anxiety, attitudes, and motivation. Zulfikar et al. (2019).

2.2.3 Motivation.

The motivation comes from the Latin word movere, which means "to move." Motivation is defined as the goals, values, and beliefs that affect the achievements, needs, and activities of human beings. It manifests itself as an internal situation that leads people to action, pushes them in specific directions, and makes them continue to carry out certain activities. Motivation is a relevant factor in the effectiveness of the teaching and learning processes, since it is not only a representative aspect of student achievement, but also provides them with vigor and ensures that action is voluntary. Also, it has a representative effect on students' problem-solving abilities (Tasgin and Tunc, 2018). As the authors notes, motivation is an energy that drives people to achieve a goal and overcome obstacles. Highly motivated people do their best and don't give up easily when faced with problems (Torres and Alieto, 2019). Motivation is a significant factor for academic success. It explains why individuals decide to do something, with what consistency they will perceive it, and the amount of time they are willing to maintain the activity (Gbollie and Keamu, 2017).

2.2.4 Successful Teaching Learning Process.

Dahliana (2019) affirms that motivation is a factor that contributes to the success of the teaching and learning process because it defines individual commitment and collaboration in the class. For teachers to meet the teaching objective and achieve a relevant learning process, it is necessary to encourage learners' motivation. According to Tasgin and Tunc (2018), it has been found that teaching without motivation is not meaningful and healthy. Highly motivated learners work harder to learn. On the other hand, those who are not sufficiently motivated show resistance to learning or feel desperate. Ekiz and Kulmetov

(2016), mention that motivation is considered essential for learning a second language and is also one of the most significant factors that affect the learners' success. The more motivated students are, the more successful they will be in learning a second language.

2.2.5 Types of motivation.

For several years different types of motivation have been registered. Gardner and Lambert (1972) identified and proposed two kinds that are integrative and instrumental. On the other hand, Ryan and Deci (2000 as cited in (González and Joseba, 2016)) classify motivation as extrinsic and intrinsic.

- **Integrative motivation** is the yearning to identify or integrate into the target language community. In other words, students learn a language because they admire the culture, want to contact the speakers, or desire to integrate into their society (Alaga, 2016). According to Delgado (2016) students who are really motivated in an integrative way discover pleasure in studying and love learning the second language. Mohseni and Ahmadi (2017) affirms that this type of motivation is about learning a language for cultural reinforcement and self-development. Students who do not have this motivation will find it harder to learn the language because they would have obstacles and problems in the classroom. According to Hong and Ganapathy (2017), students who have integrative motivation are more persistent in their studies, mainly when they face complicated tasks or challenges. During their learning, these students try harder and achieve considerable success in acquiring a second language.

- **Instrumental motivation** is learning a language with the desire to get something useful or specific, like getting a job, earning more money, passing an exam, etc (Nailufar, 2018). Feng and Chen (2009) mention that the student who has this type of motivation learns the second language for beneficial reasons such as meeting an academic requirement, progressing in a career, or advancing in a social position. Sayadian and Lashkarian (2010), affirm that people with this type of motivation want to achieve economic benefits or social recognition through learning a foreign language.

Example: A professional designer in Chile who's just finished university and is willing to find a good job. He would probably find different kinds of offerings to start working, but, there is one special for him, that will pay him very well and his/her economical situation will change enormously. However, there is one condition to be accepted on the job, the designer they were looking for, must have good English qualities. After analyzing this example, we can consider that learning English (as L2 in this case), will be conducted by instrumental motivation, since the willing of having a good job and a good economical situation will impulse the learner to acquire an L2. (Ahmadi, 2011. pp8)

- **Extrinsic motivation** is under the influence of factors that come from outside a person such, as rewards, parents, teachers, friends, etc. In other words, it is when people are not excited about activities or efforts but are interested in obtaining something. This motivation puts rewards like prizes, grades, positive feedback, money, avoiding punishment, etc., as reasons for people to take some actions and increase their efforts (Dahliana, 2019). According to Thohir (2017), students who have extrinsic motivation are encouraged to carry out an activity or perform a task in the classroom because they will have any benefit or reward upon completion. Tuan (2012) affirms that this type of motivation is the product of a succession of external causes. In other words, learners can strive to learn a second language for a few practical reasons: get a chance at college, pass an exam, or get a good job.

