



**PONTIFICIA
UNIVERSIDAD
CATOLICA
DEL ECUADOR**

SEDE AMBATO

ESCUELA DE LENGUAS Y LINGÜÍSTICA

Tema:

**THE USE OF MOTIVATIONAL TEACHING TECHNIQUES FACILITATES
ENGLISH LEARNING - A CASE STUDY AT LEVEL 4 AT THE LANGUAGES
AND LINGUISTICS SCHOOL IN THE PONTIFICAL CATHOLIC UNIVERSITY
OF ECUADOR IN AMBATO**

**Disertación de grado previa a la obtención del título de Licenciada en Lingüística
Aplicada a la Enseñanza del Inglés**

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**Ambato-Ecuador
Enero 2008**

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
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HOJA DE APROBACIÓN

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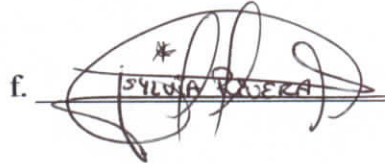
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Agradecimiento

A la Lcda. Norma Arias, directora de la Escuela de Lenguas y Lingüística por su total apertura para la realización de esta disertación. Al Lcdo. Luis Toro y al cuarto nivel de Inglés a su cargo por su cooperación incondicional para realizar mi estudio. A la Lcda. Florcita Pérez, directora de disertación por haber sido mi guía y fuente de ayuda sin importar hora ni lugar. Y uno muy especial a mi familia por su constante apoyo e interés por mi desarrollo profesional.

Dedicatoria

Este trabajo está dedicado a mi hijo Sebastián quien es mi fuente de inspiración para superarme y trabajar con más ahínco día tras día.

Abstract

The objective of this dissertation is to confirm if the use of motivational teaching techniques facilitates English learning. The observation process took place at level four at PUCESA, which corresponds to an intermediate proficiency language level. To collect data, observation sheets to register motivational phenomena relevant to the study and questionnaires to know about students' learning styles and the strategies they use to learn the language were used. The results showed that forty percent of the students were intrinsically motivated, whereas the rest needed some help to enhance their motivation to learn. The strategies that were not applied in the class were also registered and later on incorporated to a week plan designed to enhance the students' motivation to learn English. Even if the motivational technique implementation time was short, the average in their formal examinations increased. Moreover, their attitude in the class changed. They became active and enthusiastic learners with a desire to acquire new knowledge. As a conclusion, it is necessary to integrate motivational teaching techniques in the everyday lesson planning to facilitate students to learn the language.

Resumen

El objetivo de esta disertación es el de confirmar si el uso de técnicas motivacionales en la enseñanza del Inglés facilitan su aprendizaje. El proceso de observación se realizó en el cuarto nivel de Inglés de la PUCESA, que corresponde a un nivel intermedio de competencia en el idioma. Para la recolección de información se utilizó hojas de observación para registrar fenómenos motivacionales relevantes al estudio, y encuestas que establecieron los estilos de aprendizaje y estrategias que los alumnos usan para asimilar el idioma. A través de estos instrumentos se conoció que el cuarenta por ciento de los alumnos estaban motivados intrínsecamente y el resto necesitaba incrementar su nivel de motivación. Se registró aquellas técnicas motivacionales que no se aplicaban en el aula de clase y a partir de ello se diseñó una semana de trabajo incorporando las estrategias que incrementarían el interés del alumno por aprender el Inglés. Los resultados obtenidos fueron positivos a pesar del corto tiempo de implementación de las técnicas. El promedio general de los alumnos subió; además ellos experimentaron un cambio de actitud en clase. Su participación era activa y entusiasta. En conclusión, es necesario integrar técnicas motivacionales en la planificación diaria de clase.

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INTRODUCTION

This dissertation is about the use of motivational teaching techniques in the English learning process, and how they facilitate learners understand the language. It concentrates on the implementation of motivational strategies to enhance the students' interest in English. The dissertation emphasises the need to incorporate the use of a motivational approach in our teaching practice based on some theory and research. The theory employed here explains how languages are learned, current approaches and methodologies used to teach a second language, students' learning styles and strategies, and motivation in language learning. This theory has been utilized on the observation, results analysis, as well as in the selection of the necessary techniques to be executed with the subjects of study.

The investigation and theory expressed in this dissertation are based on Dörnyei's view (2001) which says that most students with a high motivation to learn a foreign language are able to reach a certain level of proficiency in spite of their language aptitude, and that the use of motivational teaching techniques can increase the students' desire to learn. In this study a set of some suitable strategies that were considered essential were applied and the results were positive. Students with a low desire to learn presented a more enthusiastic attitude towards English and their successful experience working with the language amplified the effort they put on the English class. It was not difficult to employ the mentioned techniques and it was possible to integrate them in the every day lesson planning without any problem.

I**LITERATURE REVIEW**

1.1 English Learning

People involved in the language teaching field such as educators, linguists, and psychologists, started searching ways in which learners could succeed learning a second or foreign language. This developed into the study, analysis, and understanding of second language learning theories. After comprehending the language learning process, it was necessary to find out the best way to help students learn the language without difficulty, for that, the application of the most appropriate approach or methodology was crucial so students would learn and retain the language. Finally, learners, the main performers in the learning process, needed to be aware of the strategies they could use to help them learn and use a foreign language more effectively, as well as the individual learning styles they possessed. Knowing about language learning theories, methodologies, styles and strategies for language acquisition help both teachers and students succeed in the second language learning process.

1.1.1 Second Language Learning Theories

Several theories regarding second language learning have been constructed. However, none of them could be declared as the one that is closest to the truth. Some of these theories mention predictable sequences that have to be acquired before other structures are incorporated. (Lightbown, 1985, p. 89) Another theory supports the

creation by the learner of a systematic interlanguage that normally contains the same errors as the ones a child makes while learning his first language, or the errors caused by transfer from the first language. (Lightbown, 1985, p. 92) The development of interlanguage happens as a result of the learner's Universal Grammar, which permits the learner to learn some things faster than others that are considered more complicated. Learners have to be aware of the importance of learning a second language and feel motivated to do so. Second language learning is a cognitive process that includes the development of subskills that let the learner understand how the input is segmented into units, which form structures, which convey meaning and allow him to communicate efficiently. (Lightbown, 1985, p. 93) The following perspectives are thought as the most relevant in terms of language learning theories:

1.1.1.1 The Monitor Model

This theory was developed in the 1970's, and had Krashen as its main exponent. It has been supported by numerous scientific studies in language acquisition and learning contexts. The Monitor Model became the basis for The Natural Approach (Krashen and Terrel, 1983, p. 37), a second language teaching method.

Krashen based his theory on five basic hypothesis:

1. The Acquisition-Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis

4. The Input Hypothesis
5. The Affective Filter Hypothesis

1.1.1.1.1 The Acquisition-Learning Hypothesis

Krashen claimed that language learners have two ways to achieve second language competence: *acquisition*, which is a subconscious process similar to the one children use when they acquire their mother tongue, and *learning*, which is a conscious process that consists of comprehending language. (Krashen, 1985, p. 21)

Acquisition occurs in a meaningful context where communication flows naturally. Learners are not worried about form but meaning, so grammar rules and error correction are not a concern. On the other hand, in a learning situation, such as the classroom language, formal language rules and feedback are the foundation for language teaching. (Krashen, 1985, p. 21)

1.1.1.1.2 The Monitor Hypothesis

Krashen stated that in second language performance, acquisition and learning play particular roles. After The Monitor Hypothesis, *learning* is used to verify or rectify what is being produced through the use of the acquired system (accuracy), while

acquisition is responsible for fluency. In other words, the grammar rules learned in formal instruction help to polish what the learner wants to communicate. This hypothesis works under three conditions:

1. **Time.** To be able to apply the grammar rules effectively while speaking, time is necessary.
2. **Focus on form.** Not only time is essential but also to communicate our ideas accurately.
3. **Know the rule.** Another indispensable requirement is the conscious knowledge of the grammar rules.

(Krashen, 1985, p. 22)

The Monitor Hypothesis also regards the difference between adults and children at the moment of learning a language. After it, adults have some cognitive structures already developed that prohibit them to learn without inhibition. Children, in contrast, take risks at the moment of producing language because they are not touched by people's judgments. That is why they are competent language learners.

(Krashen, 1985, p. 23)

1.1.1.1.3 The Natural Order Hypothesis

This hypothesis declares that the grammar rules of a language are acquired in an expected order by every learner. Such order has not been established in terms of difficulty nor does it depend on the order they were taught in the language classroom. (Krashen, 1985, p.25) Moreover, Krashen affirms that there was not difference found in terms of natural order among learners who acquired their second language outside or inside the classroom.

1.1.1.1.4 The Input Hypothesis

Krashen mentioned that the language learning process followed a natural sequence. To explain learners' language evolution some mechanisms are needed. Here is where the Input Hypothesis emerged. It suggests that "humans acquire language in only one way -by understanding messages, or by receiving comprehensible input... We move from *i*, our current level, to *i + I*, the next level along the natural order, by understanding input containing *i + I*" (Krashen, 1985, p. 26) For Krashen that was the most important conception in second language learning because it explains how human acquire language.

The Input Hypothesis has two main assumptions:

1. Speaking is the emerging result of understanding comprehensible input, so it is the effect of acquisition not the cause.
2. If the learner receives the adequate quantity of comprehensible input, the required grammar will be supplied without the teacher's need to explain it. (Krashen, 1985, p. 27)

1.1.1.1.5 The Affective Filter Hypothesis

Krashen expressed that exposure to comprehensible input was one of the most important aspects for acquisition. However, it was not the only one. Affective factors are also relevant at the moment of acquiring a second language. The Affective Filter Hypothesis says that comprehensible input might not be used if the learner presents a mental block that doesn't allow him to benefit from such input. (Krashen, 1985, p. 30) The affective filter works as a barrier, if the filter is down the input attains the Language Acquisition Device (LAD) and transforms it into acquired competence, if the filter is up no input can pass to reach the LAD (Figure 1).

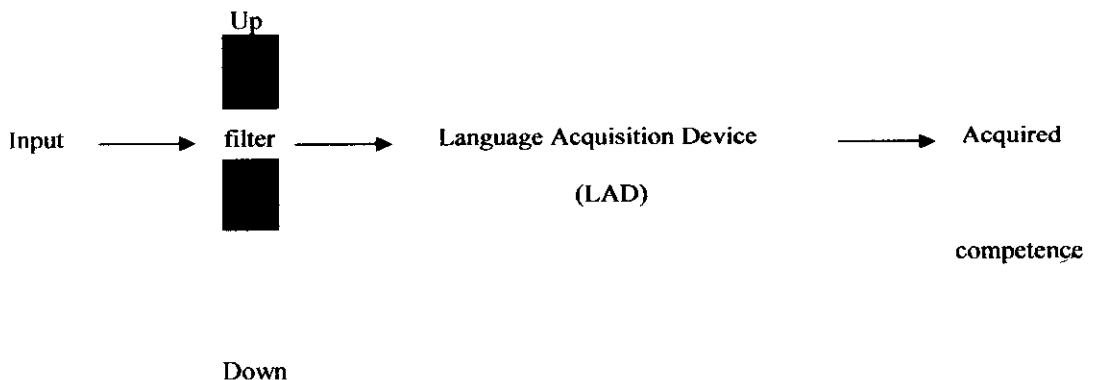


Figure 1.1 Affective filter (Krashen, 1985, p. 30)

Some aspects that make the filter go up could be a lack of motivation, confidence, or self-esteem. Learners with these characteristics can understand what they see or read, but they won't be able to communicate. On the other hand, the filter is down when the learner is calm and willing to be part of the target language speaking community. (Krashen, 1985, p. 31)

1.1.1.2 Interlanguage Theory

The term interlanguage (Selinker, 1969) stands for the language that learners create in their way to achieve target language competence. This term has two meanings: 1) the learner's structure at certain point in time, and 2) the interconnected system that distinguishes the progress of learners overtime. Interlanguage is different from the target language and the learner's mother tongue. Selinker says that it eventually changes because learners try to understand the input they receive and organize their output. (Selinker, 1969, p.67)

The process of second language development is different from the process of target language development according to Selinker. He argued that the second language is likely to fossilization, which means that some false rules become more fixed on the learner than others and are harder for learners to overcome. Fossilization results when these false rules develop into permanent features of a learner's use of the language. (Selinker, 1969, p.72)

1.1.1.3 Linguistic Universals

Supporters of this approach think that before describing the acquisition of a language, it is important to accept the existence of an innate and universal linguistic component. The most significant researchers on this topic are Joseph H. Greenberg, and Noam Chomsky.

The approach sustained by Greenberg (1974) started with some investigations and collection of data on world languages to arrive to a general language pattern. From the research mentioned before the term “language typology” appeared. Such term is related to the study of common patterns in languages around the world and the description of potential differences. (Greenberg, 1974, p. 13)

The second most important researcher, Chomsky and his approach to generative grammar (1980), says that first language learners have inside an innate and specific linguistic knowledge that constitutes the basis to learn a language. Furthermore, he thought that the language learning capacity was limited by the learner’s age. In Chomsky’s early writings he supported Lenneberg’s theory (1967) saying that the limits for first language acquisition were between the ages of two and puberty. Before the age of two, children are not physically mature, and after puberty the brain loses its flexibility. After few years he questioned the ideas that he sustained before.

For Chomsky (Cook 1985) language is not learned, it develops through a systematic process, beginning in childhood and continuing until adulthood, thanks to some environmental influences. Part of his hypothesis also says that when a child learns a language, he makes assumptions based on Universal Grammar. However, when two children are learning different languages they make different applications of the same linguistic rules in reply to different surroundings.

Chomsky presents in his work some judgments about grammar rules and second language development. He declares that complex grammar structures are unlikely to be transferred from the first to the second language, while simpler structures are probable to be transported to the second language due to their easy usage, and so to acquire simple grammar structures little language exposure is necessary. On the contrary, complex structures have to be learned through a lot of positive exposure. (Chomsky, 1980, p. 38)

1.1.1.4 Acculturation/Pidginization Theory

This theory, unlike the previous ones, involves social and psychological factors. Some researches have been studying the connection between acculturation/pidginization and second language learning success. It is important to mention that pidgin communities have the characteristics of being multilingual, as well as having a wide sociolinguistic contact that makes it possible for the investigator to think

about an analogy with second language learning. The concept of language as a dynamic entity was based on pidgin-creole communities because for them language change was unpredictable and rapid.

This study was influenced by Schumann (1978), who associated second language acquisition and pidginization. The latter association suggests the learner's evolution from internal to external models as he shifts from dependence on simplification and reduction to replacement and restructuring strategies. (Schumann, 1983, p. 49) That means that a learner begins using his native language and little by little includes some words or structures borrowed from the target language until the speaker arrives to a moment when he substitutes and reorganizes elements to achieve second language proficiency.

On the other hand, Linton (1963) described the process of acculturation in American tribes. He supported that acculturation consists of attitudes, behaviour, and knowledge that need to be modified in order to adapt to the new environment. This course of action engages learning the target language as well. Acculturation involves a close contact between cultures that as a result presents changes in one or all of the participant groups. Besides some culture modifications, assimilation of the new customs and finally diffusion are part of the process. (McLaughlin, 1987, p. 45)

1.1.1.5 Cognitive Theory

This theory has been sustained by psychologists and psycholinguists. According to it, second language learning is seen as the development of a difficult cognitive ability that involves automatization and restructuring. To attain this ability it is necessary to practice and incorporate the new knowledge into our mental processes through the automatization of sub-skills such as the selection of correct vocabulary, grammar, etc, as well as a regular restructuring which means that the learner simplifies, unifies and controls his internal representations as his second language progresses. (Karmiloff-Smith, 1986, p. 14)

1.1.2 Approaches and Methodologies to English Learning

To teach any subject it is important to analyse its essence as well as the application of different teaching and learning rules based on educational-psychological research. The product of that process is called teaching method or approach and consists of a group of teaching and learning principles tied to a set of classroom activities especially designed to suit the learner's needs. Something similar happens to language teaching. This field has extremely evolved concerning teaching methods since the 1900s. New methods appeared in the twentieth century. They showed great acceptance by their users. However, some of them were replaced by innovative methods that supported interesting ideas and theories. For instance, the Direct

Method, Audiolingualism, and the Situational Approach are good examples of trendy methods at their time. Communicative Language Teaching was worldwide accepted to reach the point of a methodological orthodoxy. Simultaneously, some unconventional approaches developed and presented a certain degree of approval in the teaching field. Some examples are the Silent Way, Total Physical Response, Suggestopedia, and Counseling Learning. Besides, the newest trends in language teaching such as Multiple Intelligences, Neurolinguistic Programming, and the Lexical Approach have gained a lot of recognition lately. (Richards and Rodgers, 2001, p. 1)

1.1.2.1 Brief History of Language Teaching

Before analyzing the major advances concerning methodologies in language teaching during the twentieth century it is opportune to mention the early stages of language teaching. In the nineteenth century as the result of Latin teaching practices in German schools the Grammar Translation Method appeared. Its objective was to learn a foreign language so the student could be able to read and write literature or to develop intellectually. This method worked first on the grammar rules of the language that had to be analysed in detail, the next step was the translation of sentences into and from the target language. Language was learned through memorization of the grammar rules. In the mid-nineteenth century there was a rejection of the Grammar Translation method because European people needed to communicate among themselves. Therefore, a new idea emerged. Linguists gave

attention to how a child learns his first language and they decided to create the Direct Method that saw the use of the target language as the main tool to achieve language learning. Oral skills were taught through the use of questions and answers between the teacher and student, grammar was taught inductively, everyday vocabulary was used, and its emphasis was on correct pronunciation and grammar. This method was successful just in private schools where they required only native-speakers as teachers and the number of students was small. However, it would not work in public schools. (Richards and Rodgers, 2001, p. 3)

1.1.2.2 Twentieth-Century Language Teaching

The twentieth century has been recognized as the beginning of the teaching profession as such. Linguists were concerned about the best way to teach. At this time the characteristic of language teaching was innovation. That is why several methods and teaching materials were developed. (Richards and Rodgers, 2001, p. 18)

The word *method* referred to a systematic set of teaching practices based on a language learning theory. The most relevant methods during this period were The Oral Approach and The Audiolingual Method.

1.1.2.2.1 The Oral Approach and Situational Language Teaching

It has its origins in Britain in the 1930s. Two of the main exponents were Palmer and Hornby. They tried to work on a more scientific oral approach than the one presented in the Direct Method. The product of their research was a new method that involved introducing new language points situationally. Of course the target language was the classroom language. Material was presented orally first and then in a written form, the grammar taught was graded from simple to complex, and they used specific procedures to select vocabulary so they made sure the necessary items were covered. Its main objective was to develop the four language skills in a practical way. (Richards and Rodgers, 2001, p. 36)

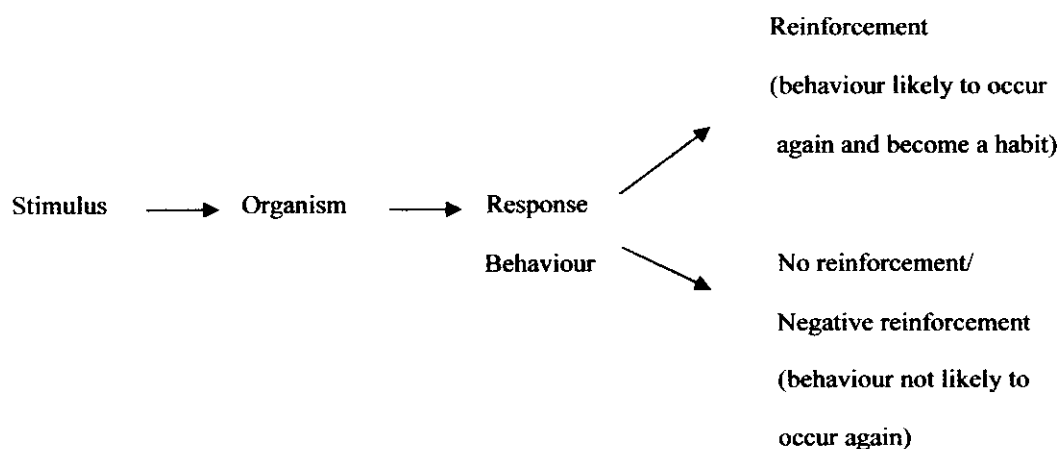
1.1.2.2.2 The Audiolingual Method

This method was created as a response to the necessity of the American soldiers of a quick way to learn foreign languages during the Second World War. Bloomfield together with other American linguists developed this method which consisted of a long-hour training course. In that period of time students worked with a native speaker and a guide, who was normally a linguist, on controlled conversations. The native speaker, also called informant, was the source of vocabulary, phrases and the model to be imitated, whereas the linguist was in charge of supervising and supporting the learning experience. In that way the student little by little understood

the basic grammar of the language and was able to communicate as the method's main objective was to develop oral skills.

This system was adopted by the army and the people who took part of it were motivated adults, so the results were positive. After the war and having the United States gained the battle, the demand for learning English increased notoriously. Universities and Language institutes decided to use Audiolingualism as their methodology to teach. (Richards and Rodgers, 2001, p. 50) Supporters of this theory proposed a psychological foundation of the nature of language called Behaviourism. Skinner was the most important exponent of it and his ideas were summarized as the following:

Figure 1.2 Psychological foundation of behaviourism



1.1.2.3 Unconventional Approaches and Methods

From the 1970s to the 1980s language teaching experienced a great change. Researchers were interested in developing communicative abilities. A new group known as the “communicative movement” wanted to transform the classroom learning environment into a place where real communication would take place. Many original methods were created as a product of such revolutionary ideas. (Richards and Rodgers, 2001, p. 71)

1.1.2.3.1 Total Physical Response

This method well known as TPR combines speech and actions. It teaches language through activities. Its main objective was to increase comprehension. Its promoter was James Asher, an American psychologist. He saw the second language learning process similar to first language development. He says that children learn their mother tongue through commands. They respond first with actions before they are able to speak. That is why Asher thought learners should learn a second language in the same way. He was also aware of the role the emotional factor played in language acquisition. For him responding with actions was a stress free approach that facilitated learning. (Richards and Rodgers, 2001, p. 73) Asher added that TPR ought to be used in association with other methods and techniques.

1.1.2.3.2 The Silent Way

The Silent Way was a method designed by Caleb Gattegno. It supports that the teacher should be as silent as possible while the learner produces most of the language. Gattegno developed special material such as colored-coded pronunciation charts and Cuisenaire rods to help learners create language based on his past experience as mathematics and reading educational designer. For him, the learner rather than memorizing rules has to discover them through the use of the proposed material. The method had as its main objective oral fluency at a beginner's level. (Richards and Rodgers, 2001, p. 81)

1.1.2.3.3 Community Language Learning

Its follower was Charles Curran, an American counsellor and psychologist. He applied psychological counselling techniques in the teaching process. Community Language Learning characterizes for the role given to the teacher, who becomes a counsellor, and the learner who is his client. The teacher has as main functions to give advice, assist, and support someone in need. It works in this way: The learner says to the counsellor what he wants to say in the L1, the counsellor translates the message into L2 and tells the learner, after that the learner passes the message in L2 to the person he wishes to communicate with. While the process takes place everybody in the class listens to each other messages, so at the end all the learners

will know what they are saying. This method involves humanistic techniques that care about feelings and emotions as well as the learner's language development. This method has been criticized because of its lack of a syllabus that makes the evaluation system difficult to apply. (Richards and Rodgers, 2001, p. 90)

1.1.2.3.4 Suggestopedia

This method was developed by the Bulgarian Georgi Lozanov. It originated from Suggestology, which is a science that leads with the responses humans have to nonconscious influences. (Stevick 1976) Suggestopedia works with these influences in an attempt to enhance learning. An important characteristic of it is the use of special decoration, furniture, music, and the teacher's authoritative behaviour. Lozanov uses techniques that modify concentration and states of consciousness. Its objective is to gain oral proficiency rapidly. In a lesson the teacher reads a conversation to the students who are in a pseudo-passive state thanks to the comfortable classroom environment. Modulating his voice tone, the teacher creates a relaxed atmosphere appropriate to encourage learning. The relationship between teacher and learner is the one of parent to child. The learner has to be willing to do what his teacher says. In the conversation presented to the learner the grammar points and new vocabulary are included. (Richards and Rodgers, 2001, p. 100)

1.1.2.3.5 Whole Language

It was created by several American educators who were concerned with the teaching of literacy. According to them language has to be taught as a whole, it can't be separated. (Rigg 1991) Its main objective was to help children learn to read. However, its use has been expanded to secondary levels as well as to the teaching of English as a second language. Whole Language stresses the teaching of reading and writing in a real context, and learners have to do it for pleasure. It shares the same philosophy of Communicative Language Teaching where meaning is more important than form. It involves an authentic real world situation in which a person needs to use the language to communicate. That is called "learn by doing." Another characteristic of it is cooperative learning where students and teachers work together in groups to make of learning a social process. The teacher plays the part of a collaborator instead of being the giver of knowledge. This approach to language learning also concentrates on activities and experiences that are interesting to learners. (Richards and Rodgers, 2001, p. 108)

1.1.2.3.6 Multiple Intelligences

This philosophy, proposed by Gardner in 1993, refers to the human intelligence and its different dimensions that need to be treated and increased in education. After him every learner is unique. They have developed some types of intelligence more than

others, something that needs to be considered the moment of teaching. Gardner suggested the Multiple Intelligence Model based on the eight intelligences he conceived:

1. Linguistic: the ability to use language
2. Logical/mathematical: the ability to think rationally
3. Spatial: the ability to form mental models of the world
4. Musical: a good ear for music
5. Bodily/kinaesthetic: having a well-coordinated body
6. Interpersonal: the ability to work well with people
7. Intrapersonal: the ability to understand oneself
8. Naturalist: the ability to understand and organize the patterns of nature

(Richards and Rodgers, 2001, p. 115)

Language Learning is related to the Linguistic intelligence, but learning a language includes more than that. For instance, the rhythm, pitch and volume of a language could be integrated to the musical intelligence. Besides, language is closely tied to the senses. They provide the context to a given message. Therefore, more than one intelligence takes part in the language learning process. English teachers should work on a combination of activities that increase their students' abilities based on Gardner's studies. (Richards and Rodgers 2001)

1.1.2.3.7 Neurolinguistic Programming

This point of view was developed by John Grindler, a psychologist, and Richard Bandler, a linguist, in the 1970s as a form of therapy. They studied successful communicators and all their positive traits because they thought such behaviour could be transmitted to other people to help them achieve their objectives in life. Language teachers should especially regard the way those communicators used language to persuade people. (Revell and Norman 1997) NLP or Neurolinguistic Programming consists of a set of communicative techniques and strategies that people would be able to use in order to become triumphant. It has also been used in other fields different from language learning. NLP supporters say that if language teachers applied these techniques to teach a language, the teaching experience could be more effective and rewarding, and the role of student and teacher would be similar to those belonging to the humanistic approaches. (Richards and Rodgers, 2001, p. 125)

1.1.2.3.8 The Lexical Approach

A lexical approach to language teaching is related to the importance vocabulary and lexical units have in language structures, second language learning, and language use. (Richards and Rodgers, 2001, p. 132) While Chomsky and his transformational/generative grammar theory supported that the sentences generated

by the learner in conversations were a new and unique production, the lexical approach sustains that few sentences are a new production, the rest are memorized lexis chunks that speakers use to communicate. Collocations, the group of words working together regularly, are another important aspect in this approach because they play a vital role in language learning and communication as well. (Richards and Rodgers, 2001, p. 132)

1.1.2.3.9 Competency-Based Language Teaching

Competency Based Education is a movement that focuses on what the learner is able to do after receiving the necessary input. It was created in the United States in the 1970s, and it supports the establishment of goals and objectives regarding the learner's abilities to perform in everyday situations or the know-how list. Competency-Based Language Teaching puts into practice that ideology. It emphasises language teaching in the social context it is used. It has been employed with adult learners who have specific objectives to achieve concerning the target language. Its main aim is communicative competence through the building up of functional communication skills. Nowadays CBLT is regaining popularity among the rest of approaches. (Richards and Rodgers, 2001, p. 141)

1.1.2.4 Modern Communicative Approaches

Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, and Task-based Learning are some approaches that emerged with communicative methodologies in the 1980's.

1.1.2.4.1 Communicative Language Teaching

Its origins come with the educational reform in Great Britain in the 1960s. Before then, Situational Language Teaching was applied to teach foreign languages. British linguists noticed that this approach and some others sharing the same principles lacked the communicative and purposeful component that was crucial in language learning so they decided to go for a big change. This approach has been growing since the 1970s and has as the main objectives: make communicative competence the goal of language teaching, and develop a course of action to teach the four language skills. (Richards and Rodgers, 2001, p. 153)

Hymes (1972), one of the proponents of Communicative Language Teaching, said that its main goal should be “communicative competence.” However, it was until 1980 that a pedagogic definition of communicative competence was proposed by Canale and Swain. They said that it consisted of four dimensions: Grammatical

competence or linguistic competence, which refers to grammar and lexis. Sociolinguistic competence, the awareness of the social context in which communication takes place and all what it involves. Discourse competence, how ideas are connected to make sense. Strategic competence, the ability to keep communication going. Investigators found really useful the way communicative competence was described. It helped them continue searching deeply on those concepts. (Richards and Rodgers, 2001, p. 154)

1.1.2.4.2 The Natural Approach

The language theory regarding this approach has been discussed earlier in Language Learning Theories. Terrel (1977), a Spanish teacher in California, suggested a new philosophy that would apply the Naturalistic principles of how children learn their first language as Krashen maintained in his studies of second language acquisition. Both Terrell and Krashen joined their ideas and as a result they published the Natural Approach book in 1983. In their book they say that while learning a language the comprehensible input the learner receives is more important than the practice. They also state that a positive attitude and self-confidence on the part of the learner are required to benefit from the acquisition process. Besides, they mention a silent period in which the learner receives attentively and comprehends the input before producing any language. Krashen and Terrell think that communication is the most relevant feature of language. Therefore their ideas try to focus on the teaching of communicative abilities. (Richards and Rodgers, 2001, p. 178)

1.1.2.4.3 Cooperative Language Learning

Cooperative Learning is an approach that makes use of different types of group work to maximize learners' involvement and participation. It employs some ideas like peer-monitoring and peer-tutoring that were proposed a hundred of years ago. John Dewey, an American educator, supported the idea of using this approach in the 1960s and 1970s when public schools had to integrate, and they have been applying it since then. (Richards and Rodgers, 2001, p. 192) Its main objectives are to provide opportunities for naturalistic second language acquisition through group work, to provide teachers with a methodology that enables them to achieve language learning, to provide learners with opportunities to develop learning and communication strategies, to enhance learners motivation and reduce stress, and to create a positive classroom environment. (Richards and Rodgers, 2001, p. 193)

1.1.2.4.4 Content-Based Instruction

This approach has been applied since the 1980's and it is structured around the information or content the student will acquire during the learning process. Content is the material or area under discussion that students learn or communicate through the use of language, it is not the language structures used to express ideas or emotions. An important principle underlying this approach is that people learn a second language better when they think the information they are receiving is

interesting, purposeful, and will help them achieve their language objectives. (Richards and Rodgers, 2001, p. 204) It is also thought that language learning becomes more enjoyable when the learner concentrates on the material with which they have to solve problems, give their opinions, etc. rather than when they have to focus on language itself. (D'Anglejan and Tucker 1975) Another important aspect is that this approach uses the students' previous knowledge and experience, and they are treated as people bringing significant information to the class. The main goal of CBI is to develop the four main language skills in an advanced level. (Richards and Rodgers, 2001, p. 205)

1.1.2.4.5 Task-Based Language Teaching

Willis (1996) one of the exponents of this approach suggests that language learning should take place through the use of tasks or activities that students have to accomplish. He also says that Task-Based Language Teaching sustains some of the same principles that Communicative Language Teaching has. Those principles are: the necessity of authentic communication activities, meaningful activities lead to learning, and language meaningful to the learner helps the learning process. (Richards and Rodgers, 2001, p. 223)

Studies on second language acquisition have shown interest in the use of tasks as tools to learn a language. The research concentrates on the strategies and cognitive

processes needed to perform a task. They help the activation of learning processes in the learner's brain and consequently he might present better chances to learn the target language. According to that research in order to achieve language learning it is not only important to receive comprehensible input, but the use of tasks that require real communication and negotiation of meaning are also indispensable. (Richards and Rodgers, 2001, p. 224)

1.1.3 Language Learning Styles and Strategies

Language learning styles and strategies are included between the most significant variables that influence second language performance. They tell us how and how well students learn a language. (Oxford, 1990, p. 67) Learning Styles are the common approaches students use when they acquire a new language. On the other hand, learning strategies are specific actions, behaviours, steps, or techniques used by learners to increase their learning. Every learner is different so they select strategies that suit his or her learning style to learn the target language. Each strategy used by the learner might depend on his or her learning style.

1.1.3.1 Learning Styles

Ellis (1985) defined learning style as the regular way a learner perceives, conceptualizes, organizes and recalls information. There are diverse learning styles. They come from the learner genetic make-up, earlier learning experiences, culture and the society he or she lives in. Teachers should know about the different styles because they can use them to: 1) help students learn better and more quickly, 2) improve students' self-esteem and consequently learning, 3) get students' involvement, and 4) develop a positive student-teacher relationship. (Davidoff and Van den Berg, 1990, p. 86) Researchers have classified learning styles in various forms. Those are:

1.1.3.1.1 The Four Modalities

Blander and Grinder developed four learning styles based on the Neurolinguistic Programming philosophy they advocated in the 1970's. The styles are: visual, auditory, kinaesthetic, and tactile. (www.teachingenglish.org.uk)

1. Visual: This type of learner prefers looking at the teacher's face during the class, looking at wall displays, and books. He recognizes words by seeing them, uses lists to organize his ideas. He brings to mind information by remembering how it was

arranged on a page. For these learners it is a good idea to use posters, realia, flash cards, or mind maps.

2. Auditory: These learners like the teacher to give oral instructions, conversations, debates, role-plays, and problem solving activities where they have to talk. They use rhythm and sounds to remember things. In the class, to maximize learning, the teacher could employ tapes and videos, songs, chants, rhymes, oral drills, and group work.

3. Kinaesthetic: Learners in this category learn better if they are dynamic. They cannot sit in the same place for a long time. They use movement to remember things. To help these learners some activities such as competitions, role-plays, and board games can be applied.

4. Tactile: Learners that learn by touching have a preference for writing and drawing. They use these activities as reminders. They enjoy working on projects and exhibitions. For these learners the teacher might use card games, projects, role-plays, listening fill in activities, or labelling pictures in a reading.

1.1.3.1.2 Field-independent versus Field-dependent

These two kinds of styles have been established according to the way students analyse information and work with others. (www.teachingenglish.org.uk)

1. Field-independent learners: They are able to detach important details from a hard set. They trust their knowledge the moment of working on a problem solving activity. They are not good at working with other people. The best thing the teacher can do is allow them to work individually in some activities.

2. Field-dependent learners: They cannot divide into parts a difficult task. They have faith in others the moment of solving a problem, and are good at building relationships with others. For them small and group work activities are encouraging.

1.1.3.1.3 Left-brain dominated versus Right-brain dominated

This classification considers the two brain hemispheres and the way each works on the language learning process. (www.teachingenglish.org.uk)

1. Left-brain dominated learners: They are thinkers and try to be objective. Their way of processing information is linear, such information has to be certain. They rely on language as a reminder. Some activities useful for them are closed tasks where students have to discover the correct answer. Verbal instructions and explanations are also valuable.

2. Right-brain dominated: People belonging to this category are spontaneous. They process the information in a holistic manner and are subjective. They prefer uncertain information. They use manipulation and drawing as a learning tool. For these people the teacher can write clear instructions on the board besides giving them orally, demonstrate to students how to do things, use open-ended tasks where there are many possibilities as an answer, use realia and drawing.

1.1.3.2 Learning Strategies

Language learning strategies are defined as conscious actions or conducts that are used by learners to improve the way they acquire, accumulate, organize, preserve, and remember the new information. (Rigney, 1978, p. 53) Research has proved that the best language learners often use strategies that are suitable for the material, the activities, their objectives, and interests in learning. These learners also seem to use more strategies than less proficient ones. The majority or all language learners use strategies at every level. However, they are not aware of the strategies they are

employing or which is more useful for them. (Chamot and O'Malley, 1990, p. 125)

Many different strategies can be used by learners. For instance, metacognitive strategies used for planning, monitoring, and evaluating one's own learning; cognitive strategies for linking new information with existing one, and for analyzing and classifying it; and social/affective strategies for cooperating with others and handling emotions and attitudes. (Table 1.1)

Table 1.1 Learning Strategy Definitions and Classification (Chamot and O'Malley, 1990, p. 126).

Learning Strategy	Definition
A. Metacognitive Strategies	
Advanced Organizer	Previewing the main idea and concepts of the material.
Directed Attention	Deciding in advance to attend in general to a task.
Organizational Planning	Planning the parts, sequence, main ideas, or language to be expressed.
Functional Planning	Planning and rehearsing linguistic components for a task.
Selective Attention	Deciding in advance to attend to specific aspects of input.
Delayed Production	Deciding to postpone speaking to learn through listening.
Self-management	Understanding the conditions that help someone learn.
Self-monitoring	Checking one's comprehension during listening or reading or the accuracy of oral or written

	production.
Self-evaluation	Checking the outcomes of one's learning.
B. Cognitive Strategies	
Resourcing	Using target language material.
Repetition	Imitating a language model.
Grouping	Classifying words, terminology or concepts.
Deduction	Applying or making up rules based on language analysis.
Imagery	Using visual images to understand or remember new information.
Auditory Representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence.
Keyword Method	Remembering a new word in the second language by identifying a familiar word in the first language that has a similar sound or by generating recall images of relationship with the first language.
Elaboration	Relating new information to prior knowledge.
Transfer	Using previous linguistic knowledge to assist comprehension or production.
Inferencing	Using available information to guess meanings.
Rehearsal	Rehearsing the language needed with attention to meaning.
Translation	Using the first language as a base for understanding or producing the second language.
Note Taking	Writing down key words.
Summarizing	Making a mental, oral or written summary.
Recombination	Constructing a meaningful sentence by

	combining known elements in a new way.
Substitution	Using a replacement target language word when the intended word is not available.
Contextualization	Assisting comprehension or recall by placing a word in a meaningful situation.
C. Social/Affective Strategies	
Self-talk	Reducing anxiety by using mental techniques that make one feel better.
Question for Clarification	Eliciting from a peer or teacher additional explanations, examples, or verification.
Cooperation	Working together with one or more peers in a language activity.

1.2 Motivational Teaching Techniques

English learning does not only involve the teacher's knowledge of language theories, methodologies, and students' learning styles and strategies, but also the ability to make the learning process more effective and enjoyable. Teachers need to explore the field of motivation, the types of motivation that exist, the different motivational views, the relationship between motivation and learning, the aspects that interfere with students' motivation to learn, and finally the motivational teaching strategies or techniques that can be used in the language classroom to enhance students' motivation.

1.2.1 Motivation

When teachers ask themselves what makes a student do something in a particular way, or what are students' personal feelings, they are entering in the field of motivation which would probably be the most powerful influence on learning. Motivation could be said to have two components: a *need* state and a *goal* or some kind of external stimulation. (Hulse, 1958, p. 95) Motivation has been defined as the group of factors inside an individual which provokes, sustains and channels behaviour to a goal. People are motivated by different things; most of them are not only physiological needs such as hunger or sleep, but human behaviour is also based on learned motivation. People obtain their motivation through their life experience,

for example, their desire to get money, fame, or a new car. (Hulse, 1958, p.97) There have been numerous studies to try to understand human's motivation.

1.2.1.1 Intrinsic and Extrinsic Motivation

When the question of why people choose to behave in a certain manner arises, it is clear that there are different responses to it. One could be that people do things for the pleasure of it, while some others engage in a task because they will receive something else that they want. After this analysis some psychologists came up with a classification of motivation. Csikszentmihalyi and Nakamura (1989) said that when a person enrolls in an activity only because he or she wants to get something external to the task such as passing a test, receiving some money, or evading punishment, this person's motivation is *extrinsic*. In contrast, if engaging in an activity produces enjoyment and interest, and the reason for doing it is internal, the motivation will be *intrinsic*.

In the learning field both intrinsic and extrinsic motivation are related and have important roles to play. Unfortunately, educators tend to promote more extrinsic motivation in their classes due to the difficulty that it represents for them to work on the internal part of a person. Nevertheless, research on intrinsic motivation has revealed some relevant aspects on humans' attitudes. It maintains that people are intrinsically motivated doing certain activity when they feel competent and

autonomous. (Spaulding, 1992, p. 73) They also see themselves as capable of performing successfully if they can control the situation and use it in a meaningful way. Therefore, if a teacher wants to increase students' intrinsic motivation, he should make them see themselves as proficient and in power over any task. (Spaulding, 1992, p. 86)

1.2.1.2 Views of Motivation

Many aspects determine if a student is or is not motivated to learn. However, there is no theory that can explain every single factor of students' interest or disinterest or the specific reasons why a person in a particular learning situation is more willing to learn than others. The interpretation of the motivational views can help educators develop techniques to motivate students in the classroom.

1.2.1.2.1 The Behavioural View

Behaviourists say that people feel motivated when their conduct is reinforced. This view is based on the studies done by B. F. Skinner who developed a technique to reinforce students every time they gave a correct response. Such reinforcement made them want to continue working on the next task. In this case students were motivated to accomplish a task because they expected a reward or reinforcement of some kind.

(Travers and Elliot, 1993, p. 42) Behavioural theorists suggest that teachers should use praise or rewards of any kind no more than necessary because they are considered extrinsic forms of motivation that can convert learning in a process in which students are only expecting the reward. This could lead to the student's anger, and the learner might become teacher's dependent. The best way to keep students interested, according to Bates (1979), is by showing them that they are learning for their own benefit.

Another behavioural interpretation of motivation says that learners are eager to do something based on their past experiences. For instance, if someone enjoys a subject it might be because he had positive experiences with it before. On the other hand, a person who dislikes the same subject might have had negative experiences earlier in his or her life. Finally, Albert Bandura (1977), a social theorist, sustained that motivation also came from observation, identification and imitation. For example, a child that observes his older brother working hard at school and getting good grades, will want to do the same, or a student who admires a teacher and identifies with him, will do his best to please the teacher and to try to become that person, or if a learner sees that a peer behaviour is being praised by the teacher, he will imitate the same conduct to receive a reward as well. (Travers and Elliot, 1993, p. 44)

1.2.1.2.2 The Cognitive View

This view supports that human behaviour is influenced by the form people perceive things. It says that a person is motivated when he or she experiences a *cognitive disequilibrium*, or a need to find the solution to a problem. (Travers and Elliot, 1993, p. 55) Therefore, students should be encouraged to discover more about a topic by asking them some unknown information they will have to investigate. The Cognitive view emphasizes intrinsic motivation unlike the behavioural one. In favourable conditions the learners' desire to be competent in something will make them feel that they are learning for its own sake, and finding answers to a problem will be the best reward they could have. In this way the students will try to find out information about personal interests and they will remember and use it anytime they need it. Unfortunately, to create these conditions in which a student has the desire to find responses to a question is not always easy. (Travers and Elliot, 1993, p. 57)

1.2.1.2.3 The Humanistic View

Abraham Maslow (1943), a humanistic psychologist, stated that any theory of motivation should integrate the human needs that he proposed and arranged in hierarchical order. Those needs are: *Deficiency needs* which include physiological (hunger, sleep), safety (security, protection, stability, freedom from fear, anxiety), belongingness and love (family, friends), and esteem (others and self-judgements),

and **Growth needs** self-actualization (feel competent and fulfilled), knowing and understanding (awareness of purpose) and aesthetic (appreciation for beauty and balance).