  Extrinsic motivation does not mean, how- ever, that a person will not get any pleasure from working on or completing a task, It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. For example an extrinsically motivated student, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good

grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task (dornyei, 2000). (Jafari, 2013. pp 1915).

- **Intrinsic motivation** comes from students' internal motives. It means that they do not expect any reward from anyone because they love to do activities successfully and want to know new things. They feel enjoyment, satisfaction, pleasure and are becoming more and more interested in activities. Students arouse interest in learning or increasing their intelligence and skills (Win, 2018). Noels et al. (2001) claims that intrinsically motivated people learn a second language for their pleasure. Feelings of enjoyment come from voluntary commitment and because the activity challenges the learner's skills, fostering a sense of competence in the second language. Through feelings of competence and autonomy, learners are expected to retain their participation and effort in second language learning without external rewards. According to Wimolmas (2013), students try to learn voluntarily what they consider to be essential or what is worthwhile for them. Learners who are intrinsically motivated do not require external results because they have an internal desire to learn. This type of motivation stimulates students without rewards because learning depends on their own will, comes from within, or the need is natural.

  > Bomia et al. (1997 as cited in Pourhosein Gilakjani and Ahmadi, 2011) defined intrinsic motivation as the abilities that stem from within an individual which cause him/her to act or learn. Examples are one's self-concept, self-respect, self-confidence, and emotional needs. Self-motivation leads the learners to go beyond the requirements of an educational course because they are looking for learning about the subject not just performing a restricted number of requirements. (Ahmadi, The impact of motivation on reading comprehension, 2017, pp 2)

2.2.6 Factors that affect motivation.

According to Torres C. M. (2017), for teachers to decide what causes motivation to increase or decrease in the learning or second language classes, they must bear in mind that some variables influence because people have complex social and psychological aspects such as:

- **Interest:** Some students do not believe that the English language can be of use in their future because they think that they waste their time learning complicated, unpleasant, and tedious things. Learners do not like to learn this language as they do not find any link between their life and English.

- **Clear goals:** Students require a reason to learn on their own, that is why to achieve success, and motivation it is important to set goals.

- **The students' ability to learn a second language:** Students' attitudes towards the target culture, speaker, and language can influence their ability to learn. Positive attitudes towards the foreign language increase learning achievement. On the other hand, negative attitudes that originate from superficial contact and stereotypes with the target civilization can make learning difficult.

- **Self-confidence and self-esteem:** Several learners believe that they are not capable of doing something. Students who have experienced a failure during their learning tend to relate it to their disabilities, which causes low self-esteem to achieve future success in learning.

- **Lack of good methodology:** When teachers apply a passive or boring methodology in their classrooms, their learners lose motivation.

- **"Good relationships between teacher and learners:** Mihalas et al. (2009) argue that teachers who do not create a warm and trusting atmosphere in the classroom cannot create favorable attitudes towards learning" (Torres C. M., 2017, pág. 322).

2.2.7 Teachers are one of the most important factors that can influence the motivation.

According to Ulfa and Bania (2019), teachers play a significant role in the teaching and learning process. They must not only transfer knowledge to learners but must also motivate or support students in their learning. They are also an essential factor in the continuous motivation of students.

> Chambers (1999) also argues that teachers affect students' positive or negative attitudes toward an academic subject, and that teachers carry a huge burden of responsibility to motivate their students. In his survey, 11-year-old students were asked to give reasons as to why they enjoyed or did not enjoy any previous foreign language learning experiences they had, and 46% of them reported that their teachers had a positive influence on their language learning (p. 139). What teachers do is therefore the key determinant for motivating language learners. (Sugita & Takeuchi, 2010, pp 22)

Nailufar (2018) states that most researchers agreed that one of the most significant factors influencing learners' motivation is teachers. Teachers can considerably contribute to motivating their students to achieve their desired goals, and they have to ensure that their learners are involved in their learning. Teachers can motivate their students by being positive in their attitude and engaging them in different fun strategies.

2.2.8 Motivational Strategies.

According to Sugita and Takeuchi (2010), motivational strategies are techniques that stimulate personal behavior concerning goals. These strategies are motivational influences that are carried out consciously to obtain various permanent and systematic positive effects. Shousha (2018) affirms that motivational strategies are techniques and methods that the teacher uses to produce and retain the learners' motivation during language learning.