After Maslow, when people satisfy their deficiency needs, they feel motivated to continue with their growth needs, not because it is extremely indispensable but because they want to fulfill them. This desire to accomplish growth needs engages the person into self-directed learning. Learners will be encouraged to learn knowing that their top expectations could be satisfied. Teachers should be concerned about their students' deficiency needs satisfaction as their first aim (students in the class ought to be safe and relaxed, comfortable, have a feeling of belonging, and possess a high self-esteem), in that way the learner will be ready to undertake the realization of growth needs, and as a consequence they will achieve learning with enthusiasm. (Travers and Elliot, 1993, p. 63)

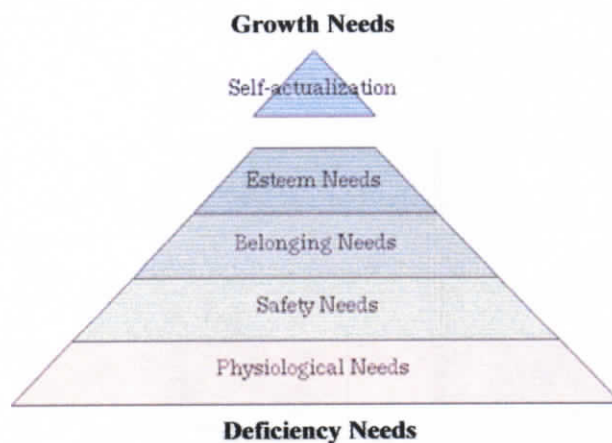


Figure 1.3 Maslow's hierarchy of needs (www.webspace.ship.edu)

1.2.1.2.4 Aspirations and Achievements

The German psychologist F. Hoppe (1930) was one of the first theorists to describe the human nature of making decisions. In this account he examined the *level of aspiration*. It sustains that a person who has experienced success tends to raise his objectives, whereas someone who has faced failure, will try to lower them. In this way people protect themselves from frequent failure or achieving objectives too easily and they seek to create a balance. However, there are some people who set goals that are too high and they certainly fail, while those who set low goals are always achieving them and as a result they think they are incredibly successful. The ideal is to keep a realistic level of aspiration. (Travers and Elliot, 1993, p. 68)

William Glaser (1969, 1972) supported the previous ideas and added to them the necessity to help students experience success at school through positive learning situations and achievable goals setting so they build up an optimistic attitude towards the need for achievement. If they do not accomplish something because their objectives are not realistic, they will blame themselves for their lack of ability and will not make any effort in the future. (Travers and Elliot, 1993, p. 75)

1.2.2 Motivation and Learning

Wlodkowski (1986) realized that during the learning process there were three essential periods in which motivation was vital: 1) the beginning, when students start the learning process, 2) during the learning, when students are involved in the lesson, 3) the ending, when students are concluding the process. (Spaulding, 1992, p. 94)

1.2.2.1 The Beginning of Learning

At this stage of the process *attitudes* and *needs* play an important role. Attitudes are formed by cognitive, affective, and behavioural components. They can be described as the students' feelings about themselves, school, the teacher or the subject. A positive attitude is necessary to achieve language learning. However, factors such as bad previous learning experiences, lack of interest, lack of the subject general knowledge, use of unrelated material, among others could generate a negative attitude, so it is the teacher's job to situate the problem and find out some solutions. Needs, on the other hand, are necessities that arise from the conditions of a situation. As Maslow (1943) stated, there are two main types: deficiency and growth needs. If a student, for example, is hungry or tired, he will be concerned about eliminating the need and will not pay attention to the lesson. Another case are safety needs that are usually fulfilled at home. Nonetheless, some students might feel anxious or incapable of coping with the group. Those students will be far from achieving objectives, for

that reason it is a good idea to make the classroom as physically and psychologically safe as possible. (Spaulding, 1992, p. 101)

1.2.2.2 During the Learning

Throughout this step of learning *stimulation* and *affect* are involved. Stimulation is the excitement to learn or do something. It could be produced by the material, the teacher, or the class environment. Some learners are on control of their own destiny (de Charms, 1976, p. 22), for them to set goals and accomplish them is not difficult. As a result they find classes stimulating. In contrast, others think they depend on someone or something. These learners need the teacher's help more than anyone else. To make sure that a student finds a lesson stimulating it is a good idea to involve his or her need for achievement in the process. Affect, alternatively, is the external expression of emotion attached to ideas or mental representations. If a positive emotion is present in learning, students will participate actively in the class. If the learner succeeds in any task, he will show a feeling of pride and will be motivated to carry on with it. On the contrary, if failure is the result of an outcome, the learner will present negative emotions such as shame or loss of confidence. If this is the case, the teacher should help students recognize their strengths and weaknesses and match tasks with their abilities, so that they can use their skills to succeed. (Spaulding, 1992, p. 104)

1.2.2.3 When Learning Ends

At the last phase of the process two key components take part: competence and reinforcement. Students are competent with the language when they have a feeling of language objective achievement and their performance demonstrates their skills improvement. Bandura's theory (1977) on motivation originated by imitation and modelling suggests four processes to achieve competence: attention, retention, motor reproduction processes, and motivational processes. For protecting attention the characteristics of the model, the teacher, need to be distinctive but not unusual so students have constructive behaviours to imitate. Retention is enhanced when the teacher says out loud to his students what he is doing and at the same time he models the action, then, he makes them practice the behaviour. When learners do it properly, some positive reinforcement will be required. Once students realize they are being competent, they give more effort to certain tasks improving their self-efficacy. The second component of this stage is reinforcement which is an increase in the strength of a response through the use of a stimulus depending on that response. To use it there are three basic rules: reinforce immediately after the behavior occurs, reinforce in small quantities but the necessary whatever the reinforcer is, and reinforce small progress in learning and motivation. The basic motivation seems to come from a combination of students' likes and the use of meaningful materials. (Spaulding, 1992, p. 118)

1.2.2.4 What Affects Students' Motivation

Because motivation is extremely important in learning, teachers should be aware of some of the most decisive motives that influence someone's behaviour. Those are anxiety, attitude, curiosity, locus of control, learned helplessness, and the students' environment. (Travers and Elliot, 1993, p. 79)

- *Anxiety*: It has been defined in the dictionary as an unpleasant sensation that is expressed with feelings of apprehension accompanied by restlessness, headaches, or stomach aches. Everybody has been in a particular situation in which they feel anxious. It could be said that it is a normal state in a number of conditions that is not present in others. There are some people, however, who are always feeling anxious and they are called neurotic. In the classroom, anxiety can affect students' performance. There are many things that could be the cause of it, for instance, teachers, examinations, classmates, social relationships, or achievement settings. Whatever the reason for having such feeling, teachers must keep in mind that low and moderate levels of anxiety produced by controlled motivation can be beneficial when accomplishing a task, yet high levels generated by extreme motivation could be negative and non-adaptive. Anxious students are always blaming themselves for any failure, avoiding curiosity, are not popular, they have negative personality traits, are dependent, immature, and not well-adjusted. (Travers and Elliot, 1993, p. 82)

- **Attitude**: it is defined by psychologists as a permanent way of feeling, thinking, and behaving toward something or somebody. A person's attitude reveals his or her view of a situation. In teaching, when a person knows more about something or someone and his/her feelings strengthen, it is difficult to change his/her attitude. For example, if a teacher you respect says bad things about a student and shows negative feelings, it is likely that you will have a negative attitude toward that person as well. Students' attitudes are significant the moment of learning and they come from parents, siblings, classmates, their own performance, and teachers. Learning can be blocked if a teacher or learner presents an inflexible attitude, so a change of it has to be sought in both cases. (Travers and Elliot, 1993, p. 83)

- **Curiosity**: a curious person can be portrayed as someone active, investigative, and manipulative. The origins of curiosity are said to be external (when students find something attractive from their environment) or internal (personal stimulation). If learners are relaxed and want to work, they will demonstrate some interest in their environment. Curiosity indicates that a person is motivated to learn, and students are curious when their surrounding is stimulating. (Travers and Elliot, 1993, p. 83)
Therefore, curiosity can be one of the teacher's best tools to approach language motivation

- **Locus of Control**: Rotter (1966, 1975) and Phares (1973) studied people's locus of control. They stated that if a student thinks he has little control over his action, he has an external locus of control. On the other hand, if a student believes he is in control

of his actions, his locus of control is internal. For example, when a student considers that he succeeded because he was skillful enough, he is in control of his actions, but if a student attributes his success to luck, he thinks he does not have control over himself. Wigfield (1988) found in an investigation that past success or failure has big influence on students' attribution of control. In learning, recognizing the students' locus of control can help the teacher understand and maximize students' opportunities to make their locus of control become internal. (Travers and Elliot, 1993, p. 84)

- ***Learned Helplessness***: Seligman (1975) sustained that people after experiencing constant failure get frustrated and they stop trying, that is the state he called learned helplessness. In the classroom, students search the best opportunity to become better; however, if they only encounter disappointment, they will lose hope and give up. There are three elements concerning learned helplessness in the classroom: failure to initiate action (students become passive), failure to learn, and emotional problems (frustration, depression, incompetence, and unmotivation). To persuade students to have positive thoughts about the capacity and control over their actions, good performance, vivid experiences, verbal persuasion from others, and emotional arousal are essential. (Bandura, 1977, p. 45)

- ***Students' environments***: this section is about motivation and multicultural students. Something that is imperative for them is their adjustment to a new country, new customs, friends, and classrooms. The mentioned characteristics influence learning,

achievement, and thus learners' motivation. Teachers can do a lot to help those students integrate to the group and accomplish their goals. For example, they can create a supportive and understanding environment in the class. Teachers should also be familiar with the different cultural backgrounds so they assist those learners with special needs. Another good idea is that teachers take into account Maslow's hierarchy of needs and make sure students fulfill primarily deficiency needs. (Travers and Elliot, 1993, p. 85)

1.2.3 Motivational Teaching Practice

It is not easy to motivate learners because there is neither a methodology nor a technique that could be said to work perfectly. Strategies or techniques that work well in a situation might be a complete failure in another. Some rewards that stimulate certain students could be indifferent to others. Besides, the job of motivating students has been left behind. The teacher is the responsible for teaching the curriculum, so there is no time available to work on students' motivation. A motivational teaching practice will be long-term oriented, and some teachers might see that preparing students for tests is something more short-term oriented. However, there is not better reward than guiding learners to future success by motivating them, and teaching so that the classroom environment becomes much more enjoyable doing so. (Dörnyei, 2001, p. 28)

1.2.3.1 Motivational Teaching Techniques as Components of a Motivational Teaching Practice

Dörnyei (2001) based his analysis of a motivational teaching practice in a process-oriented model that was developed for educational purposes and that he considered comprehensible.

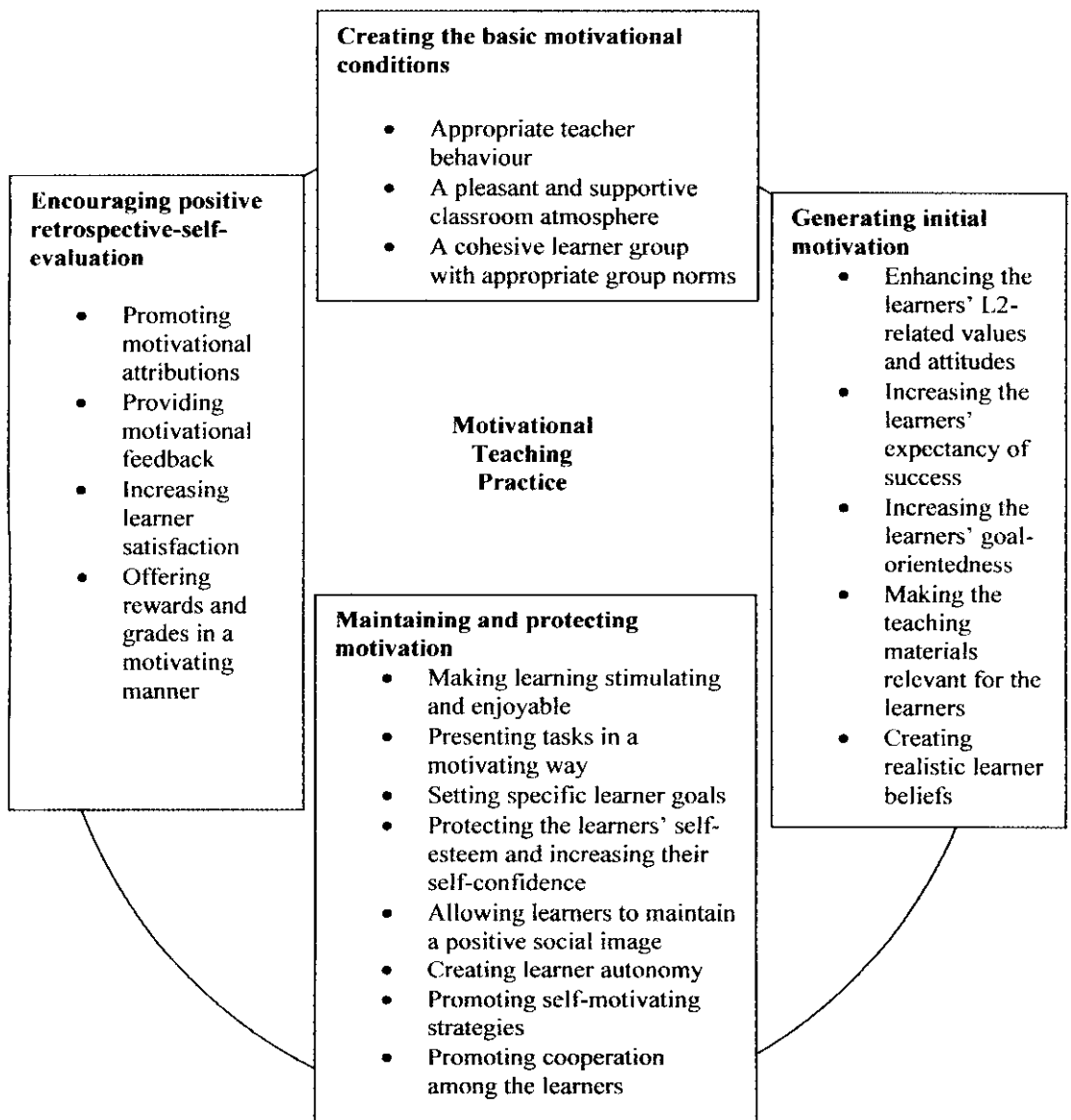


Figure 1.4 The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001, p. 29)

The most important units in this process-oriented model are: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. (Dörnyei, 2001, p. 30) Each of them presents a set of motivational teaching techniques that, if used correctly and appropriately, will have a great impact on students' motivation to learn a second language.

1.2.3.1.1 Creating the Basic Motivational Conditions

Motivational strategies cannot be used if there are not certain requirements that have to be previously established and that are requisite to start trying to generate motivation. Those requirements are: appropriate teacher behaviour and a good relationship with the student, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. (Dörnyei, 2001, p. 31)

- ***Appropriate teacher behaviour***: After some research done by Dörnyei and Csizér in 1998, it was found that educators thought the most powerful tool to motivate learners was the teacher's behaviour and at the same time such tool was the most underused in the classroom practice. To achieve an appropriate conduct, teachers should possess the following qualities:

1. Enthusiasm: in 1997, Mihaly Csikszentmihalyi presented an article in which he talked about the most influential teachers in people's lives. The response to that question was that the enthusiastic teachers who love their subject and dedicate all their efforts to transmit their passion towards the subject matter were the most significant in their students' lives. By enthusiasm it is meant positive attitudes, interest in the subject, and effortful sharing of knowledge. (Brophy and Kher, 1986, p. 39)

2. Commitment to and expectations for the students' learning: if teachers show interest in students' learning and improvement, it is likely for students to do the same. Teachers need to let students know they care about them and that everybody is capable to succeed. To attain success, both teachers and students must work together. There are some forms of communicating to students that teachers should know about. Those are: offering help, offering to explain things again individually, responding immediately when help is needed, correcting tests and homework at the appointed time, giving students copies of interesting material, organizing extracurricular instructional programmes, encouraging extra assignment and offering help with it, showing concern when problems arise, and allowing students to reach the teacher at any time if needed. (Dörnyei, 2001, p. 34) Moreover, teachers' expectations about what their students are capable of doing are particularly significant. If an educator thinks that his students are able to accomplish high levels of competence, students will probably do so. On the other hand, if a teacher has low expectations about the performance of his students, they will share the same feeling and will not do their best. (Dörnyei, 2001, p. 34)

3. Good relationship with the students: Teachers have to maintain a good relationship with students not only academically speaking but also personally. Teachers who share students' life matters with them, worry about their personal problems and establish a relationship of mutual trust are the ones that enthruse students to enrol in school activities. Still, creating a positive relationship is not always easy to do. It requires some components, such as: acceptance of students (non-judgemental positive attitude), ability to listen and pay attention to them (greet students, remember their names, smile at them, notice interesting features of their appearance, show interest in their hobbies, remember their birthdays, etc.), and availability for personal contact (join students in the playground, at lunchtime, give them your e-mail address or phone number, chaperone school events, etc.) (Dörnyei, 2001, p. 36)

4. Good relationship with parents: In the case of children education, their parents' opinion is relevant and so they could be of great help, at the moment of engaging in motivational practices. Gardner (1985) states that parents, in the field of second language learning, play a passive role meaning that they transmit their feelings towards L2 and its community to their children and could be models of the language, too. A good way to establish a positive relationship with parents is by keeping them informed of all the activities that take place at school and letting them be part of the decision-making process on what they consider best for their kids. (Dörnyei, 2001, p. 39)

- ***A pleasant and supportive atmosphere in the classroom:*** The language classroom might be considered as one of the most threatening places for students and even more for those who already have a low self-esteem because learners have to take risks without having a complete control over pronunciation, intonation, grammar and content at the same time. That is why creating a positive atmosphere in the classroom is indispensable and it can be achieved through the existence of an encouraging relationship between classmates (avoiding making fun of students' mistakes and taking mistakes as a normal part of the process), the use of humour when appropriate and without disrespecting anybody, and the classroom personalisation with posters, pictures, bulletins, or decorations. (Dörnyei, 2001, p. 40)

- ***A cohesive learner group with appropriate group norms:*** The discipline of classroom dynamics see group cohesiveness and group norms as two elements with big influence in the motivational process. Cohesiveness is described as the willingness of members of a group to provide mutual support, and to make every member feel welcome in it. (Ehrman and Dörnyei, 1998, p. 51) Students in cohesive groups tend to be highly motivated to learn and enjoy their classes due to each others encouragement to achieve group goals. To help students form a cohesive group some factors such as the amount of time spent together, how much learners know about each other, contact and interaction, cooperation, successful completion of group tasks, solidarity, and effort investment in the group's goals are required. (Dörnyei, 2001, p. 42) In addition to it, classroom rules that determine what a student can or cannot do in the class are also an imperative element. To get students respect the rules it is necessary to discuss them openly, so learners understand and adopt them

eagerly. There are some ideas to make the rule setting process easier, among them, formulating probable goals, justifying the purpose of each rule, having the group discuss the norms, eliciting possible rules from the learners and submitting them to discussion, and agreeing on a set of class rules. In this way establishing the group norms will become a negotiation process rather than an imposition. Finally, to make sure students will internalise the rules, the teacher has to enforce the agreed norms by practicing them every day, otherwise students will think that it is a waste of time to follow them and will disobey. (Dörnyei, 2001, p. 44)

1.2.3.1.2 Generating Initial Motivation

In an ideal view of motivation and learning, like little children, all students should possess an innate curiosity and readiness to learn, yet, compulsory curriculum and school attendance make it difficult for them to get involved in enthusiastic learning. (Brophy, 1998, p. 62) Even in a group of students with the basic motivational conditions their motivation will not be automatically there, so teachers must find some ways to convince their students to achieve the existent class goals even though they are not the ones they would enjoy, and generate a positive attitude towards learning. (Dörnyei, 2001, p. 50) Generating motivation is a course of action that is formed by the following elements: enhancing the learners' language-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learner beliefs.

- ***Enhancing the learners' language-related values and attitudes:*** Everybody embraces a value system which has been established since their early age and modified by past life experiences. It consists of a group of attitudes, beliefs, and feelings towards our surroundings. This system has an important role when expressing people's preferences. Therefore, it can be exploited in the motivational language learning field through positive language-related support of values and attitudes. In order to do it there are three important dimensions of the value system that teachers need to know: 1) the intrinsic value (learners' interest and enjoyment of the language class), 2) the integrative value (learners' desire to interact with the target language community), and 3) the instrumental value (convenient benefits from I.2 proficiency) need to be prompted. (Dörnyei, 2001, p. 51)

- ***Increasing the learners' expectancy of success:*** Expectancy of success has been one of the most researched factors concerning motivational psychology because investigators believe people do things effortful if they know they are going to succeed. This principle also applies to learning. Expectancy of success goes together with values. If students have to work on an activity, it has to be one that they enjoy and think as meaningful to expect them to succeed. To help students create a success-oriented attitude, teachers can enhance their hopes for achievement by providing enough preparation to work on a task, offering assistance, letting students help each other, making the term "success" as clear as possible, modelling success with successful students, and recognizing and removing possible obstacles to learning. (Dörnyei, 2001, p. 57)

- ***Increasing the learners' goal-orientedness***: If the teacher wants any group to achieve its objectives, its members will need to share the same goals. (Rosemary Senior, 1997, p. 2) Although in the English class it may seem that everybody's main goal is to achieve language proficiency, some learners could present different points of view. For them, academic goals are not the only ones to accomplish, but social objectives are also central for their motivational development. The most motivating learning experiences for students will be those that regard both social and academic aims. (Wentzel, 1999, p. 13) A good method to direct students to the same goals is to discuss students' general goals honestly, negotiate and agree on the most important for the class. Those goals need to be checked periodically to make sure the class is following the correct path to attain their intentions. (Dörnyei, 2001, p. 59)

- ***Making the teaching materials relevant for the learners***: Whisler (1997) maintains that one of the most demotivating aspects for students is when they have to learn something that is not relevant to their lives. Unfortunately, this is what really happens at schools because the curriculum is created on the basis of what society thinks learners need but not on what they actually require. (Brophy, 1998, p. 65) Some motivational advice given to teachers concerning this is that they have to know about their students' goals and their interests, hobbies and needs, after that they can incorporate them into the curriculum whenever possible. In this manner students will be motivated because they will see the material as worth to learn. (Dörnyei, 2001, p. 62)

- ***Creating realistic learner beliefs:*** Language students normally have erroneous beliefs about language learning. Some might think that learning a language could only be done in a target language speaking community, or they may say that if you are good at languages the setting is not important, or that learning a language happens only if you are young enough, to mention a few. The case is that all these assumptions whether correct or incorrect interfere with the normal flow of the language learning process and therefore with the language objectives somebody wants to reach. To avoid students' false beliefs, teachers should talk about the main points of language learning, such as the difficulty of language learning, specifically the one they are studying, the real progress they can make along the course, the requirements to be successful learners, and the best forms to learn a language. (Dörnyei, 2001, p. 66)

1.2.3.1.3 Maintaining and Protecting Motivation

If the first two steps of the motivational teaching practice were accomplished successfully, creating the basic motivational conditions and generating initial motivation, teachers could believe that the motivational process had been completed; however, once such process starts and is in the correct track there may be many positive or negative motivational influences like the tendency to lose sight of the goal, or get tired or bored which can obstruct the normal course of action. That is why motivation needs to be preserved and sheltered. (Dörnyei, 2001, p. 71) This will

only be possible if the eight most influential motivational areas are covered. Those are:

- ***Making learning stimulating and enjoyable***: Although teachers consciously know that teaching should not be boring or tiring, there are several aspects that contradict that fact. For example, some teachers and students think that serious learning has to take place in a serious, hardworking environment if it is not the case learning is doubtful; teachers are also under pressure to cover the curriculum, this makes them forget about students' enjoyment and they concentrate on concrete products such as preparing students to pass an exam; assignments don't have the quality to be engaging; however they have to be done. Most of the time students have to sit and listen making the class tiring and motionless. (Dörnyei, 2001, p. 72) Fortunately, some techniques to make classes motivating are:

1. Breaking the monotony of learning: Even if the teacher uses interesting approaches to call students' attention over the subject, the everyday use of them can make the class become monotonous. Therefore, to convert the learning process in a varied one the focus should be in the language tasks. For example, a sociocultural issue could be used to work on a grammar task, a writing activity could be followed by a speaking task, using activities based on students' learning styles, working with the class as a whole group and then arranging smaller groups. As well as task variation, teachers should work on other elements of the learning process, for instance, the teacher's presentation style, the learning materials, the degree of

students' involvement, and the classroom arrangement. Eventually, the general rhythm of the class or the sequence of events could also be changed to make the class unpredictable. (Dörnyei, 2001, p. 73)

2. Making the tasks more interesting: To have a more interesting task the content of it has to be attractive to students. They also like a certain degree of challenge in whatever they do. Therefore, the use of puzzles, problem solving activities and soup letters can help. Another idea is to add novelty to activities. It removes boredom. If students have to integrate the exotic, fantasy, or personal element in a task, they will enjoy it a lot. Small group competition is also healthy, yet, in a contest there are always losers, so teachers have to make sure that they don't take it seriously. When students have to come up with a final product like a project as the result of the task, they get really involved. Finally, a little bit of humour makes things interesting, too. (Dörnyei, 2001, p. 75)

3. Increasing students' involvement: Students benefit from a task if they play an important part in it. Therefore, teachers should try to create as many opportunities as possible for students to participate actively. (Dörnyei, 2001, p. 77)

- ***Presenting tasks in a motivating way:*** The way in which teachers present tasks could make a big difference in how students recognize and are involved in such activities.

If teachers use an attractive introduction of the topic, even arid subjects can seem stimulating. For an introduction to be attractive, three components are indispensable:

1. Explaining the purpose and the utility of a task: students are almost always asked to do a task because the teacher wants to, as if school were the army. Normally, a good way to ask students to work on an activity is by giving them good reasons to do it, and telling them why it is relevant in the learning process. To successfully present a task, teachers need to follow these steps: a) tell students the task will be a learning opportunity for them, b) explain how the task fits in the class goals, c) clarify the points students should concentrate on and where they have to be careful, and d) make a link between the task and the student's life experience. (Dörnyei, 2001, p. 79)

2. Raise students' expectations: To make the activity seem more interesting and exciting to the students' eyes, teachers can do the following: show enthusiasm when introducing the task, make students predict or guess what the activity will be about, emphasize the points to be covered, and change the routine while working with familiar activities. (Dörnyei, 2001, p. 80)

3. Providing appropriate strategies to do the task: When students are presented a task to do, teachers often give instructions without exactly knowing if students will be able to be engaged in it. A good idea to help students understand better what to do is by explaining the process step by step, telling them the tactics they need to achieve

the activity objectives and if necessary demonstrating with a model student. (Dörnyei, 2001, p. 80) If there is still some degree of confusion among learners, the teacher can start working with students on the activity and once they feel more confident to work on their own, they will do it. (Wlodkowski, 1986, p. 75)

- ***Setting specific learner goals:*** Goal setting is necessary in every activity we do in our lives and it is of significant importance in the language teaching field. If learners set specific and short-term objectives, they will feel motivated by the positive outcomes they will experience. On the other hand, if objectives are vaguely set or they are too far from being achieved, students' progress will not be seen as the same. Students can learn to set goals in an effective way if they learn how to break down activities or homework into smaller parts, give those parts a deadline, and check their own progress. (Dörnyei, 2001, p. 81) McCombs and Pope (1994) proposed a seven-step process for successful goal setting: 1) define goals clearly, 2) list steps necessary to attain goals, 3) think about possible problems to come, 4) think of solutions for those problems, 5) establish a time to achieve each goal, 6) evaluate progress, 7) give yourself a reward. They also suggest that students should know the "ABCD" of goals, which means: goals should be Achievable (possible for your age and strength), Believable (positive thoughts of accomplishment), Conceivable (measurable), and Desirable (really wanted).

- ***Protecting the learners' self-esteem and increasing their self-confidence:*** In the language classroom it is of extreme importance to have students whose self-respect is

strong. In this way they will be able to undertake learning in an optimistic manner. If that is not the case, even the best motivational teaching practices will not be enough to help them master the language. Learners from all ages are likely to suffer from a low self-esteem caused by several reasons, though teenagers are the most sensitive to it due to the stage of life they are going through. For these people their self-image is their main concern. They feel insecure and worry about everything. It gets even worse when they have to face the fear of performing in a subject in which there is a high probability that they will make mistakes. They will then decide not to participate to protect their own value and worth. Hopefully, there are some techniques the teacher can use to guide students to a constructive direction to building self-respect and gaining confidence. (Dörnyei, 2001, p. 86)

1. Providing experiences of success: Scheidecker and Freeman (1999) sustain that the hidden meaning of self-esteem is success. If learners experience it in class activities, they will start envisaging success all the way through the process. "Success breeds success." (Dörnyei, 2001, p. 89) The teacher can enhance the opportunities for students to succeed if they start with simple tasks that everybody can do and later increase their level of complexity. So if students do well at the very beginning, they will be encouraged to accomplish something else even more challenging.

2. Encouraging the learner: James Raffini (1993) maintains that self-esteem develops from other people's beliefs. When teachers believe in their students, students believe

in themselves. When people you respect say that you can do it, you can. Encouragement is an optimistic convincing expression that someone can achieve goals. With it students see their capabilities and strength and they feel trusted. Some students might need just an encouraging word to perform effectively, while others may require constant encouragement. (Dörnyei, 2001, p. 90)

3. Reducing language anxiety: Language anxiety diminishes motivation and the students' desire of achievement. (MacIntyre, 1999, p. 32) Learners feel anxious for many reasons, like performing in a language they hardly know about, interacting with the teacher in the target language, the grading system, or others' critics. Students need to encounter language in an anxious-free zone. This can be possible if all the factors that lead to students' apprehension are removed. For example, stop comparing successful and unsuccessful students, avoid saying grades out loud, cease commenting with the learner that he is a little behind the others, evade classroom competition where winners receive rewards and losers sarcastic comments, prevent the exaggerated correction of mistakes, and forget about unannounced tests. (Dörnyei, 2001, p. 91)

4. Teaching learner strategies: A certain degree of success working on a task depends on the amount of support students have. Teachers can show students some strategies they may use in different situations, so learning becomes more effective. The set of learning strategies learners could employ have been presented previously in this chapter. Besides those, students can use communicative strategies such as asking for

clarification, repetition, confirmation, expressing non-understanding, asking for help, among others. They will help them overcome obstacles the moment of communicating. (Dörnyei, 2001, p. 94)

- ***Allowing learners to maintain a positive social image:*** At school students have to face not only academic concerns, but also social issues. If a learner succeeds in a subject, this will influence his intellectual development as well as his social position in the class. In contrast, if someone fails in a subject, the result will be personal frustration and public humiliation. Consequently, a learner will do whatever is necessary to keep a positive social image. Raffini (1996) says that “There are few influences in a student’s life more powerful than the feeling of being rejected by others.” To support students maintain a positive social image there is a list of “should not do” that has to be considered: 1) teachers should not criticise or correct students in a humiliating form, 2) teachers should not tell students to participate if they are not confident enough to do well, and 3) teachers should not discipline students in a way they feel dishonoured. The best method is to create opportunities for students to show their brightest side and ask them to contribute with class duties they might be good at. (Dörnyei, 2001, p. 97)

- ***Promoting cooperation among the learners:*** Group cooperation is one of the most powerful tools to motivate learners. This fact is so widely known that it has been declared that students who work in cooperative classrooms tend to increase their self-esteem and self-confidence. Moreover, Slavin (1996) talks about an approach called

cooperative learning that has shown excellent results in achieving communicative competence. There are many reasons to use cooperation as a motivation prompter: it promotes students acceptance regardless of their race, culture, or social status, it raises students' expectancy of success, it develops in students a sense of belonging and comradeship, it increases students' sense of obligation and responsibility, it encourages students' autonomous learning, it enhances students' satisfaction for successfully completing a task, it helps students relate their success to the degree of effort they put on a task. (Dörnyei, 2001, 100) To use cooperation efficiently teachers should put students together in groups of 3 to 6 members, students should depend on each group member to complete a task by giving them specific roles, and learners should be trained on how to work as a group. (Dörnyei, 2001, p. 100)

- ***Creating learner autonomy***: Autonomy is a term that has generated positive and negative reactions among researchers. The idea of integrating autonomy to learning is that students succeed despite of the quality of education they receive at school. A complementary point of view says that learners who are capable of learning by themselves may achieve superior proficiency. Autonomy gives freedom to learners to choose the activities and teaching materials they want to use rather than doing things by force. Such freedom enhances students' motivation. For an autonomy-supporting teaching practice two points have to be taken into account: 1) learners' involvement in the learning process organization (allowing learners to choose activities, materials, topics, and assignments, giving students the position of a real authority with responsibilities and roles, encouraging students to contribute with the class and with their classmates, emphasizing project work, letting students use self-assessment

when appropriate, and making them decide when and how to be evaluated), and 2) a change in the teacher's role (the teacher's role will be as facilitator). (Dörnyei, 2001, p. 102) Benson (2001) recommends the following approaches as good practices to encourage autonomy: resource-based, technology-based, learner-based, classroom-based, and curriculum-based approaches.

- ***Promoting self-motivating learner strategies***: Most of the responsibility to motivate learners tends to be in the teacher's hands, still, learners could also be responsible for increasing their own motivation through the use of some strategies. Kuhl (1987) and Corno and Kanfer (1993) elaborated some classifications that are part of self-motivating strategies. Those are commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies, and environmental control strategies.

1. Commitment control strategies: they are conscious techniques to help students achieve their original goals. This can be done by keeping in mind positive rewards, and concentrating on what could happen if the original goal was not achieved.

2. Metacognitive control strategies: they are conscious techniques used by learners to check and direct concentration. For example, reminding oneself to concentrate, imagining what could happen if you did not concentrate, telling oneself regularly about deadlines, ignoring unrelated aspects on purpose, recognizing possible

distractions and working on defence techniques, concentrating on the first step to take.

3. Satiation control strategies: they have the purpose of adding attraction or interest to the activity by giving to the task a twist to make it funnier or more challenging, and using one's fantasy.

4. Emotion control strategies: they can consciously promote positive emotions to execute students' goals. This could be achieved by creating useful diversions, recalling talents and strengths, using self-encouragement, applying relaxation and meditation techniques, counting to ten, sharing feelings with someone else, and praying.

5. Environmental control strategies: they try to eradicate negative influence in the environment such as noise, friends, or temptations like cigarettes or alcohol. Instead students can create positive environmental influences by arranging a party or a meeting with the only purpose of working, making a promise to do something, putting yourself in a no way back situation, and asking friends to help you. (Dörnyei, 2001, p. 110)

1.2.3.1.4 Encouraging Positive Self-evaluation

A motivational teaching practice cannot be complete if it lacks the students' self-evaluation stage. It is a human characteristic to look back and analyse our past performance instead of just continuing focusing on future challenges. This is how our past and future are very close attached, and a necessary step to increase students' motivation is to help them confront their past in a positive and productive way so that they can envisage a future full of success. (Dörnyei, 2001, p. 117) Some important aspects to be covered in this section are: promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

- *Promoting motivational attributions:* The word attribution relates to the explanation given by people about their success, or why they experienced failure in the past. The attribution theory that started in the 80's as a result of the psychologists need to understand such human trait provided teachers with some guidelines concerning students' thoughts about their past performances and what comes behind each of them so students' negative attitudes could be positively shaped. Learners normally attribute their success or failure to: ability, effort, task difficulty, luck, mood, family background, help or impediment from others. (Graham, 1994, p. 50) Emma Ushioda (1996) says "The ideal motivational scenario is one in which students attribute positive outcomes to personal ability, and negative outcomes to

temporary shortcomings that can be remedied.” In language learning the attribution theory is very important for two reasons:

1. Failure in learning a second language is very common among the people who engage in L2 learning. There are few people that are able to describe themselves as proud of their level of proficiency. Therefore, if failure is a frequent experience among language students, the way people think about these failures will have a negative impact in their lives. (Dörnyei, 2001, p. 119)

2. The language aptitude that some people possess to learn a second language is frequently referred to by learners. Consequently, it will be easy for them to relate their failure to lack of ability, even if it is not true. (Dörnyei, 2001, p. 120)

Those two incorrect assumptions can be changed by attribution training. Its main objective is to encourage students' effort attributions. To accomplish the latter goals it is basic to: provide students with proper feedback (in failure cases relate them with a low effort and the need to implement skills and strategies), refuse to accept ability attributions (do not let students refer to the abilities they have but tell them to rely on hard work, persistence, or the use of techniques), share personal experiences in which you had to work hard to succeed, encourage learners to describe the efforts they made to accomplish a task, and make effort and perseverance a class rule. (Dörnyei, 2001, p. 120)

- ***Providing motivational feedback:*** Feedback is an indispensable element in the learning process and an influential tool to enhance students' motivation. Nonetheless, not every piece of feedback is as effective as we think. Teachers have to be careful with the comments they make. They could hurt students' feelings. Ford (1992) supports that students cannot make progress if they do not receive the correct feedback information, even pursue of goals could be blocked. To give encouraging feedback to students three things are necessary: 1) gratifying function (praise learners), 2) communication of trust and support, and 3) recognition of areas students need to improve. Like so, students will be receiving the aimed "positive information feedback" that they need. (Dörnyei, 2001, p. 122)

- ***Increasing learner satisfaction:*** People in general tend to have a challenge-oriented attention meaning that when success arrives humans take it for granted. They do not celebrate the accomplishment of a task as often. On the other hand, when people experience failure, they overemphasize the issue and that prevents them from building a positive self-image. Celebrations are necessary to raise students' awareness of their capability. A good motivational strategy to celebrate students' success is the over-celebration. For doing this, teachers can lean on the following techniques: monitor and recognise students' accomplishments, take time to celebrate success, look back on what has been achieved, publicly display students' work, and reinforce students' achievements through an award event, thanking learners, or using small appreciation gestures. (Dörnyei, 2001, p. 125)

- *Offering rewards and grades in a motivating manner*: The role of rewards and grades in the motivational process is controversial. Psychologists do not like the use of grades and other types of rewards to assess students' academic performance; however, teachers do. Raffini (1996) says that rewards and punishments are the only tools some teachers have to motivate their learners. Moreover, some psychologists think rewards could actually do more damage than benefit to students. They destroy the real purpose of a task and the genuine point of learning. In an ideal world where students would have natural curiosity to learn and enjoy the learning process, rewards would not be required. Nevertheless, nobody lives in an ideal world and rewards are necessary. There are some possible risks on using rewards. Those are: rewards can demoralize students' motivation (Deci and Ryan, 1985, p. 40), students ignore the usefulness of a task when offered rewards to accomplish it (Brophy, 1998, 72), and students who are used to getting rewards will try to minimize efforts and maximize the reward (Covington and Teel, 1996, p. 69).

Although rewards seem to have a negative influence in increasing students' motivation, when used properly they could be good teacher's allies. To do so, teachers can use the next pieces of advice: do not overuse rewards, do not take rewards seriously, rewards should have a visual image like certificates, or badges, let students choose their rewards so they become meaningful to learners, and offer rewards as unexpected presents for students accomplishment of tasks. (Dörnyei, 2001, p. 127) Finally, grades, that are used to emphasise the product rather than the process and represent how wrong contemporary education is, are given a lot of importance in the education system and so they tend to distort students' self-image.

Learners think they are just as worth as the grades they receive, disregarding many qualities they have. (Covington and Teel, 1996, p. 70)

The main concerns about grading and the learning process are: getting good grades can become more important than learning, grades put teachers and students in opposite camps in a battle, grades might encourage cheating, grades are subjective, grades focus students on ability rather than on effort, and they increase students' anxiety. All those worries are significant if teachers are trying to enhance students motivation to learn, yet there are some practices that can diminish the negative side of grades: make the rating system transparent, write positive comments on performance and suggestions when grading papers, grading should reflect students' progress, grading should be an ongoing process, the teacher should add learners self-assessment to the students' ratings, a peer grading system could also be developed, the final rating should be discussed by the teacher and the learner as a negotiation process, and students should rate the teacher too. (Dörnyei, 2001, p. 130)

1.3 Hypothesis

The use of motivational teaching techniques facilitates English learning at level 4 at the Languages and Linguistics School in the Pontifical Catholic University of Ecuador in Ambato.

1.4 Hypothesis Formulation

1.4.1 Independent Variable

Motivational teaching techniques

1.4.2 Dependent Variable

English learning

II

METHODOLOGY

2.1 Research Methodology

The investigation approach used in this dissertation is quantitative. It was employed to search the causes and explanations of the facts that are being studied. Moreover, a quantitative method leads to the hypothesis verification, and it emphasizes on the obtained results. (Herrera, Medina, and Naranjo, 2004, p. 102)

The form of investigation utilized besides bibliographic investigation was field investigation due to the fact that it was necessary to get in contact with the English teacher and students to collect the data that could match the dissertation's objectives. Moreover, experimental investigation was also applied because the independent variable (motivational teaching techniques) had to be manipulated to observe its impact on the dependent variable (English learning) (Herrera, Medina, and Naranjo, 2004).

2.2 Universe and Sample

The universe, focus of the dissertation, was the English teacher and students at level 4 at the Languages and Linguistics school in the Pontifical Catholic University of Ecuador in Ambato. There were 10 students in total, five girls and five boys, all of

them adolescents, so the research was done with the entire group. Choosing a sample for the investigation was not necessary in this case because working with a too small sample would have produced unreliable results (Herrera, Medina, and Naranjo, 2004).

2.3 Subject of Study and Place

English teachers have always been concerned about trying out new activities to motivate students because motivation is one of the main elements necessary to succeed in language learning. Nevertheless, some of the learners would still come to the class without any trace of willingness to learn. Even if teachers did their best to present classes in such a way that students would enjoy them, there was still a lack of motivation in the atmosphere that made them realize they should go beyond pleasant classes. That is why it was decided to investigate deeply the different motivational teaching techniques that could be applied in the classroom to help students learn English easily.

The place selected to do the research was The Pontifical Catholic University of Ecuador in Ambato because it is considered a serious institution with several years of experience that have been reflected on all the students that finished the language courses with a high level of proficiency.

The group of study consisted of ten teenagers aged 13 to 15. Five boys and five girls. They had an intermediate level of proficiency in the English language. Generally speaking their relationship was good. They did not show a lot of enthusiasm in their classes. It is important to mention that despite covering only the first two units of the required contents for the first partial exam (see annex 6), the students in this class showed a regular grade in average. (See table 2.1) Before starting with the application of this study, an interview (see annex 1) with the teacher in charge of the class was carried out to guide the beginning of the research.