Torres C. M. (2017) mentions that it is essential that teachers discover what is happening to students academically and emotionally to motivate them. They must find out what the learners like or dislike concerning the English classes, and one of the primary goals for the

classes to run smoothly is communication. Teachers can use the following motivational strategies to motivate students:

Introduce variety

According to Torres C. M. (2017) teachers during their classes have to use new strategies to teach English that enable students to work on topics that are attractive and relevant to their lives.

> Lessons should include meaningful situations: language games, contests, role plays, brainstorming, debates, case studies, discussions, audio visual 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 choose which topics they want to explore. Be aware of the different learning styles and multiple intelligences to introduce variety. (Torres C. M., 2017, pp 323)

Enhance the English classroom atmosphere

According to Torres C. M. (2017) students should feel safe taking risks. They are motivated when they feel capable and when they are in a reliable environment. For students to learn from their mistakes, teachers have to let them fail without punishing them.

> 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. warmings, 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 a stronger sense of learning the language.

> **Use stimulating material**

> Students learn better when they ate dealing with materials adapted at their level and with topics that enhance their interest. So, teachers should create an interesting class, taking into account what the students want to communicate and exploiting entertainment material such as: games, songs, videos, jokes and cartoons.

> **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 with meaning that may be inferred front the context. The headlines are expanded as students express their opinions.

Make students use English in class.

Require the learners to ask about something they do not understand, they do not know, or they want to know in English.

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.

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, applause from their classmates, encouraging words, etc.

Provide care

Students responds with interest and motivation to teachers who appear to be human and caring, so that they can see them as friends not as an authority. Share with them not only your professional experiences but your personal life experiences; and let them know that you care about them by being interested in their concerns and goals.

Have students participating

A major key in motivation is to have students involved in their own learning. Maintain them by helping decide what to do, assisting the teacher, working with each other or getting physically involved in the lesson. They should be responsible for producing something rather than just sitting passively throughout the lesson. Students love to be needed.

Show enthusiasm and energy

Teachers should be enthusiastic and energetic when teaching. If teachers become bored or apathetic, students will too in the learning process. Typically, a teacher's enthusiasm comes from confidence, excitement and true knowledge about the content and genuine pleasure in teaching.

Get feedback from the students about their expectations

Have students respond to Open Ended Statements where they must finish the sentences. At least two times a week, during the last 3-5 minutes of class. Prepare them in extra pieces of paper and ask them to answer.

For example:

1.   In class I generally like………………

2.   In class I don't like…………...

3.   Today in class I liked………….

4.   In class I want………………

5.   In class I don't want…………. (Torres C. M., 2017, pp 323-325).

2.2.9 Motivational Strategies (MotS) to increase the motivation of the learners.

According to Karimi and Hosseini (2019), after having explored whether the use of motivational strategies has a significant effect on the students' motivation, the researchers fully agree on the effectiveness of these strategies to increase the learners' motivation.

As an example of the empirical studies on motivational strategies, Moskovsky et al. (2012) investigated the effects of teachers' use of motivational strategies on learners' motivation. To collect the data, an author-constructed questionnaire was used to measure the motivation level of participating learners; teachers of the experimental group were provided with an advisory guide comprising of a range of specific techniques to be

implemented in the classroom. The results showed that there was a significant rise in learners' motivation due to teachers' use of motivational strategies (Karimi and Hosseini Zade, 2019, pp3).

On the other hand, Safdari (2018) states that some studies have investigated the relationship between the use of motivational strategies and student´s achievement in the second language. These studies recommend a series of motivational strategies that language teachers could use in their classes. After being applied these strategies by teachers, show that it is possible to increase the motivation of the learners, which generates a positive effect on their performance in the second language.

Two quasi-experimental studies in Saudi Arabia (Alrabai, 2016; Moskovsky, Alrabai, Paolini, & Ratcheva, 2012) set out to identify a direct relationship between teachers' use of MotS and learner motivation. Both trained a group of 14 teachers in pre-selected MotS and then measured the motivation of their learners in short (8/10 week) courses compared to the motivation of learners taking the same courses in control groups. Class observations showed that the trained teachers did indeed use the strategies (e.g. reducing anxiety through sensitive feedback, adding variety to learning tasks, showing students that they cared) more than the control group teachers. Survey instruments showed that overall the state motivation of the students increased more (or declined less) than in the control groups, for example in more positive attitudes towards the teacher and greater enjoyment of lessons, and their observed behaviour in class was also more motivated in terms of attention, participation and volunteering (Lamb et al., 2019, pp 294).

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 RESEARCH METHOD

This chapter will detail the methodology used during the investigation; also the precise techniques and instruments to collect the information.

3.2. TYPE OF INVESTIGATION

This research is descriptive-ethnographic because it will describe the usage of motivation in the teaching-learning process of English as a second language at ninth "A" grade of General Basic Education at Unidad Educativa "Combatientes de Tapi"; through direct non - participant observation and through the use of the observation sheet.

3.3. QUALITATIVE

The researcher started exploring reality, and during that procedure, exposed an idea according to the observation made. The exploration, description, and creation of theoretical approaches were the foundations of this type of research. In other words, it goes from the particular to the general. Due to the characteristics of this investigation, the most appropriate method to be employed was the qualitative method.

3.4. BIBLIOGRAPHIC OR DOCUMENTARY

For the development of this research work, the review of various sources was arranged to guarantee the veracity of the information in the theoretical framework that allows knowing the background of the usage of motivation in the teaching-learning process of English as a second language.

3.5. DESCRIPTIVE

Ethnography was a way of detailing qualitative research for a long time. The researcher analyzed the subjects in their natural environment through methods that gather their social meanings and frequent activities. This research method relied on the triangulation of methods. To collect the data of the individuals, the researcher was involved in the environment of people (Hammersley, 2018).

The present Ethnographic study is of a descriptive type because it facilitates the description of the reality of situations, events, people that are being approached and that it intends to analyze.

This methodology focuses more on the 'what' of things, instead of focusing on explaining the reasons why this phenomenon happens, to make this description precise data must be used for the description of the specific situation.

3.6. DESIGN OF THE INVESTIGATION.

The type of design is descriptive - ethnographic because it was observed and analyzed through the applied instruments; the problem is that several factors affect the students' motivation. The criteria provided allowed to identify how the use of various motivational strategies can influence the process of teaching and learning.

3.7. LEVELS OF RESEARCH

The research work presented will be carried out from a qualitative methodology point of view, which intends to use fieldwork as a methodological process: ethnography and complement it with an analysis of historical data to know the results, which allow an explanation of the problem and its causes, since ethnography, being a method open to the use of various paradigms, can complement each other.

3.7. ANALYSIS UNIT

3.7.1 POPULATION

The population consisted in 35 students and a teacher of the nine "A" course of General Basic Education at Unidad Educativa "Combatientes de Tapi", in Riobamba city, Chimborazo province.

According to Sims (2010), the Belmont report is a significant work on health care research and ethics. Its fundamental purpose is to protect participants and subjects in research studies or clinical trials. The report contains three principles that are: beneficence, justice, and respect for people.

The researcher used the three ethical principles of the Belmont Report on the research subjects:

➢ Beneficence: The researcher ensured the welfare of the participants and minimized any potential risk.

➢ Justice: Participants received equitable and fair treatment.

➢ Respect for persons: The autonomy of all individuals was protected. Everyone was treated with courtesy and respect.

3.7.2 SAMPLE

Because of the number of students, it was not necessary to take a sample. In the study the whole population was considered.

3.7.3 DATA COLLECTION TECHNIQUES

For data collection, the following technique and instrument were used:

Observation: Participant observation is linked to the qualitative research method. The participating researcher observed and collected the information while participating in the different stages and areas of the subjects' daily life. (Jorgensen, 2015). Data were collected to analyze the usage of motivation in the teaching-learning process of English as a second language in the ninth "A" course using the observation technique.

Instrument: Depending on the technique, the instrument needed to collect the data was an observation sheet. This instrument made it possible to compile information on the usage of motivation in the teaching-learning process of English as a second language. It is also based on the specific objectives and the points of view exposed in the theoretical framework established in the investigation. This observation sheet was used to observe and collect information from the teacher and the ninth-year "A" students. The data collected was interpreted to provide the results of the investigation.