2.4 Process Description

As it was previously stated in the literature review chapter, the Motivational Teaching Practice consists of four stages which are: 1) Creating the Basic Motivational Conditions, 2) Generating Initial Motivation, 3) Maintaining and Protecting Motivation, and 4) Encouraging Positive Self-evaluation. That is the process that can be seen in the following description.

In the first step of the process, the level four English classes were observed by the researcher for a reasonable period of time; so that, after it, the techniques could be applied accordingly, to see if the students would experience any change in their language learning motivation. There was cooperation all the time. For the

implementation stage, the students were curious to know what had been prepared for each lesson and were glad to have another teacher in their class.

After the observation, it was noticed that most of the basic motivational conditions such as an enthusiastic teacher, the teacher's interest in his students, a good relationship between the class members, the use of humour in the class, students' interaction, cooperation, and class rules respect were present at that point. Therefore, it was decided to concentrate on the next stages of the Motivational Teaching Practice that needed to be treated.

The second stage was initiating motivation. Here, two of the principles mentioned in the theory actually occurred. The teacher made material interesting and he created students' realistic beliefs about learning English. The rest of the techniques belonging to this stage did not take place; meanwhile, they required to be worked on. First, for the enhancement of students' L2 values and attitudes one of the exchanged teachers who come from England every year was invited to join the class and talk about him and his country. Students were excited to have him with them although they seemed shy at the beginning. At the end of the session, the learners made comments about the experience because they had learned some new information about an English speaking community and they also mentioned that they were able to understand the teacher most of the time and that made them feel proud. Afterwards, to increase the students' expectancy of success they were provided with enough information and instructions the moment of working on tasks. In that way, they could accomplish activities successfully and felt confident about their proficiency level. For example, there was an activity in which students had to write the follow up of a

story using a combination of the past tenses they had been reviewing. The beginning of the story was done for them and they had questions to guide their writings so they could develop creative and well sequenced stories. They were allowed to work in pairs because they could help each other. The most creative story was awarded with some prizes. At the end of the task they had created interesting pieces of writing.

After that, the investigation continued with the third stage in the motivational practice, maintaining and protecting motivation. The first action taken was to work on short-term goal setting. During the class the objectives of every task were explained. They were not more than two per lesson, such as being able to infer meaning from context. When the class ended its objectives were checked again to see if they had achieved them. Every student answered according to whether they could do something or not. Students seemed to work more enthusiastically when they knew the purpose of the class activities.

The next principle, the increase of students' self-esteem and self-confidence was taken care of through the use of games and competitions. Students were given the chance to show their abilities and be successful in task completion. For instance, they played a game called slap the board in which they had several adjectives that described people behaviour written on the board. The class was divided into two teams. In turns one member of each group had to stand up in front of the board, far enough to be able to run and touch the correct adjective the moment they listened to its definition in English. Sometimes they did not know an adjective and they used

their intuition or they listened to their classmates to slap the correct one. Some students were really happy because they were fast runners and others because they knew some of the adjectives. In that way, besides sharing with their partners, socialising, and being praised by the teacher and the rest of the students for their effort, they felt good about themselves. It could also be said that the relationship between them became better because there had been some small issues between them before and they disappeared the moment students were involved in interesting activities.

Some reading material that the book proposed to teach pupils how to infer meaning of words from context was prepared and used in a different way so it was easier for them to understand. It is one of the proposed strategies to balance tasks difficulty so students can work on them effectively and feel confident with the language.

The last stage of the motivational teaching practice was encouraging positive self-evaluation. The moment of working on group tasks, students were asked to focus on the effort they had put on them and the positive outcome they had produced. Some reassuring and encouraging words were given to them whenever they made a mistake. When there were competitions, there was always a winner and a loser group. The winners were clapped and for the losers there was a second opportunity to end up victorious. Finally, students who tried hard in class were praised, for example, in an activity where they had to practice English collocations, big cards with verbs and smaller ones with the nouns that normally go with them were prepared. Students

had to match the correct verb and noun. As they were working in pairs, the group that had all the collocations correct received a prize. That is something teenagers love. There were always some goodies to make them happy and help them work with even more effort.

After the time the researcher used to work with the students at level four a change of attitude was perceived. As Atkinson said in 1993, a reasonable change in behaviour that results from practise represents learning. The learners enjoyed being in the class and sharing with their classmates. They seemed to understand the language without too many difficulties. Their relationship strengthened and they showed interest in the activities they had to accomplish.

The group average in their first partial exam was 6.91 out of ten. On the other hand, their average in the midterm exam was 6.93. (See table 2.1 and annex 8) As it is widely known, researchers prefer numbers to show results in the scientific field. In the language classroom, not being an exception the Catholic University, one of the methods to prove students' learning are examination results; being that the case, we could only prove that the achievement of this class improved a little in spite of the circumstances. However, as English teachers, we normally consider some other factors that influence learning evaluation apart from numbers, that is to say, qualitative appraisal, which in the assessment process tells educators how well a student does. (www.silorg.com)

Some other factors that needed to be considered for the study purpose were: the midterm exam covered more units than the first partial exam; also, the exam level of difficulty was higher because complex activities were used in the grammar and vocabulary section. (See annex 7) Nonetheless, we should consider that students were also given an oral exam, which showed a better performance. As a result, the average grade of the midterm evaluation did improve a little.

Student's name	First Partial Exam/10	Midterm Oral Exam/10	Midterm Written Exam/10	Average Midterm Exam/10
Student 1	7,60	6,00	5,50	5,75
Student 2	7,70	8,00	7,10	7,55
Student 3	8,40	9,00	8,70	8,85
Student 4	7,00	8,00	5,60	6,80
Student 5*	4,50	9,00	0	4,50
Student 6	5,60	7,50	5,10	6,30
Student 7	7,60	7,00	6,40	6,70
Student 8	7,90	8,00	8,80	8,40
Student 9	5,80	8,00	7,30	7,65
Student 10	7,00	7,00	6,60	6,80
Average	6.91	7.75	6.11	6.93

* This student did not take the midterm written exam; therefore, her grade was zero.

Table 2.1 Level four grades register

Source: Languages and Linguistics Department PUCESA, 2008

The previous table shows the grades students at level four obtained in the first partial and midterm exams. It is important to point out that in the midterm written exam one of the students was absent and her grade was zero. Such grade did not show the real improvement the student made. Moreover, it lowered the group average.

Another aspect that influenced learning was the fact that the English teacher in charge of the study group was absent for a week due to a health problem. The group had a cover teacher; however, they did not move on according to the planning. That is why, the moment of applying the techniques, the researcher's responsibility was not only to use the motivational strategies in the class to increase the learners' enthusiasm to learn, but also to help them catch up with the contents, so that, they could do well in their exam.

2.5 Data Collection

2.5.1 Instrument Elaboration

The first method used to collect data was a pre-observation interview between the investigator and the English teacher at level 4 to bring together some general information about the level he was teaching, his students' background, and some

personal knowledge. (See Annex 1) It was also a good opportunity to explain about the research objectives and other issues concerning the study. Then, to study motivational factors it was indispensable to rely on what the investigator perceived in a real class situation, therefore field observation was employed. During this phase all the gathered facts were classified and registered in two different types of observation sheets. The first was a basic observation record sheet that allowed the researcher to observe the kind of motivation students presented, factors affecting their motivation, and the stages in the class during which motivation took place from the teacher's part. The second was a tally sheet that had as its main objective to examine the actual use of motivational teaching techniques in the class. (See Annex 2 and 3) Finally, two questionnaires related to English learning, that included methodologies and ways to learn the language, and motivation and motivational teaching techniques were applied to students to get some important information for the research. (see Annex 4 and 5)

2.5.2 Verification and Validation of Instruments

Before applying the questionnaires to the students that were subjects of research, it was necessary to do a pilot test to make sure there were no mistakes or misunderstandings that could cause problems at the moment of collecting the data. Another group studying at the same institution with similar characteristics as the one that was going to be observed served this purpose. The students read the

questionnaires and answered them. With this pilot test two errors were found, both of them in the motivation and motivational teaching techniques survey.

The first was in question seven that asks students to enlist the class characteristics they considered most important. Numbers one to five had been put; however, the characteristics they had to choose from were eight. (See annex 5) Therefore, it was decided to delete the numbers and instead let ten blank spaces so students could even add two extra ones if it was the case. The second error was in question eight where students had to choose the activities that their teacher used to motivate them. They were also asked to say the frequency in which those activities happened. In parenthesis it was written: always, often, sometimes, and never. Nevertheless, it was not appropriate to put never because students had to say which activities the teacher employed.

2.5.3 Application of Instruments on Subjects of Study

On the first day of observation at the fourth level, the pre-observation interview (see annex 1) was applied to the teacher in charge. Immediately after, the observer continued the process with an observation sheet. (See annex 2) Interesting information about students' intrinsic or extrinsic motivation for learning English was gathered. After that, using the same instrument, factors that affected students' motivation were detected.

To finish with the general observation, the stage of the class in which motivation took place was recorded using the basic observation sheet as well. Some time after, students received the two questionnaires related to methodologies and ways to learn the language, and motivation and motivational teaching techniques. (See annex 4 and 5) They completed them without any problem. The last week of observation was dedicated to the use of the tally sheet (see annex 3), which aim was to collect information about the actual use of motivational teaching techniques in the class.

2.6 Data Processing and Analysis

2.6.1 Data Tabulation

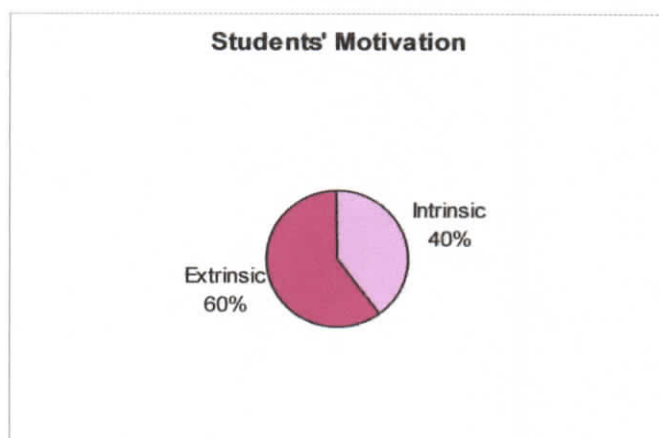
2.6.1.1 Pre-Observation Interview

The English teacher in charge of the study group answered some general questions about the level he was teaching, his students' background and the teacher' qualifications. The fourth level of English is formed by ten students, all of them teenagers. They have an intermediate language proficiency level. They have been working together for the last two semesters and they have a good relationship. The teacher is proud of the students' progress. There is not a specific approach or methodology the teacher uses to teach the language but rather a focus on the

development of communicative skills. Fifteen years of experience in the language teaching field allows the teacher to use a combination of activities considered necessary to help students learn English.

2.6.1.2 Basic Observation Record Sheet

This instrument was used to observe three different phenomena. The first was the existence of intrinsic or extrinsic motivation in the English learners at level four. The results were that four students had an intrinsic motivation, whereas six students presented extrinsic motivation.



Source: Basic Observation Record Sheet (see annex 2)

Figure 2.1 Students' motivation

The next fact observed using the same sheet was if factors such as anxiety, curiosity, attitude, locus of control learned helplessness, or the class environment affected students' motivation. These were the outcomes:

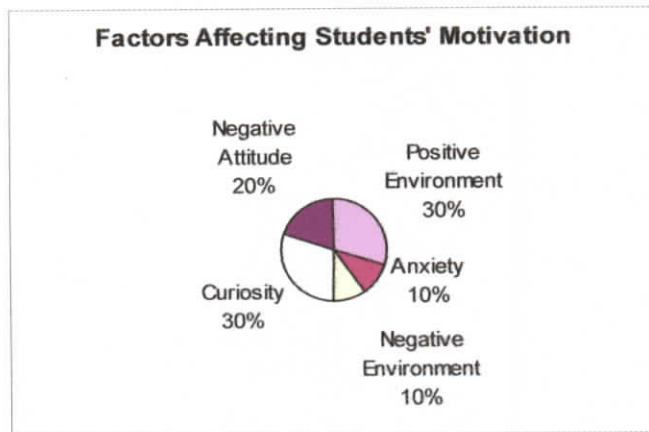


Figure 2.2 Factors affecting students' motivation

The last event that was experienced using the same instrument was the stage of the class in which students' motivation happened. During the observation time (three English sessions) students' motivation was present most of the time at the beginning and some during the class.

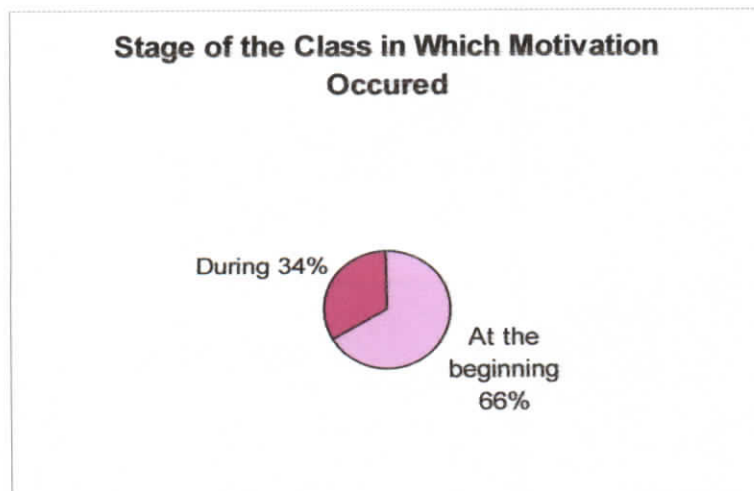


Figure 2.3 Stage of the class in which motivation occurred

2.6.1.3 Questionnaires

The first questionnaire to be applied was the one related to methodology and English Learning Strategies. One student was absent that day so the information was gathered from nine students. However, as this was not the only instrument used to collect the information, the study results were not affected. The results were:

Question	Number of Students who Chose the Item	Percentage
1. Marque lo que su profesor hace para enseñar el Inglés:		
-Traduce del Inglés al Español	4	44%
-Presenta nueva gramática en conversaciones	6	66%
-Hace que los estudiantes se muevan y actúen	8	88%
-Promueve el trabajo en grupos	9	100%
-Considera las diferencias de los estudiantes al aprender	5	55%
-Alienta al estudiante a usar el idioma la mayor parte del tiempo	8	88%
-Proporciona al estudiante actividades que deben ser cumplidas usando el idioma	7	77%

<p>-Elige temas de interés para desarrollar su clase integrando los contenidos que se debe aprender</p> <p>-Otros (corrige y ayuda con nueva gramática)</p>	<p>9</p> <p>1</p>	<p>100%</p> <p>11%</p>
<p>2. ¿Cómo aprende usted mejor el idioma?</p> <p>-Poniendo atención al profesor, haciendo listas para organizar ideas, observando la distribución de la información en una página</p> <p>-Escuchando instrucciones, conversaciones, canciones, trabajando en actividades donde debe conversar</p> <p>-Moviéndose alrededor de la clase, jugando, compitiendo, actuando</p> <p>-Usando sus manos para trabajar en proyectos, llenando información faltante</p>	<p>3</p> <p>7</p> <p>5</p> <p>4</p>	<p>33%</p> <p>77%</p> <p>55%</p> <p>44%</p>
<p>3. ¿Qué hace usted para integrar los nuevos conocimientos del idioma en su mente?</p> <p>-Organiza ideas en su mente</p> <p>-Pone atención a partes importantes de una actividad</p>	<p>5</p> <p>5</p>	<p>55%</p> <p>55%</p>

-Escucha cuidadosamente y entiende todo antes de hablar en Inglés	6	66%
-Controla lo que dice y escribe para detectar errores	4	44%
-Trata de imitar a su profesor o a un nativo hablante	5	55%
-Agrupa conceptos para aprenderlos fácilmente	3	33%
-Practica en su mente antes de decir algo	7	77%
-Asocia palabras que son similares en Español	5	55%
-Traduce para entender significados	5	55%
-Pregunta a un compañero o profesor para esclarecer dudas	8	88%
-Trabaja en grupo para desarrollar una actividad	6	66%

Table 2.2 Methodologies and ways to learn the English language

To illustrate percentages in a clearer form graphs for the same survey were used as it follows:

1. Mark the activities your teacher does to teach the language

Question 1

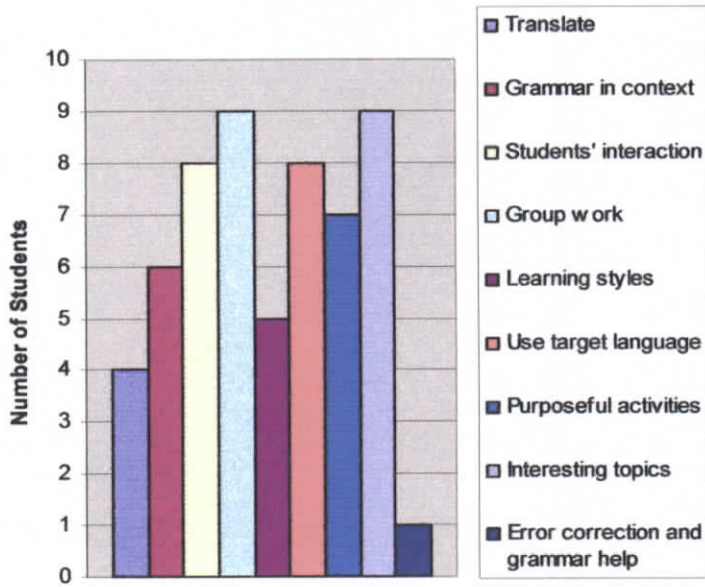


Figure 2.4 Activities the teacher does to teach the language

2. How do you learn the language better?

Question 2

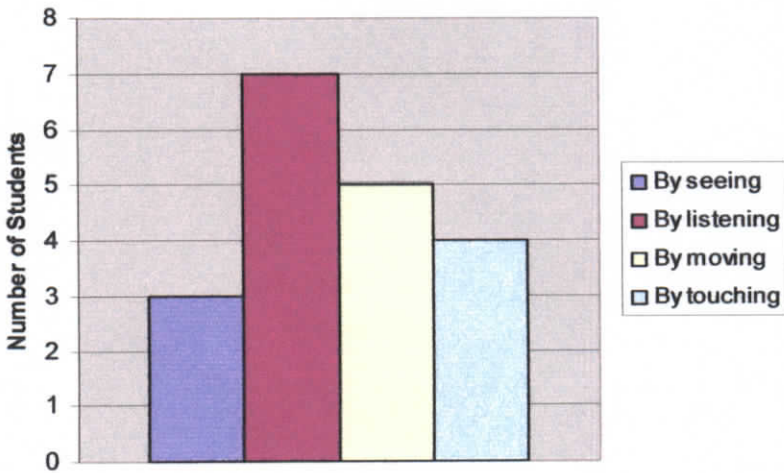


Figure 2.5 How students learn the language better

3. What do you do to integrate the new language knowledge in your memory?

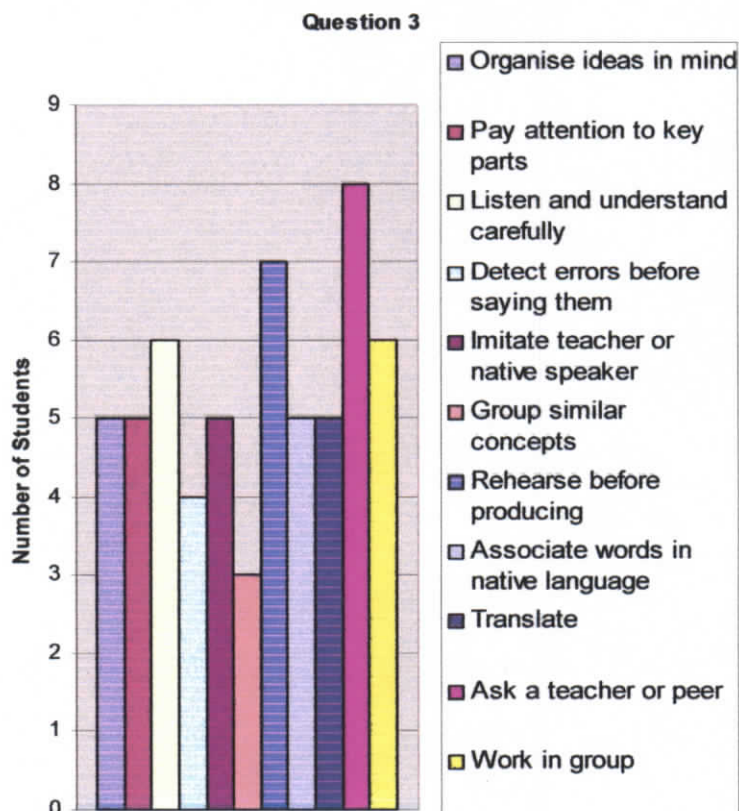


Figure 2.6 Ways to integrate the new language knowledge in students' memories

The second questionnaire that was completed by the students was the motivation and motivational teaching technique one. The obtained data was:

Question	Number of Students who Chose the Item	Percentage
1. ¿Qué entiende usted por motivación?		
-Aliento a seguir estudiando	1	11%
-Forma de ayudar mediante conceptos	1	11%
-Acciones que ayudan al desenvolvimiento de alguien	1	11%

-Incentivo de otros para realizar mejor las cosas	1	11%
-Incentivo para mejorar	2	22%
-Animo para hacer algo	1	11%
-Cosa o frase que nos lleva a realizar mejor las cosas	1	11%
-Alentar de buena manera a realizar algo	1	11%
2. ¿En qué circunstancias se siente usted motivado a hacer algo?		
-Cuando existe una recompensa de por medio	7	77%
-Cuando sabe que va a tener éxito	7	77%
-Cuando observa a alguien exitoso hacerlo	3	33%
-Cuando desea obtener la simpatía de alguien	3	33%
-Cuando piensa que va a ampliar sus conocimientos	5	55%
3. ¿Por qué desea aprender Inglés?		
-Para encontrar un mejor trabajo en el futuro	9	100%
-Para poder comunicarse con extranjeros	8	88%
-Para estudiar en el exterior	6	66%
-Para mejorar sus calificaciones	3	33%