3.7.4 ANALYSIS METHODS AND DATA PROCESSING

The analysis and interpretation of the information were carried out through:

➢ **Observation Sheet:** Addressed 35 students and a teacher of the nine "A" courses of General Basic Education at Unidad Educativa "Combatientes de Tapi" to collect the necessary information on the usage of motivation in the teaching-learning process of English as a second language in the ninth "A." The observation sheet was applied during the virtual classes that the students received through their technological devices due to the health emergency caused by COVID-19. After collecting the information, it was analyzed to present the results.

CHAPTER IV

ANALYSIS AND RESULTS

4.1 ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE

Once the data collection instrument was applied in the ninth grade "A" in the educational unit "Combatientes de Tapi." The results are an analysis of the information gathering. All the information below responds to the specific objectives set for the investigation.

Analysis the usage of motivational strategies in the Teaching-Learning process of English as a second language at ninth "A" course of general basic education at Unidad Educativa "Combatientes de Tapi, in the city of Riobamba, Chimborazo province, in the academic period, March 2021 – July 2021.

Objective N° 1

To identify the motivational strategies that are being used to increase student motivation.

According to (Sugita & Takeuchi, 2010), motivational strategies are techniques that stimulate personal behavior concerning goals. These strategies are motivational influences that are carried out consciously to obtain various permanent and systematic positive effects. Based on the information collected with the instrument, in the Educational Unit ¨Combatientes de Tapi" the motivational strategies used to increase the motivation of the students are:

- **Introduce variety.**

  Meaningful situations in the lessons were seldom included. In one class, the teacher did a dialogue between the students. In another class, she used an audiovisual presentation, but on the rest of the days, she explained her class topic in Microsoft Word, which makes the students lose interest in the class topic. According to Torres C. M. (2017) teachers during their classes have to use new strategies to teach English that enable students to work on topics that are attractive and relevant to their lives.

Lessons should include meaningful situations: language games, contests, role plays, brainstorming, debates, case studies, discussions, audio visual 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 choose which topics they want to explore. Be aware of the different learning styles and multiple intelligences to introduce variety. (Torres C. M., 2017, pp 323)

- **Use stimulating material.**

    Videos adapted to the level of the students to catch their attention were rarely used. More entertaining material such as songs, games, cartoons, or jokes to create more interest in the class were not employed. It was evidenced that generally the topics did not enhance the interest of the students.

    Torres C. M. (2017) affirms the following:

    Students learn better when they ate dealing with materials adapted at their level and with topics that enhance their interest. So, teachers should create an interesting class, taking into account what the students want to communicate and exploiting entertainment material such as: games, songs, videos, jokes and cartoons. (p. 324)

- **Enhance the English classroom atmosphere.**

    In general, a trusting environment was not provided, leaving students who fail without punishing them to learn from their mistakes. Rarely the classroom environment was enhanced with posters, graphics, advertisements, photographs, or drawings. Torres C. M. (2017) states that students should feel safe taking risks when they are in a reliable environment. For students to learn from their mistakes, teachers have to let them fail without punishing them.

    Enhancing 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. warmings, 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 a stronger sense of learning the language. (Torres C. M., 2017, pp 323)

- **Make students use English in class.**

  The use of English in class was not promoted, sometimes some students answered to the questions or asked questions in Spanish, and the teacher requires the students to say it in English. According to (Torres C. M., 2017), "Require the learners to ask about something they do not understand, they do not know, or they want to know in English" (p.324)

- **Reward learners' performance.**

  In each class, students were rewarded only when they gave the correct answer to the questions or did a good job. They were rewarded with words of encouragement (congratulations, good work, very good, you're right) or with extra points. Torres C. M. (2017) mentions that, "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, applause from their classmates, encouraging words, etc." (p.324)

- **Provide care.**

  Often the teacher was aware of whether the students have difficulties in their learning or have problems in assignments, but rarely interest in students' goals and concerns were worked out, and the teacher hardly ever shared her personal life experiences. Torres C. M. (2017) emphasizes that:

  > Students responds with interest and motivation to teachers who appear to be human and caring, so that they can see them as friends not as an authority. Share with them not only your professional experiences but your personal life experiences; and let them know that you care about them by being interested in their concerns and goals. (p.324)