-Porque alguien se lo pidió (padres)	2	22%
4. ¿Qué factores influyen positivamente en su deseo de aprender?		
-Entorno	6	66%
-Curiosidad	8	88%
-Confianza en si mismo	8	88%
-Actitudes de otros	2	22%
5. ¿Qué factores interfieren en su deseo de aprender?		
-Entorno	3	33%
-Ansiedad	4	44%
-Temor al fracaso	3	33%
-Actitudes de otros	5	55%
6. ¿Qué características están presentes en su clase de Inglés?		
-Profesor entusiasta	9	100%
-Ambiente agradable	9	100%
-Reglas claras	7	77%
-Apoyo	8	88%
-Buena relación estudiante-profesor	9	100%
-Buena relación estudiante-estudiante	8	88%

-Tolerancia a los errores de aprendizaje	9	100%
-Interés del profesor por el aprendizaje de los estudiantes	8	88%
7. De las características mencionadas en la pregunta 6 enliste las más importantes		
-Buena relación profesor-estudiante	7	77%
-Reglas claras	5	55%
-Ambiente agradable	5	55%
-Apoyo	5	55%
-Profesor entusiasta	5	55%
-Tolerancia a errores de aprendizaje	4	44%
-Buena relación estudiante-estudiante	3	33%
-Interés del profesor por el aprendizaje de los estudiantes	1	11%
8. Marque las actividades que su profesor hace en la clase para motivar a sus alumnos a aprender el Inglés:		
-Explica la importancia del idioma	5	55%
-Aclara dudas sobre como se aprende un idioma	8	88%

-Establece objetivos específicos para cada lección	4	44%
-Presenta material interesante	8	88%
-Ofrece ayuda incondicional	7	77%
-Hace del aprendizaje un proceso agradable	9	100%
-Presenta actividades de una manera motivadora	8	88%
-Refuerza la autoestima del estudiante	6	66%
-Promueve la cooperación entre estudiantes	7	77%
-Estimula a los estudiantes a aprender independientemente	6	66%
-Enseña a los estudiantes a auto-evaluarse en una forma positiva	4	44%
-Recompensa los esfuerzos de los estudiantes	7	77%

Table 2.3 Motivation and motivational teaching techniques

The above questionnaire has also been represented in graphs apart from question number 1 which asks for a definition of motivation that is difficult to symbolise:

2. When do you feel motivated to do something?

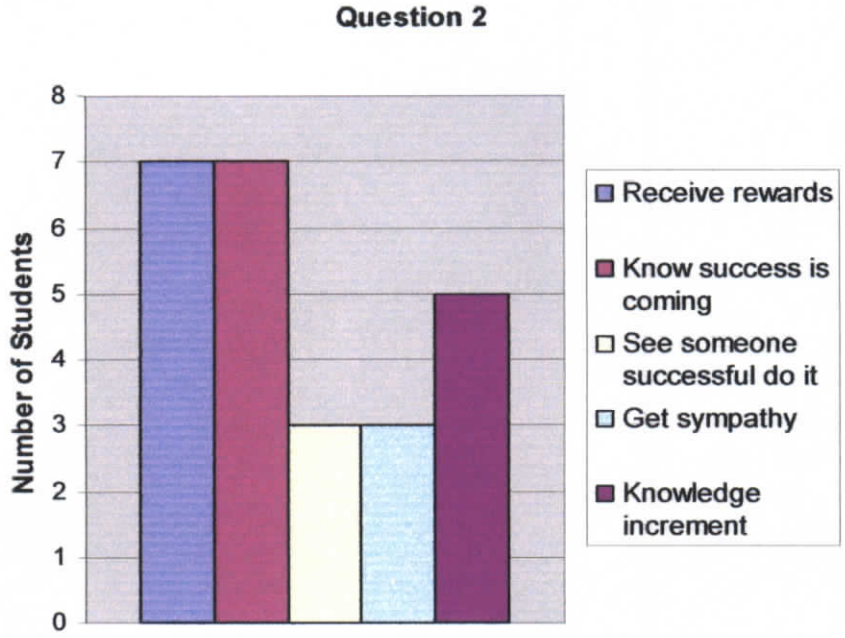


Figure 2.7 Circumstances in which people feel motivated

3. Why would you like to learn English?

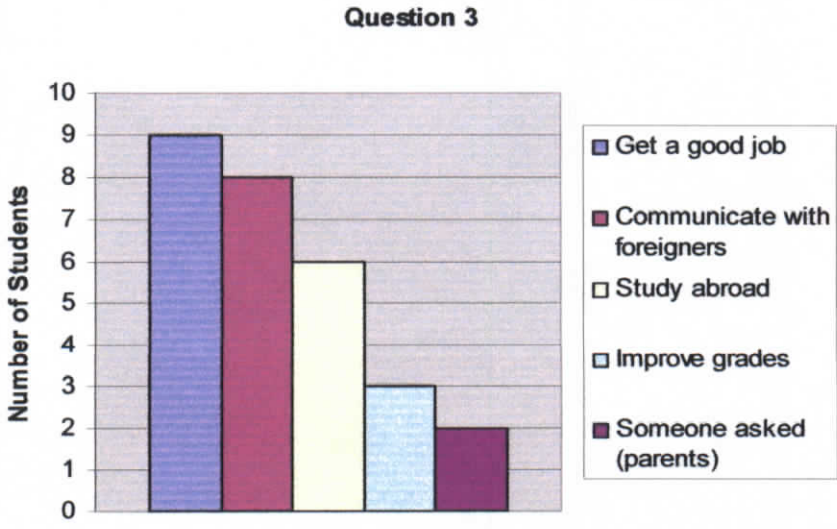


Figure 2.8 Reasons to learn English

4. Which factors influence positively on your desire to learn?

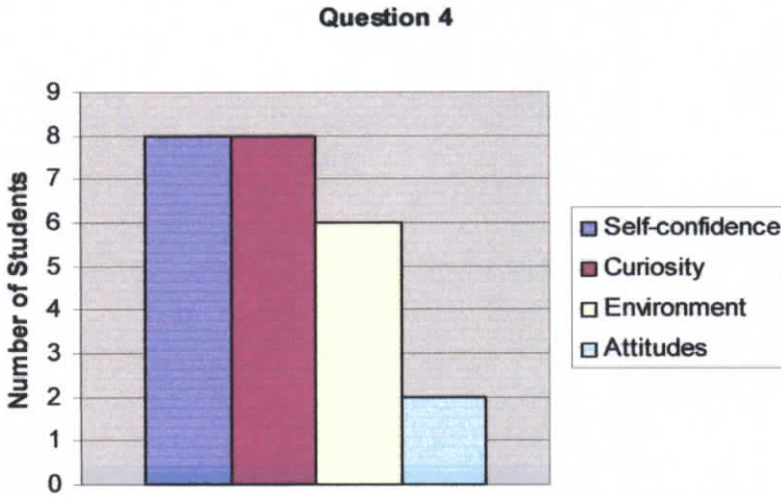


Figure 2.9 Factors that influence motivation

5. Which factors interfere in your desire to learn?

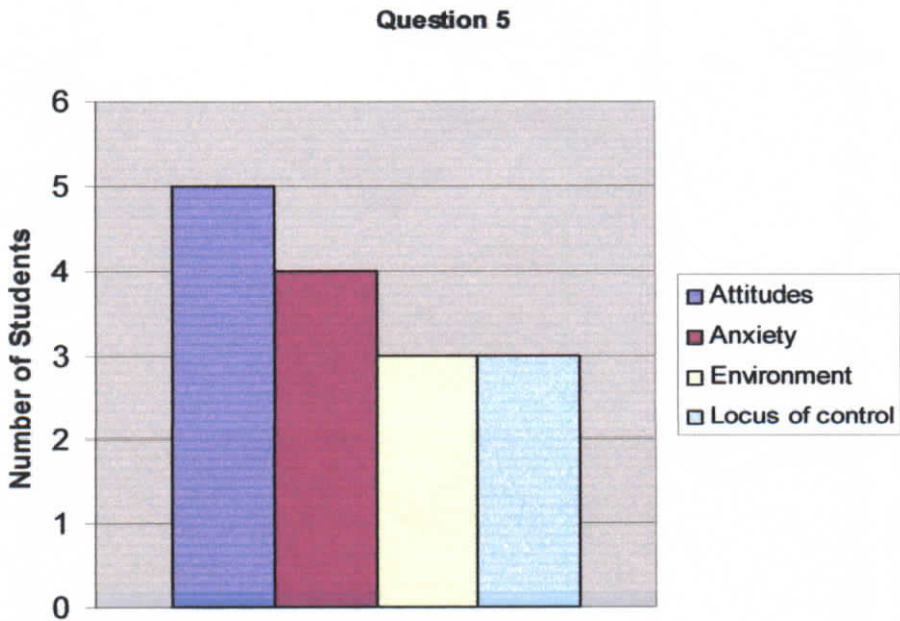


Figure 2.10 factors that interfere with motivation

6. Which characteristics are present in your English class?

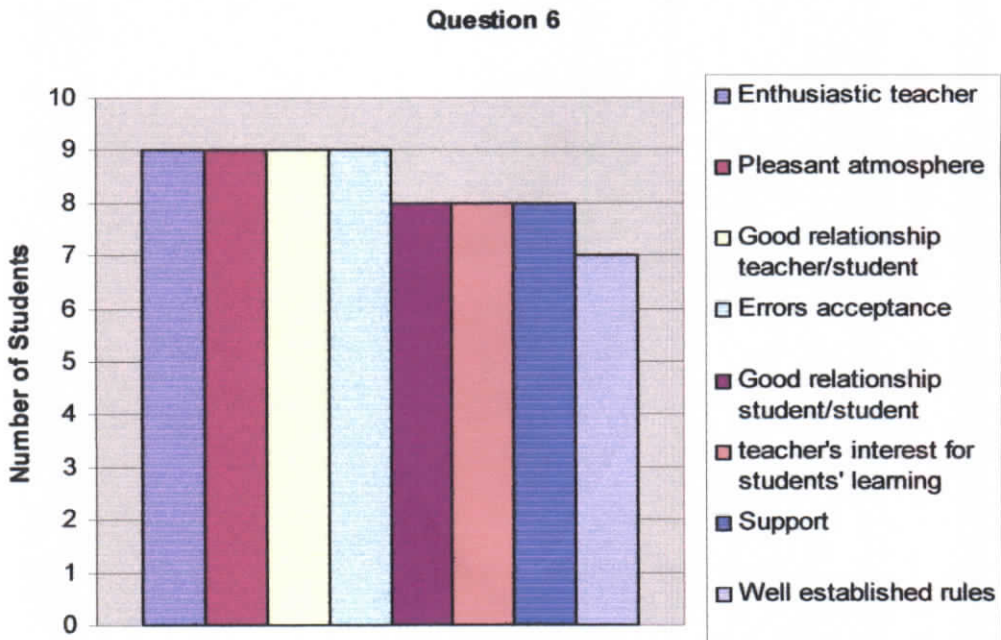


Figure 2.11 Characteristics present in the English classroom

7. From the characteristics mentioned in question 6 enlist the ones that are important to you:

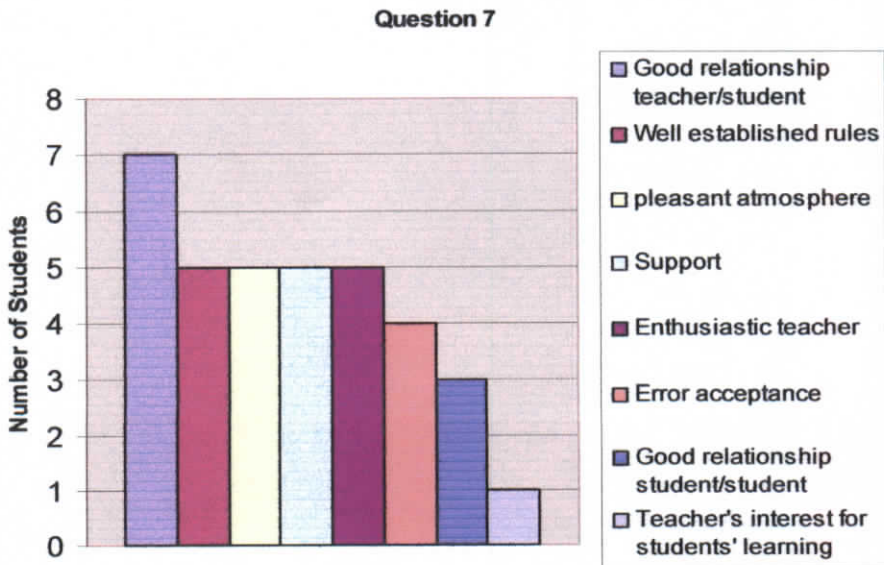


Figure 2.12 Class characteristics important to students

8. Mark the activities that your teacher does in the class to motivate his students to learn English

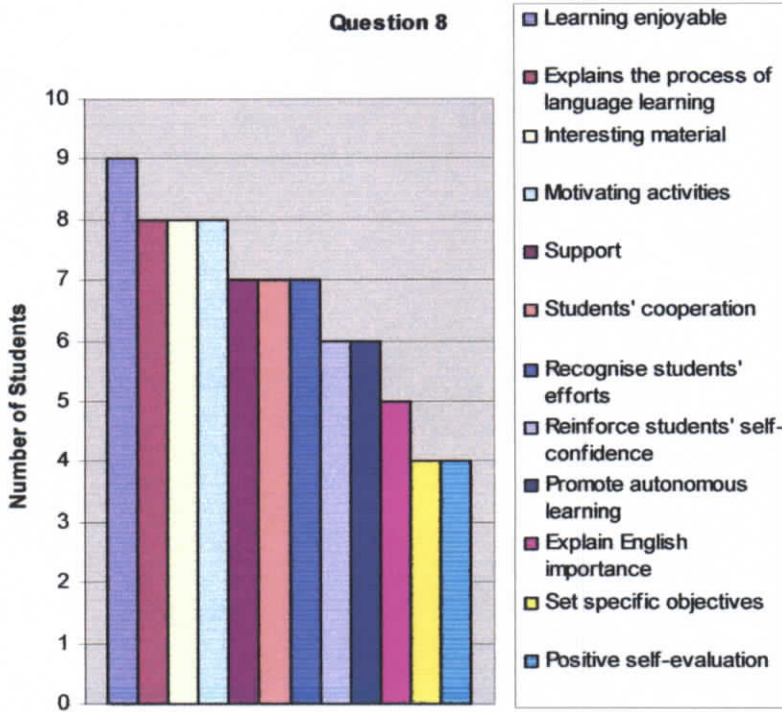


Figure 2.13 Motivational teaching techniques used in the class

2.6.1.4 Tally Sheet

This tally sheet was the last instrument used to collect data about the actual application of motivational teaching techniques at level four. Each tally represents the number of times certain behaviour happened. This was the result in a week time:

	Tallies	Total
Basic Motivational Conditions		
1. The teacher shows enthusiasm to the class		5
2. The teacher shows interest in students' learning		9
3. The teacher shows good relationships with students		10
4. The students encourage each other		
5. The teacher uses humour in the class		6
6. The students use humour in the class		5
7. The students decorate the class as they want it to be		
8. The students interact with each other		10
9. The students cooperate in tasks completion		10
10. The students demonstrate solidarity		4
11. The teacher respects class rules		8
12. The students respect class rules		10
Initiating Motivation		
13. The teacher enhances the L2 values and attitudes		3
14. The teacher increases the students' expectancy of success		
15. The teacher increases the students' goal orientedness		
16. The teacher makes material interesting to students		9
17. The teacher creates realistic students beliefs about learning an L2		9
Maintaining and Protecting Motivation		
18. The teacher makes learning stimulating and enjoyable (students involvement or breaking monotony)		2
19. The teacher presents tasks in a motivating way (explains their purpose, ask ss. to predict, give strategies to do the task)		8
20. The teacher helps students set specific short-term goals		
21. The teacher increases the students' self-esteem and self-confidence (give examples of success, encourage ss, reduce anxiety, teach learning strategies)		
22. The teacher lets students socialize in the class		9
23. The teacher promotes cooperation between students		10
24. The teacher creates students' autonomy (learners choose material, assignment, emphasize project work, let students assess themselves)		
25. The teacher promotes self-motivating students strategies (keep in mind rewards, concentrating, give a twist to the activity)		
Encouraging Positive Self-Evaluation		
26. The teacher encourages students' effort attributions		
27. The teacher gives encouraging feedback		
28. The teachers celebrates students success		
29. The teacher praises students (words or rewards)		

Table 2.4 Motivational teaching techniques tally sheet (Dörnyei, 2001, p. 137)

III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis and Interpretation of Results of Pre-Observation Sheet

After the interview with the English teacher at level four, a good teacher/students relationship could be perceived because they have been working together for more than one year. Besides, they were also a small class so the teacher might have had the opportunity to get to know everybody very well. However, having the same group of students for so long may also have a negative aspect because the teacher can have made use of all of his best resources and that could give a certain degree of monotony to the class. The teacher confirmed it, too. It was also noticed that the teacher trusted the students and their effort and willingness to work. The importance of communicating using the target language was emphasised. The teacher claimed not to use a specific methodology but a more communicative approach. The wide experience accumulated by the teacher in the English teaching/learning field is something the students should take advantage of. Soon after the interview with the teacher the observation process started.

3.2 Analysis and Interpretation of the Basic Observation Record Sheet

The purpose of the first observation was to know whether students were intrinsically or extrinsically motivated to learn English. It was very difficult to gather such information because sometimes an observer can confuse some attitudes or behaviours that are seen. Nevertheless, the researcher tried to be as objective as possible and based on some investigation about intrinsic motivation indicators (www.umsl.edu.com) it was found that four students presented an inner desire to learn. This conclusion was made because they participated actively in their classes, and their performance was better than the others. They were concerned about understanding new vocabulary and grammar points. It was also noticed that one of the learners was a good speaker. On the other hand, the other three students with intrinsic motivation indicators were not as good as the latter, but they worked hard and showed persistence. The other six students presented an uninterested attitude in the class. Some of them were there because their parents had asked or forced them to. The rest because studying English at the Catholic University is trendy and people can make lots of friends.

The next observation with the same basic sheet was about factors that affected students' motivation. A positive environment with a 30 percent and curiosity with the same percentage were present during most of the study. Students had a great time

together. They made jokes and interacted in the class. Their friendship had flourished throughout the time. Moreover, they still had an innate interest for anything new that was done in the class. That was encouraging to discover because the two factors mentioned before are good influences to enhance students' motivation. On the contrary, a negative attitude with 20 percent, a negative environment and anxiety with a 10 percent each seemed to happen in the class. The latter three are harmful in terms of students' motivation development. The youngest student at level four came everyday with an unbearable position to the class. It was mentioned by the teacher that he was pushed by his parents to come. It could be said just by looking at him how angry the student was for having to do something he did not want to. His behaviour was sometimes a bad influence to the rest because they would start feeling and acting in the same way.

There was some anxiety, too. It was noticed that one of the female students would become nervous and start laughing whenever she had to participate in class. She would disguise her fear by trying to be funny but it would not work all the time. Finally, a negative environment was sometimes perceptible the moment the new student in the class arrived and did not make any effort to integrate to the group and neither did her classmates to become friends. She was not rejected but she was not a good friend either. Most of the time she would come to the class, sit, and go without saying a word. However, there were also times when she talked to the girls next to her and participated in group work.

The last observation using the basic record sheet was the stage in the class in which motivation took place. Different factors such as the use of video, or games increased students' motivation, and it normally occurred at the beginning of the lesson. It has been represented with a 66% of the observation time. The 34% left corresponds to motivation happening during the class.

3.3 Analysis and Interpretations of Questionnaires

The questionnaire related to *methodologies and ways to learn the English language* had only three main questions and produced the following outcomes: For question number one that asked students to mark the activities that their teacher did in the classroom, nine students chose interesting topics and group work. The book that the teacher used had some nice topics to talk about. From time to time the material did not appear to be in relation to the students' age, as they are teenagers, so the teacher immediately changed to something he knew they would enjoy better. Another aspect was group work. It actually occurred in every class.

The next choice for students was the use of the target language and students' interaction in the class. Eight students chose each of the previous items. The teacher spoke English during the whole class as students were already able to communicate in L2. Communication among pupils also took place as it was stated.

Another item to be selected by seven students was the use of purposeful material. However, students did not seem to be aware of the objective that each activity had in the class. It was rather noticed a mechanical attitude the moment of working in a task. The students never asked why something had to be done.

The teaching of grammar in context was the next choice six students picked. There was always a conversation or some reading that introduced the next grammar point. Five students opted to consider the students' learning styles. Taking into account that in question number two, which will be soon analysed, most of them thought they were auditory learners; the teacher was doing a good job by providing them with enough appropriate input. Nevertheless, there was also a minority that seemed to have a different learning style and that should not be disregarded.

The use of translation in the class was another choice for four students; however, during the observation time no translation was heard. The teacher used the target language all the time. Those four students probably remembered when they were in lower levels when the use of some Spanish was necessary. The last item to be chosen by one student was error correction and the explanation of some complicated or unclear grammar. Students may feel that they needed more of this to enhance their language learning.

The second question was about students' learning styles. Three students believed they had a well determined learning style, while the others assumed they learned easily using a combination of styles. Seven students picked the auditory style because they preferred activities such as listening to instructions, conversations, songs, or speaking tasks to learn. Five students went for a kinaesthetic style which means they learn by playing games that require movement, or doing role-plays. Four students chose the tactile style because they considered that working on projects, gap filling activities, and everything that needed the use of their hands helped them learn. To finish, three students selected the visual style because they like to pay attention to the teacher in class, organise new information into lists, and remember the distribution of information in a page to study.

The last question in this questionnaire was about the different learning strategies students used to incorporate new knowledge into their minds. Eight students said they asked their teacher or peers. This is a very common technique students use because it is easy and the pupils save a lot of time. Seven students mentioned they rehearsed before producing any language because it gives learners confidence to perform in class. Six students chose listening and understanding carefully to any kind of input, as well as working in groups to help each other with unknown things. Some students feel more at ease receiving their classmates help rather than the teacher's. Five students declared they organised ideas in their minds, concentrated on important parts of the class, tried to imitate the teacher or a native speaker, associated English words with their Spanish equivalents, and translated into their mother tongue to arrive to a better understanding. Four pupils mentioned that they detected errors of

any kind before speaking or writing, and three students used word grouping as a way to facilitate the learning process.

The second questionnaire that focused on *motivation and motivational teaching techniques* had eight questions in total. Question number one asked students for a personal definition of motivation. There were differences in their opinions; for instance, for them motivation is the encouragement they receive to continue studying, a way to help them through the use of concepts, actions that help their personal development, others incentives to do things in a better manner, incentives to improve, encouragement to do an activity, something that makes people do things correctly, or positive encouragement to work on a task. The two main factors of motivation mentioned in the literature review chapter, which are a need state and a goal, are present in most of their definitions which means they are perfectly aware of what motivation is and how it works.

Question number two referred to what made students feel motivated to do something. Seven students said to be motivated when they received a reward of any kind or when they knew they were going to be successful in any activity. Five students declared that their knowledge increment pushed them to work hard. However, in the analysis of the type of motivation students possessed to learn English it was observed that only four students presented indicators of having an intrinsic motivation to it. Three students stated that seeing someone successful do things made them feel the

desire of doing the same. A similar number of pupils thought they were motivated to do something to obtain someone else's sympathy.

Question three that asked students the reason for learning English produced interesting results. All of the enquired students chose the option to get a good job, which means that if some of them had claimed to be intrinsically motivated, there was also an external drive to learn the language. Eight pupils picked the choice to communicate with foreigners which shows their interest in the target language community. Six wanted to study abroad in the future. Three needed to improve their grades in English at high school. And two said their parents had asked or rather forced them to study English.

Question four was designed to know the factors that influenced positively on the students' desire to learn. Eight students mentioned that their self-confidence and curiosity were major factors that led them to learn. Six pupils said that a positive classroom environment was crucial the moment of learning because it reduces anxiety. Finally, two students said that positive attitudes from their teachers or peers were necessary.

Question five, on the other hand, concentrated on aspects that interfered in the students' desire to learn. Five pupils declared that negative attitudes from their classmates or teacher blocked their willingness to study. Four students considered

anxiety as a big problem the moment of learning, and three students said that a negative classroom environment and locus of control were responsible for diminishing their language learning motivation.

Question six asked students to mention the basic motivational characteristics that were present in their English class. All of the pupils thought that they had an enthusiastic teacher, their classroom had a pleasant atmosphere, there was a good relationship teacher/students, and all the class members accepted mistakes and treated them as normal in the learning process. Eight students also added that there was a good relationship student/student, the teacher was concerned about students' learning, and that there was support to overcome obstacles while learning English. The last characteristic that seven students chose was the existence of well established rules that are necessary for the normal flow of the class.

Question seven requested pupils to point out the most important characteristics from question six that they regarded as essential for their class. Seven students believed a good relationship teacher/student was necessary. Five students said that well established rules, a pleasant atmosphere, support from the class members, and an enthusiastic teacher were all indispensable. Four students stated that error acceptance was central for them. Three students thought that a good relationship student/student and the teacher's interest for their learning were vital.

In the last question of this survey the pupils had to mark the activities that their teacher usually did to motivate them. Nine students selected the option that said their teacher made learning enjoyable. Eight students decided on the item saying their teacher explained the language learning process with all the possible obstacles they would have to overcome, the use of interesting material and motivating activities. Seven students opted for the item of support at every stage of learning, peers cooperation, and the teacher and students' recognition for any effort made. Six students picked the option that said their teacher reinforced their self-confidence and promoted autonomous learning. Five pupils went for the teacher's explanation of how important English was in their lives, and finally four students chose the setting of specific objectives for each class that teachers tend to forget despite of the importance it has, and a positive self-evaluation of their performance and effort.

3.4 Analysis and Interpretation of Tally Sheet

Among the *basic motivational conditions* that are necessary in the language classroom. It was seen that the teacher showed enthusiasm and was interested in his students' learning process. The teacher would walk around the class checking, giving definitions when required or asking students' feelings towards the new book. The relationship between teacher and students, that is another basic aspect, was really good.

Everybody called each other by their names or nicknames. This was appreciated by learners because they felt more relaxed and willing to learn. Another condition, which is the use of humour from the teacher and the students, also plays an important role the moment of diminishing anxiety. The teacher usually made jokes that were appropriate for his students. However, pupils tended to use humour a bit less than their teacher.

Students' interaction in the class occurred for several times but more communication was expected as they were teenagers normally curious and talkative. The students' cooperation in task completion happened only the moment they were asked to work in pairs or groups which led to a lack of solidarity.

The last basic condition was class rules respect. The teacher and the pupils respected what they had previously established as acceptable behaviour norms most of the time. The only conditions that were not witnessed were: students encouraging each other and the class decoration according to students' tastes. The latter did not occur because the university did not allow anybody to stick things on the walls.

The next part of the tally sheet concentrated on *initiating motivation*. In this section it was observed that the English teacher tried to create a positive attitude towards the target language, so students could enhance the L2 values. The teacher made also an effort to make the material attractive to learners; eventhough, the book was not

designed for teenagers. Moreover, students were aware of the things they would be able to do if they learned English, and that is something their teachers had been telling them during the language learning process as a way to encourage them to do their best. However, some techniques such as the teacher increasing the students' expectancy of success, and the teacher increasing the students' goal orientedness were absent and they would be considered the moment of working on the motivational teaching techniques proposal.

The third component of the sheet was *maintaining and protecting motivation*. It was noticed here that the teacher sometimes looked for his students' involvement and wanted to break the class monotony. The teacher also presented tasks in a motivating way. Students were allowed to socialize in the class and their teacher promoted cooperation between them. Nevertheless, there was a lack of goal setting, students' self-esteem increase, students' autonomy development, and self-motivating students' strategies. All of the activities mentioned above need to be developed to enhance students' motivation to learn and therefore help students become better learners.

The last element of the tally sheet was *encouraging positive self-evaluation*. Here there are some techniques like the teacher's encouragement to attribute success to the students' effort, the teacher providing encouraging feedback, the teacher celebrating students' success, and the teacher praising students with words or rewards when they deserve them. None of them took place during the observation time and they are

really important to augment students desire to learn. This section will be covered the moment of applying motivational techniques in the experimental part of the process.

After gathering all the necessary information through the use of the instruments previously mentioned, the best criteria to evaluate the pupils' English learning was sought so that the researcher could have an idea about students' progress without and with all the motivational teaching techniques essential to enhance their motivation to study the language. Many teachers agreed on a formal test as one of the most reliable ways of doing it with the condition that such examination had to be properly designed to measure how much a student knows. Therefore, the results of the students' first partial exam and midterm exam were compared and the latter showed some increase. Besides, pupils changed their attitude towards the English class. They came every day with enthusiasm and willing to learn knowing that every lesson had an objective to be achieved, and that they were successful English performers. Their relationship strengthened and they supported each other more often. Students also built up their self-confidence and were eager to take risks, which is something vital at the moment of learning a second language. All this confirmed the hypothesis that the use of motivational teaching techniques facilitates English learning.

IV**PROPOSED MOTIVATIONAL TEACHING TECHNIQUES**

4.1 Theme

Motivational Teaching Techniques to Facilitate English Learning

4.2 Justification and Objectives

After the positive results that the implementation of some motivational teaching techniques produced in fourth level English learners, it has to be said that through the use of these strategies it was possible to enhance students' feelings towards English, increase students' hope for success, help learners set and achieve short-term goals related to language learning, make students feel more confident about themselves and their language proficiency, create a more relaxed atmosphere in the classroom, and to generate a positive self-evaluation of the learners work. As an English teacher the main objectives with the implementation of motivational techniques in the classroom are to create, stimulate and reinforce students' motivation in such a way that they will not only become successful people in the language class but also in their everyday lives.

4.3 Theoretical Back Up

Motivation is a very important component in the process of learning a second language. (Dörnyei, 2001, p. 1) In the last 40 years there has been a lot of research on this field. Most of it started with Gardner and Lambert (1959), two Canadian psychologists, who were interested in motivation as a social psychological construction. They developed instruments to collect data on this phenomenon and introduced some assessment techniques that could help in the ideal attempt to achieve motivation in learning. However, educators requested a more realistic approach that could suit the learners' needs as well as their teaching practice. That is how in the 1990s several researchers concentrated on the theory underlying students' motivation. The most relevant were Alison, 1993; Brown, 1994; Chambers, 1999; Cranmer, 1996; Dörnyei and Csizér, 1998; Oxford and Shearin, 1994; and Williams and Burden, 1997. The useful ideas Dörnyei proposed were found really interesting as a way to increase motivation in the language classroom. This professor sustains that the purpose of motivational strategies is to create and enhance students' motivation, as well as maintain continuing motivated behaviour and protect it from disturbing or challenging factors. Dörnyei wanted to make language teachers aware of how to use a more motivation-sensitive teaching practice. His intention was not to create a magical recipe book but rather to show the broad extent of motivational techniques that teachers can use to enhance their learners' commitment, effort and persistence.

4.4 Scientific Reference

The authors that inspired the researcher of this dissertation to work on the topic of motivation in the English language classroom and how it could lead to positive results in the students' performance were: Cheryl Spaulding with the book *Motivation in the Classroom* (1992), Dimitrios Thanasoulas with his article about *Motivation and Motivating in the Foreign Language Classroom* (2001), Selma Elyildirim and Sally Ashton with their work about *Creating Positive Attitudes Towards English as a Foreign Language* (2006), and the most important writer for this study, Zoltán Dörnyei, the linguist who has actually proposed something practical and not only theoretical with his book *Motivational Strategies in the Language Classroom* (2001).

4.5 Location

The implementation of the proposed motivational teaching techniques could be done at any educational level from primary, secondary to university students, either in public or private institutions. The strategies can be adjusted to suit every class needs regardless of the age, background, interests, or students' abilities.

4.6 Feasibility

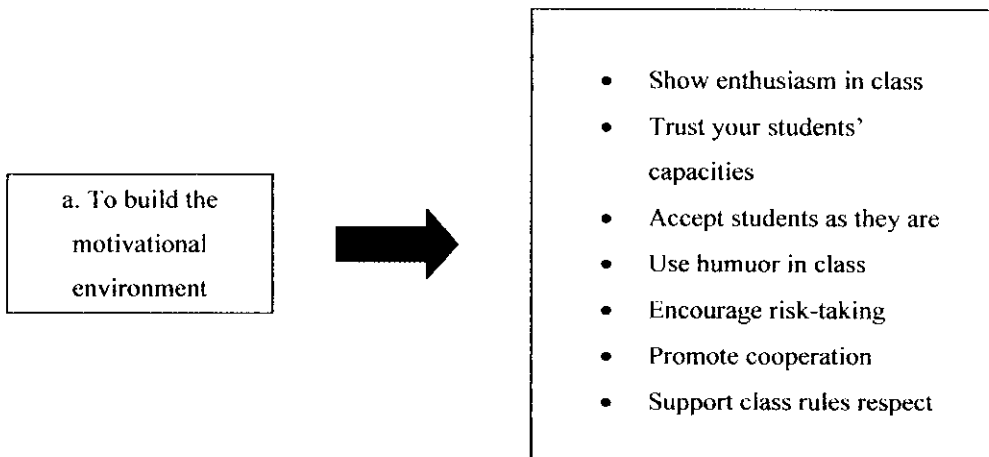
The use of motivational teaching techniques in the English classroom is a simple process that does not require much time once teachers are familiar with it. It consists of a group of easy activities that assembled work on students' interest for learning and that can be incorporated to our every day teaching practice without causing problems the moment of trying to cover the language program contents. Any teacher with a real desire to help his or her students learn the language will be able to make a good use of this proposal.

4.7 Proposal Description

The use of motivational strategies with language learners showed positive results that influenced both teachers and students. Teachers get the benefit of working with a more relaxed and enthusiastic group. They have the opportunity to enjoy every lesson as much as their pupils and learn more about their interests and personal lives. In that way the teacher/students relationship strengthens. Moreover, the learners' positive attitude towards the language leads to an intrinsic desire to learn which is what every teacher should aim to. Students feel more confident when they are in contact with English; therefore, their self-esteem and self-confidence increase. Even the relationship between classmates develops into a more supportive and cohesive one. They encourage themselves throughout the learning process and see mistakes as a normal part of it. They also become more aware of the importance of setting goals

no matter what they do, especially realistic and short-term ones that let them see their progress and provide positive feedback to continue working hard. Learners realize that to be successful in language learning does not require special abilities. Any student who puts a lot of effort on what he or she does is likely to achieve his or her goals despite of their talents. For these reasons, educational institutions and their English teachers ought to adopt motivational teaching techniques to help their students learn in an enjoyable way.

4.8 Proposed Motivational Teaching Techniques



b. To produce initial
motivation



- Make the learning process enjoyable
- Have students experience the L2 culture
- Give students opportunities to use the language
- Balance task difficulty
- Help students set achievable goals
- Make material interesting

c. To keep
motivation going



- Surprise students with a wide range of tasks
- Explain tasks objectives
- Give hints to work on tasks
- Encourage the use of goal - setting methods
- Create possibilities for students to succeed
- Emphasise students strengths
- Do not show preferences
- Support team work
- Let students make choices
- Promote the use of self-motivation techniques

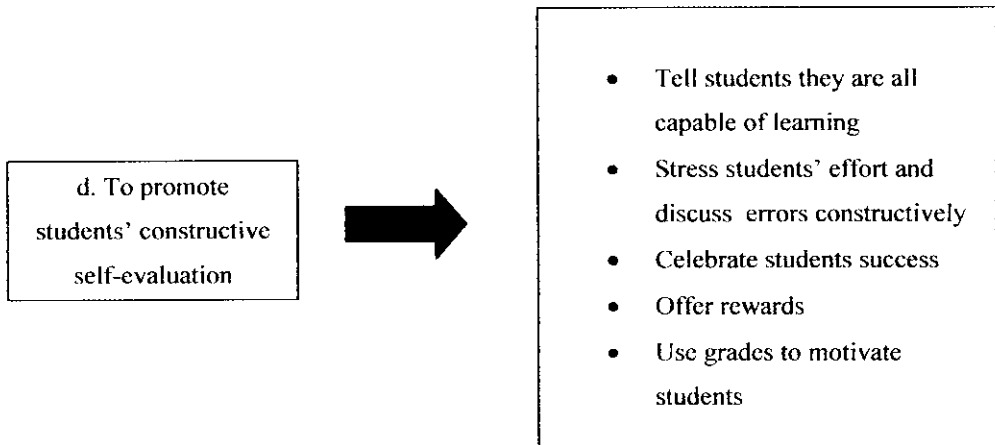


Figure 4.1 Proposed motivational teaching techniques (Dörnyei, 2001, p. 29)

The following selection of techniques, which can be found in the book *Motivational Strategies in the Language Classroom* written by Dörnyei in 2001, is suggested to teachers interested in their students' success with the English language.

For creating the basic motivational conditions in the class teachers can utilize the strategies below:

- To demonstrate our enthusiasm for the course, teachers can share their personal interest in the L2 with their students, or show them that learning English will bring satisfactory experiences that can improve their lives.

- To take students' learning seriously, teachers could be involved in their progress, give them the time they need to clarify doubts or talk about the language being studied, or trust their capacities and effort to accomplish objectives successfully.

- To create positive teacher/students relationships, teachers can let them know how much they care about them and that they accept them as they are, listen to them, or be available whenever students need the teacher.

- To create a relaxing atmosphere in the class, teachers could be tolerant avoiding indiscipline, encourage students to take risks even if they make mistakes and seeing mistakes as a normal part of the learning process. Use some humour in the class, and let students decorate the class in such a way that it represents their likes, beliefs or interests.

- To help students become friends, teachers can support the exchange of their personal information through activities, use ice-breakers, work with small groups where students can mix, encourage extracurricular activities if possible, avoid the occurrence of rigid seating patterns, or use activities that involve the participation of all the members.

- To help students accept class rules, teachers could establish them from the beginning with the students' participation and approval, explain the importance of each rule so students understand, ask students for extra rules that they think should be considered, and display the group rules in the class and the consequences if they are not respected.

For generating initial motivation educators could rely on the next strategies:

- To enhance the learners' intrinsic interest in the L2, teachers can stress and exemplify aspects of L2 learning that they will enjoy, and make their first experience with the language as pleasant as possible.

- To promote a positive attitude towards the L2, teachers could include in the language curriculum sociocultural aspects, share with the students positive comments about learning English made by important people, encourage learners to research about the target language communities, and support contact with native speakers or L2 cultural products.

- To emphasise the value of knowing a second language, teachers can remind students that their success in language learning will depend on how well they accomplish their goals, be reminiscent with the importance that English has in the world and its usefulness, and give students confidence to use the language in real-life situations.

- To increase students' expectancy of success, teachers could give students enough preparation and help them the moment of working in a task, make sure they understand the task objectives and final outcome that is expected from them, and ensure that the activity does not have any obstacle to work successfully on it.

- To help students set achievable goals, teachers can ask them for their individual objectives, their purpose and negotiate the ones that seem more realistic to reach, remind students their goals and how task completion will help learners achieve them.

- To make the materials interesting to students, teachers could investigate their needs, interests and objectives and use those as often as possible while teaching, share students experiences and backgrounds when it is required, ask students their opinions the moment of planning lessons.

For maintaining and protecting motivation the next techniques have proved to be helpful:

- To make learning more enjoyable and break the class monotony, teachers can vary tasks and the way they teach as often as possible, concentrate not only on providing the necessary input but also on keeping students motivated, and from time to time surprise students with something unexpected.

- To make learning exciting to students, teachers could choose activities that need mental and bodily engagement of the participants, and give each student a role in the class.

- To present activities in a motivating way, teachers can explain the objectives and usefulness of each task, raise students' interest in the activity before they start working on it, and give some strategies students will need to work on the task successfully.

- To use-goal setting methods in the class, teachers could help learners establish realistic, short term objectives, verify if the objectives are being accomplished in the time they were meant to, and provide continuous feedback.

- To give learners opportunities for being successful with the language, teachers could create many possibilities in the class so students have the chance to do things effectively, balance task difficulty in such a way that students will be challenged and not disappointed, or plan tests or exams that focus on what students are able to do instead of concentrating on things they cannot do.

- To build the learners' confidence, teachers can stress their abilities and strengths, and tell them they are sure learners are capable of working on any task productively.

- To reduce students' language anxiety, teachers could evade social comparisons, encourage cooperation between learners, help students understand that making mistakes is a normal part of the process, and make the evaluation and assessment system transparent.

- To allow students sustain a positive social image, teachers can prepare activities that give learners good roles, and try not to humiliate or threaten them in front of their peers.

- To increase students' cooperation between them, teachers could present tasks in which pupils have to work together with the same objective in mind, consider team products more important than individual outcomes, and instruct students on how to work as a group.

- To encourage students' autonomy, teachers can ask students to make choices the moment of learning, delegate students some of the teacher's roles, and be a facilitator more than a controller.

- To enhance the students' self-motivating ability, teachers could persuade learners on how important self-motivation is, share with students' personal strategies that work for different people, and create in students the desire of using or developing self-motivating strategies.

For encouraging students' positive self-evaluation the strategies that will be mentioned below are of good help:

- To encourage effort attributions in the students, teachers can explain them that any failure is due to a lack of effort, and that everybody has the same ability to use the language.

- To give students positive feedback, teachers could highlight any optimistic reaction of students in class, tell them how well they are progressing, and the points in which they need to work harder.

- To enlarge students' fulfillment, teachers can celebrate with them any improvement, prepare some charts in which their progress is visible, and display all the pieces of work that show the students' talents.

- To praise students in a motivational way, teachers could avoid stressing students because of the prizes they can get, ensure that all rewards have a visual image for students, and recompense learners for activities that require their effort and group collaboration.

- To use grades in a motivating way, teachers can assess in a transparent way asking students to participate in the process, certify that grades reflect effort and progress, use an ongoing assessment system that does not only depend on tests or exams, and support students' self-assessment by giving them the necessary tools.

These techniques can help teachers and learners make the language learning process more active and rewarding. Before the implementation of motivational strategies, it is recommended to teachers to analyse the real needs of students, so that pupils can benefit from them and enhance their learning opportunities.

V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the observation period with the teacher and students at level four at the Pontifical Catholic University of Ecuador in Ambato, and the implementation of some motivational teaching techniques which objective was to facilitate the English learning process, the following conclusions were made:

- Motivation plays a vital role in the language learning process. Students who come to the class with an inner desire to learn English are enthusiastic learners who work hard and are successful with the language. They participate actively in class, worry about their progress, ask when they have doubts, and show determination to face any obstacle. Nevertheless, most of the pupils who study at PUCESA lack of such drive because most of them are obliged to take English as part of their career credits; perhaps, they had negative past experiences learning the language, or students do not like learning another language because they do not see its value. These learners do need some help to increase their motivation.