- **Have students participating.**

  During each class, the students were not willing to participate, they were always called by their names and they were announced that they won't get the performance

points in class. Torres C. M. (2017) says that, "A major key in motivation is to have students involved in their own learning. Maintain them by helping decide what to do, assisting the teacher, working with each other or getting physically involved in the lesson." (p.325)

- **Show enthusiasm and energy.**

  In class, the teacher sometimes showed enthusiasm and energy, but mostly she did not show much enthusiasm or energy. Torres C. M. (2017) affirms the following:

  > Teachers should be enthusiastic and energetic when teaching. If teachers become bored or apathetic, students will too in the learning process. Typically, a teacher's enthusiasm comes from confidence, excitement and true knowledge about the content and genuine pleasure in teaching. (p.325)

- **Get feedback from the students about their expectations.**

  Feedback about students' expectations was rarely developed. The use of sheets of paper asking for likes or dislikes in class was not applied. Torres C. M. (2017) mentions that:

  > Have students respond to Open Ended Statements where they must finish the sentences. At least two times a week, during the last 3-5 minutes of class. Prepare them in extra pieces of paper and ask them to answer.
  >
  > For example:
  > 1.   In class I generally like……………….
  > 2.   In class I don't like…………...
  > 3.   Today in class I liked………….
  > 4.   In class I want………………
  > 5.   In class I don't want. (p.325)

- **The usage of strategies improves student motivation.**

  Motivational strategies were not frequently used in class. The students on some school days were motivated but, on other school days, they lost their motivation and interest in learning the language. According to Karimi and Hosseini (2019), after having explored whether the use of motivational strategies have a significant effect on the students' motivation, the researchers fully agree on the effectiveness of these strategies to increase the learners' motivation. Similarly, Safdari (2018) states that

some studies have investigated the relationship between the use of motivational strategies and student´s achievement in the second language. These studies recommend a series of motivational strategies that language teachers could use in their classes. After being applied these strategies by teachers, show that it is possible to increase the motivation of the learners, which generates a positive effect on their performance in the second language.

Objective N° 2

To recognize the types of motivation to which students are exposed.

According to the observation carried out, it has been recognized that students were exposed to extrinsic motivation because they were under the influence of external factors such as rewards from their parents, teachers, and friends. Mostly the grammar rules or topics that the students needed to pass the school year were focused. Students did activities, assignments, or tests only to approve the school year for which they received good grades or words of encouragement.

Extrinsic motivation is under the influence of factors that come from outside a person. In this case they were only interested in obtaining something. This motivation puts rewards like prizes, grades, positive feedback, money, avoiding punishment, etc., as reasons for people to take some actions and increase their efforts (Dahliana, 2019). According to Thohir (2017), students who have extrinsic motivation are encouraged to carry out an activity or perform a task in the classroom because they will have any benefit or reward upon completion. Tuan (2012) affirms that this type of motivation is the product of a succession of external causes. Anyone of the other types of motivations was promoted.

Objective N° 3

To describe the factors that affect the motivation of students in the English class.

During the observation process, it was evident that several factors affect the motivation of the students of the ninth "A" course of the Combatientes de Tapi Educational Unit; these factors were following:

- **Interest:** It was evidenced through the investigation that the students were not interested in learning English because they believe that the language will not be

useful in their future. Also, they do not find any link between English and their lives. What the students were most interested in was passing that subject, which bear out what Torres C. M. (2017) mentions that some students do not believe that the English language can be of use in their future because they think that they waste their time learning complicated, unpleasant, and tedious things. Learners do not like to learn this language as they do not find any link between their life and English.

- **Clear goals:** It was noted that students rarely have clear goals to learn the language since they only want to get good grades to help them pass this subject and not lose the year. Torres C. M. (2017) says that students require a reason to learn on their own, that is why to achieve success, and motivation it is important to set goals.

- **The students say words easily:** During the classes, it was observed that several students often do not know how to say some words in English or do not know how to pronounce a word well. Some words are difficult for them to read fluently during a reading, for instance.

- **The students write the words with misspelling:** Observation showed that some students often misspell words. When they are making sentences in the present simple, they forget to apply the rules for the formation of the third person. Also, when they write the words, they forget a letter or two of the word.

- **The students understand what their teacher tells them in English:** During the observation process, it became evident that many students sometimes do not understand what the teacher tells them in English. So that the students understand what the teacher said, she repeats them in Spanish.

- **Self-confidence and self-esteem:** It was evidenced through the investigation that only few students often have self-confidence, and self-esteem, so they are not afraid of making mistakes. However, most of the students do not have self-confidence and self-esteem, so they rarely participate in class for fear of failure. Torres C. M. (2017) affirms that students who have experienced a failure during their learning tend to

relate it to their disabilities, which causes low self-esteem to achieve future success in learning.

- **Lack of good methodology:** It was noted that the methodology applied in the lessons, specially related to activities and materials used did not attract the attention of the students. According to Torres C. M. (2017), when teachers apply a passive or boring methodology in their classrooms, their learners lose motivation.

- **Good relationships between teacher and learners:** With the application of the data collection instrument, it was found that most of the time, the personal relationship between the teacher and students was not worked out. "Mihalas et al. (2009) argue that teachers who do not create a warm and trusting atmosphere in the classroom cannot create favorable attitudes towards learning"

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- It was evidenced that in the ninth "A" course at Educational Unit "Combatientes de Tapi" motivational strategies are not being used. Only one or two strategies of all of those that are being described throughout the discussion are sometimes used in the teaching-learning process, which causes lack of motivation among students for learning English.

- It was revealed during the observation that only extrinsic motivation was used in the teaching-learning process. Denying the development of other types of motivation which are significant to generate more remarkable commitment among learners, which can help them to obtain meaningful learning, develop their capacities and maintain an active participation.

- It was observed that many factors affect the motivation of students, such as: not finding a relationship between English and their daily life, enhancing students' interest, dealing with students' goals and concerns, providing timely feedback and reward, improving of methodology and enhancing a good relationship between the teacher and the students.

5.2 RECOMMENDATIONS

- It is recommended that the educational institution to develop training courses on motivational strategies so that the teachers can achieve permanent, systematic, and significant effects on the students' motivation during the English learning.

- The educational institutions should organize training courses about the different types of motivations and how to enhance them.

- The teachers are suggested to become aware of the students' psychological and social aspects as well as the personal commitment that they need to develop with the students to promote the students' motivation in learning.

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7. ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS
OBSERVATION GUIDE

SPECIFIC OBJECTIVE # 1

- To identify the motivational strategies that are being used to increase student motivation.

STATEMENTS	Often	Sometimes	Seldom
The teacher includes in the lessons meaningful situations: language games, contests, role-plays, etc.			
The teacher uses stimulating materials			
The teacher improves the classroom environment.			
The teacher uses materials adapted at their level and with topics that enhance their interest			
The teacher makes students use English in class.			
The teacher rewards student performance.			
The teacher is interested in the concerns and goals of the students.			
The teacher keeps students participating.			
The teacher shows enthusiasm and energy in the classroom.			
The teacher gets feedback from students about their expectations.			
The usage of strategies improves student motivation.			

Source: Prepared by Jessica Chávez

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SPECIFIC OBJECTIVE # 2

- To recognize the types of motivation to which students are exposed.

STATEMENTS	Yes	No
The students are inclusively motivated when they are motivated, persevere, learn the culture, speak with native speakers, integrate into English society, discover the pleasure of studying or love to learn.		
The students are instrumentally motivated, that is, to learn the language with the desire to achieve something useful or specific such as passing an exam or passing the subject.		
The motivation of the students comes from external factors. That is, they are interested in getting rewards from their teachers such as prizes, grades, or positive comments, or they want to avoid punishment from their parents.		
The students' motivation comes from internal factors. That is, learning depends on their own will, and they do not expect any reward from anyone because they feel enjoyment, satisfaction, pleasure, or are increasingly interested in activities.		

Source: Prepared by Jessica Chávez

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OBSERVATION GUIDE

SPECIFIC OBJECTIVE # 3

- To describe the factors that affect the motivation of students in the English class.

STATEMENTS	Often	Sometimes	Rarely
Students are interested in learning English.			
Students have clear goals.			
The students make a lot of mistakes.			
The students say words easily.			
The students write the words with misspelling.			
The students understand what their teacher tells them in English.			
The students possess self-confidence and self-esteem.			
The students lose motivation due to lack of a good methodology.			
There is a good relationship between the teacher and students.			

Source: Prepared by Jessica Chávez