- The process of motivating pupils is a complex matter. It needs to be developed throughout the students' language learning process, beginning with their first encounter with English, which needs to be encouraging. After that, the every day use of relevant material will help students reach their language objectives. Finally, the pupils' motivation reinforcement will assist them to attain a certain level of L2

proficiency. The motivational practice should be constant and teachers and students could work collectively on it. This process is also going to depend on the circumstances where learning takes place. For instance, a student could be motivated in one session, whereas another might need weeks, months or even years to build up a real desire to learn.

- Even if it was said before that the teacher and students need to work together to enhance language learning motivation, most of the job is in the teacher's hands. Therefore, the teacher's way of carrying out his or her classes, that is to say the methodology used, the contemplation of students' learning styles and strategies, and the incorporation of a motivational teaching practice, will determine most of the students' success or failure in increasing their interest to learn. For example, if a teacher is interested in developing students' communicative skills, he could use a communicative approach, considering the learners' best ways to learn and the use of tactics to enhance their desire to incorporate new language knowledge. That will be a good combination of strategies to achieve English learning.

- Through the use of motivational teaching techniques students experience a change of attitude towards the language. They get involved in the learning process and show a better understanding of it. When students experience success in learning English, they immediately put a lot more effort and interest on what they do. That is what happened with the study group. After implementing some motivational techniques, they came to the class with enthusiasm, participated actively in class, shared with

their classmates, and were able to work with the new language successfully; therefore, learning English became something students were willing to do because they knew they would be successful on it.

- For our students a synonym of “motivation” in the language learning classroom is “success”. Consequently, as it occurs in any daily task, the more opportunities they have to encounter it, the better they will feel about themselves and their capabilities.

- It is possible for any English teacher to incorporate the use of motivational techniques in the class. They are easy to apply and do not interrupt contents coverage. A good selection of some strategies that suit the learners’ needs is enough to help them learn the language in a more pleasant and relaxed way and avoid boring and routine classes which discourage students’ participation and stop them from learning.

5.2 Recommendation

Subsequent to the presentation of this dissertation conclusions and knowing that most of the students come to the language class without an inner desire to learn, it is suggested to English teachers the inclusion of the use of motivational teaching techniques in their everyday lesson planning in all the levels, from the very basic to the most advanced, since the process of enhancing students' motivation needs constancy and effort from the teacher and the learner.

After analysing the learners' needs depending on their age, interests, and learning styles, teachers should apply the proposed strategies to generate, maintain or protect English learning enthusiasm, so that they can create realistic learning beliefs in students and help them set short term learning goals. In this way, pupils will not only notice their progress, but they will also reckon the possibilities they have to be successful and achieve a certain level of English expertise.

It is finally recommended to teachers to apply the proposal about the use of motivational teaching techniques in the English class to facilitate language learning, and so, improve their quality of teaching.

ANNEX

- What level are you teaching?

I'm teaching fourth level

- How big is the class?

There are five boys and five girls

- What is your students' background?

I think that despite changing the textbook this semester, my students have a good level. We have been working together for the last two semesters and I'm proud of their progress, especially in the speaking skill.

- Could you tell me your background information as a teacher?

I have a BA in Linguistics and a Food Engineering degree. I have been working as an English teacher for fifteen years.

- Is there a specific methodology or approach you prefer to use in the classroom?

Everything depends on the group. I prefer my students to communicate in the target language, so there is an emphasis on oral production. I also use the students' previous knowledge to introduce new points in the class.

- What kind of activities do you use in the classroom?

I employ vocabulary games, group work, and oral activities.

- Other notes

My objective for the class is communication in English. I'm happy with my students' level of proficiency.

Annex 2

Basic Observation Record Sheet

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

Observation of a Language Classroom

Context: September 26th 2007 classroom 11, level 4, teacher Luis Tero, 10 students (7 girls, 5 boys), ^{1 girl is absent} teenagers, intermediate, the class is big enough, there are 20 chairs placed in a horse shoe, there is a board, a desk and the teacher's radio. No objectives specified

Observation

(Are s. intrinsically or extrinsically motivated?)

- students play hangman in two groups. They ^{don't} seem enthusiastic.
- the teacher asks s. to come to the board and write a synonym for HAPPINESS that was the word discovered in hangman.
- students pass one by one and they are trying to have a good word so they speak and get ideas among themselves.
- the teacher then asks s. what makes people happy?
- Two s. give their opinions and then the rest also join and say something.
- the teacher asks s. to open their books and look at the day's topic that is HAPPINESS
- s. work on the first activity in silence

Interpretations and Comments

- It was the beginning of the class so they were trying to warm-up.
- the teacher was trying to get all s. involved because at first they didn't want to participate
- s. get help from each other which is positive.
- s. are encouraged to participate after they have the example of 2 of them.
- when the teacher gives an instruction s. immediately follow them. They show a positive attitude

General Comments

Students at fourth level seem to have an extrinsic motivation, although a few really appear to want to learn.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: September 26th, 2007

Observation

- the teacher makes a joke about one of the ss. (Nacho) about a girl that quit and he fancied.
- All the class laughed
- the teacher begins showing where the stress goes in a vocabulary list.
- Some follow the teacher, some others do other things.
- the teacher continues with the next activity and assigns pairs to do it.
- ss. work on the speaking activity they seem involved
- the teacher asks the definition for cognates, as nobody answers he offers 10 points to the ss. who gives the response
- ss. try hard to remember because of the offer, but nobody could remember.
- the teacher elicits the responses of the speaking activity. He asks to report info about the pair ss. →

Interpretations and Comments

- It was great to see that the teacher used humour to make ss. relax
- I think that students didn't know what the objective of the activity was so they just started looking at each other or talking
- the pair activity talked about personal matters that's why they were involved in it.
- Students reacted in a positive way the moment they were offered a reward

General Comments

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: September 26th, 2007

Observation

← were working with and corrects mistakes the moment they happen

- Those students who made mistakes repeat the correct form and express a worried face or they don't pay too much attention

Interpretations and Comments

- The students who are self-confident don't worry the moment of making mistakes whereas less confident ss. do.

General Comments

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: September 27th, room 11, level 4, Lic. Luis Toro, 10 students, 5 girls, 5 boys all present, they're adolescents. No objectives specified

Observation

(Are ss. intrinsically or extrinsically motivated?)

- the teacher asks ss. to look at some pictures and imagine what makes the people on the pictures happy.
- ss. who were asked answer
- then ss. listen to some conversations to check the correct answers
- ss. listen again and make notes about the conversations.
- ss. are asked to look at the book and work on an activity related to the conversations they had heard before.
- ss. work and seem to try hard to answer the questions and most of them were right.
- ss. work in two groups men/women they don't look enthusiastic. They are going to play a game.
- the teacher explains the game and they smile
- Before the game starts they are excited

Interpretations and Comments

- students are used to the way their teacher asks them to do tasks. They do them mechanically without showing much interest.
- students show good comprehension the moment of listening.
- At the beginning of the game ss. weren't enthusiastic because they probably use the same games over and over
- During the game competition made ss. change their attitudes →

General Comments

The students' desire to be the winners in a competition makes them work with energy and enthusiasm. That's another sign of extrinsic factors affecting motivation.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: September 27th

Observation

- During the game ss - shout and laugh. However, they don't remember the tenses they have to use in it.
- the teacher says: "let's go to your best now" They do it willingly after playing.

Interpretations and Comments

- They showed a big competition spirit which is natural in humans.
- After having some fun ss. realize it is time to keep working.

General Comments

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
 ESCUELA DE LENGUAS Y LINGÜÍSTICA
 Observation of a Language Classroom

Context: October 1st, classroom 11, level 4, Luis Tiro, 10 students (5 boys, 5 girls) teenagers, intermediate. No objectives specified.

Observation

(Are ss. intrinsically or extrinsically motivated)

- ss. began the class choosing the president of the class
- ss. are excited
- Ignacio and Denise work on a task the teacher assigned the rest are speaking.
- After a few minutes everybody gets to work.
- Mickael and Andrés also show interest in the tasks they are working on
- Angélica and Denise are sending each other papers to look at. They aren't interested in the listening/phon. activity.
- ss. are working in ^{groups} (pairs) this time. They are helping each other.
- 2 new students (Mickael and Katy) work on their own.

Interpretations and Comments

- This is an extracurricular activity that promotes ss. union. It's positive from my point of view
- Ignacio and Denise show interest in the activities they do whatever they are.
- Mickael and Andrés sometimes lose concentration. However, they present an interest from "within"
- The rest of ss. tend to get bored easily
- When they have to work in groups there is cooperation.
- These two new students are trying to be part of the group but sometimes it's difficult for them to do so

General Comments

In the class I apparently noticed that four students presented an inner drive to learn. The rest didn't seem that motivated to learn English.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 2nd room 11, fourth level, Luis Tiro, 10 students (5 boys, 5 girls) No objectives specified.

anxiety, anxiety, attitude, form of control, learned helplessness, environment

Observation

(Factors affecting motivation)

- The class environment is positive. Most of the students are friendly and they work together very well.
- Michael and Esteban wanted to know the meaning of some words in a reading
- Nicole looks anxious when she has to participate in class.
- Ignacio presents a positive attitude almost all the time.

Interpretations and Comments

- The class has a positive environment that is necessary for motivation to exist.
- Their attitude is positive towards learning.
- This student presents anxiety and that could block motivation enhancing.

General Comments

I could notice a positive environment and ss! attitude towards the English class. However, there was also anxiety and that should be treated.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 3rd, room 11, fourth level, Luis Toro, 10 students (5 boys, 5 girls) No objectives specified.

Observation

- Katy the new student had to sit in a different place from the one she used to sit because today ss. decided to change seats. Katy is very quiet and seems bored.
- the teacher put on the board five sentences. Four of them were true and one false. Ss. were asked to guess which was incorrect. In that moment the students who were assigned to work in pairs showed curiosity and changed their attitude because at the beginning they looked bored.
- Esteban showed a negative attitude. The teacher told me he was forced to come to the English class.

Interpretations and Comments

- Students who already know each other from past levels have formed a cohesive group. However, a new ss. is being put aside.
- Ss. curiosity raised with that activity
- He present a negative position in the English class because he does like being there.

General Comments

- The environment for the new student is making it difficult for her to blend in the group. Esteban has a negative attitude towards English because he doesn't like it. Curiosity is present in ss. which is positive

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 4th, room 11, fourth level, Luis Tano, 10 students (5 boys, 5 girls) No objectives specified.

Observation

- Today some students are tired. They say it's high school. They have too much homework to do.
- They also think the new book is kind of confusing.
- When students have to work in pairs (a boy and a girl) they look kind of shy. They wait until somebody begins speaking first.
- When students make pronunciation mistakes and are corrected by their teacher, they repeat the correct form without feeling any bad.

Interpretations and Comments

- Sr. attitude is not positive so it blocks learning
- They don't like being paired like that. They prefer boys and girls separated
- Positive attitude towards error correction

General Comments

Sometimes students because they are tired or stressed present a negative attitude.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 5th, room 11, level 4, Luis Toso, (4 girls, 5 boys)
no objectives specified.

Observation

(Motivation takes place: during, at the beginning, or at the end of the class)

- At the beginning of the class the teacher presents a video to the class. They pay attention to it. They seem interested.

- After watching the video the teacher asks ss. to open their books and they work on a reading activity for the rest of the class.

Interpretations and Comments

- The video is something that ss. don't use very often so they seemed interested. However, it would have been better if the teacher had brought a video according to ss. likes.

General Comments

- Motivation occurred at the beginning of the class.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 8th, room 11, level 4, Luis Toro, (5 boys, 4 girls (Katy is absent)) The teacher didn't feel very well so I took his place to teach Tag Questions. The teacher made notes for me.

Observation

(The beginning of the class)

- THEY FEEL MOTIVATED WHEN THEIR NAMES ARE TAKEN AS EXAMPLE.
- WHEN SS ARE ASKED PREVIOUS KNOWLEDGE OF THE TOPIC.
- WHEN THEY ARE ASKED TO COMPLETE TAG QUESTION
- WHEN T TEACHER TELLS JOKES
- ESTDANT SEEMS TO BE BORED
- SS LIKE ANSWERPTS. (VOLUNTEERING)

Interpretations and Comments

- Even if grammar was taught and that's something that ss. don't normally like, they were kind of enthusiastic about it. All this happen at the beginning of the class.

General Comments

- Motivation took place at the beginning of the class.

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA
Observation of a Language Classroom

Context: October 9th, room 11, level 4, Luis Tero, (5 boys, 5 girls).

Observation

- students start working on a review in two groups. Today they're sitting one boy, one girl. I don't see any trace of motivation in their faces.
- students check their responses on the review section
- After the teacher starts a new topic with ss. It's food. He asks ss. the food they like they seem motivated now. Even Esteban, the student with a really negative attitude in class, seems interested.
- students work on a vocabulary activity to finish the class. They have to classify words into categories.

Interpretations and Comments

- Students begin doing an activity without being motivated or involved in.
- When a topic is interesting to them they wake up, start chatting and enjoy the class.

General Comments

- Motivation happened during the class.

	Tallies	Total
Basic Motivational Conditions		
1. The teacher shows enthusiasm to the class		
2. The teacher shows interest in students' learning		
3. The teacher shows good relationships with students		
4. The students encourage each other		
5. The teacher uses humour in the class		
6. The students use humour in the class		
7. The students decorate the class as they want it to be		
8. The students interact with each other		
9. The students cooperate in tasks completion		
10. The students demonstrate solidarity		
11. The teacher respects class rules		
12. The students respect class rules		
Initiating Motivation		
13. The teacher enhances the L2 values and attitudes		
14. The teacher increases the students' expectancy of success		
15. The teacher increases the students' goal orientedness		
16. The teacher makes material interesting to students		
17. The teacher creates realistic students beliefs about learning an L2		
Maintaining and Protecting Motivation		
18. The teacher makes learning stimulating and enjoyable (students involvement or breaking monotony)		
19. The teacher presents tasks in a motivating way (explains their purpose, ask ss. to predict, give strategies to do the task)		
20. The teacher helps students set specific short-term goals		
21. The teacher increases the students' self-esteem and self-confidence (give examples of success, encourage ss, reduce anxiety, teach learning strategies)		
22. The teacher lets students socialize in the class		
23. The teacher promotes cooperation between students		
24. The teacher creates students' autonomy (learners choose material, assignment, emphasize project work, let students assess themselves)		
25. The teacher promotes self-motivating students strategies (keep in mind rewards, concentrating, give a twist to the activity)		
Encouraging Positive Self-Evaluation		
26. The teacher encourages students' effort attributions		
27. The teacher gives encouraging feedback		
28. The teachers celebrates students success		
29. The teacher praises students (words or rewards)		

Annex 4 Methodology and Learning Styles and Strategies Questionnaire

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO ESCUELA DE LENGUAS Y LINGÜÍSTICA

Esta encuesta tiene como finalidad obtener información importante para la elaboración de la tesis de grado “The use of motivational teaching techniques facilitates English learning.” Por favor sírvase contestar las preguntas con honestidad.

1. Marque lo que su profesor hace para enseñar el Inglés (más de una opción es posible)

- traduce del Inglés al Español
- presenta nueva gramática en conversaciones
- hace que los estudiantes se muevan y actúen
- promueve el trabajo en grupos
- considera las diferencias de los estudiantes al aprender
- alienta al estudiante a usar el idioma la mayor parte del tiempo
- proporciona al estudiante actividades que deben ser cumplidas usando el idioma
- elige temas de interés para desarrollar su clase integrando los contenidos que se deben aprender
- otros (.....)

2. ¿Cómo aprende usted mejor el idioma? Encierre en un círculo la opción que más le convenga (más de una opción es posible)

a. poniendo atención al profesor, haciendo listas para organizar ideas, observando la distribución de la información en una página

b. escuchando instrucciones, conversaciones, canciones, trabajando en actividades donde debe conversar

c. moviéndose alrededor de la clase, jugando, compitiendo, actuando

d. usando sus manos para trabajar en proyectos, llenando información faltante

3. ¿Qué hace usted para integrar los nuevos conocimientos del idioma en su mente? (más de una opción es posible)

- organiza ideas en su mente
- pone atención a partes importantes de una actividad
- escucha cuidadosamente y entiende todo antes de hablar en inglés
- controla lo que dice y escribe para detectar errores
- trata de imitar a su profesor o a un nativo hablante
- agrupa conceptos para aprenderlos fácilmente
- practica en su mente antes de decir algo
- asocia palabras que son similares en Español
- traduce para entender significados
- pregunta a un compañero o profesor para esclarecer dudas

trabaja en grupo para desarrollar una actividad

Gracias por su cooperación

Annex 5 Motivation and Motivational Teaching Techniques Questionnaire

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

Esta encuesta tiene como finalidad obtener información importante para la elaboración de la tesis de grado “The use of motivational teaching techniques facilitates English learning.” Por favor sírvase contestar las preguntas con honestidad.

1. ¿Qué entiende usted por motivación?

.....
....

2. ¿En qué circunstancias se siente usted motivado a hacer algo? (más de una opción es posible)

- cuando existe una recompensa de por medio
- cuando sabe que va a tener éxito
- cuando observa a alguien exitoso hacerlo
- cuando desea obtener la simpatía de alguien
- cuando piensa que va a ampliar sus conocimientos

3. ¿Por qué desea aprender Inglés? (más de una opción es posible)

- para encontrar un mejor trabajo en el futuro
- para poder comunicarse con extranjeros
- para estudiar en el exterior
- para mejorar sus calificaciones
- porque alguien se lo pidió (¿Quién?.....)

4. ¿Qué factores influyen positivamente en su deseo de aprender? (más de una opción es posible)

- entorno
- confianza en si mismo
- actitudes de otros
- curiosidad

5. ¿Qué factores interfieren en su deseo de aprender? (más de una opción es posible)

- entorno
- temor al fracaso
- actitudes de otros
- ansiedad

6. ¿Qué características están presentes en su clase de inglés? (más de una opción es posible)

- profesor entusiasta
- buena relación estudiante-profesor
- ambiente agradable
- buena relación estudiante-estudiante
- reglas claras
- tolerancia a los errores de aprendizaje

apoyo

interés del profesor por el aprendizaje de los estudiantes

7. De las características mencionadas en la pregunta 6 enliste las más importantes para usted

.....
.....
.....
.....
.....

8. Marque las actividades que su profesor hace en la clase para motivar a sus alumnos a aprender el Inglés (más de una opción es posible) e indique con qué frecuencia (siempre, a menudo, a veces).

- explica la importancia del idioma
- aclara dudas sobre como se aprende un idioma
- establece objetivos específicos para cada lección
- presenta material interesante
- ofrece ayuda incondicional
- hace del aprendizaje un proceso agradable
- presenta actividades de una manera motivadora
- refuerza la autoestima del estudiante
- promueve la cooperación entre estudiantes
- estimula a los estudiantes a aprender independientemente
- enseña a los estudiantes a auto-evaluarse en una forma positiva
- recompensa los esfuerzos de los estudiantes

Gracias por su cooperación

Annex 6
First Partial Exam



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR-SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA

FIRST PARTIAL EXAM

LEVEL 4
FORM 1

FACE 2 FACE INTERMEDIATE Units 1-2

A. LISTENING COMPREHENSION

LISTEN TO WHAT YOUR TEACHER READS AND MARK T (TRUE) OR F (FALSE). THEN MAKE THE F (FALSE) STATEMENTS T (TRUE). FOR NUMBERS 4 AND 5 WRITE APPROPRIATE ANSWERS.

1. The Titanic started its trip in New York.
2. There were 1,316 passengers on the ship.
3. The Titanic turned to avoid a direct collision
4. What did the look-out boy see?
5. What did the captain order?

B. GRAMMAR AND VOCABULARY

I. MARK THE BEST CHOICE.

1. - A. _____ you _____ homework at the moment?

B. Yes, I _____.

- a. Did / do / did
- b. Do / do / do
- c. Are / doing / am

2. - A. I think all students _____ be responsible.

B. And they _____ be more polite too.

- a. have to / should
- b. should / can
- c. ought / must

3. - A. Your father works for Delta, _____ he?

B. No, he _____.

- a. doesn't / doesn't
- b. isn't / isn't
- c. does / don't

4. - A. Why aren't you interested _____ ?

B. Because I'm not good _____

- a. by working / about computers
- b. in the experiment / at science
- c. at the class / with numbers

5. - A. I _____ go shopping on Mondays.
 B. Really? I love _____ shopping on Mondays.
 a. often don't / to go
 b. hardly ever / going
 c. never / go.

II.- FILL IN WITH ONE WORD FROM THE LIST BELOW.

- | | | |
|-------|-------------|---------|
| - has | - about | - us |
| - on | - best | - makes |
| - see | - different | - spent |
| | - all | |

My co-worker Jim Davis loves traveling and visiting new places every year, that 1 _____ him really happy. He has been to 2 _____ 30 countries so far and he 3 _____ enjoyed visiting every one of them. "They are 4 _____ so different" he says. Last year he 5 _____ four weeks travelling around Africa. He was 6 _____ a safari in Kenya. He thinks that trips are the 7 _____ and only way to understand people and 8 _____ the world in a way that is 9 _____ from the one our governments want 10 _____ to see. I agree with him!

III. WRITE APPROPRIATE QUESTIONS TO THE FOLLOWING ANSWERS.

1. _____ ?
 Mike works for Mr. Johnson.
 2. _____ ?
 I'm making a sandwich. Why?
 3. _____ ?
 I think he went to Mexico last year.

Now, complete the following sentence beginnings.

4. I think we aren't supposed _____.
 5. I'm not able _____.

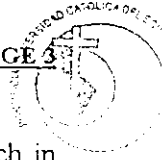
C. READING.

READ THE FOLLOWING PASSAGE.

American Sign Language Comes Out of the Closet

Dr. William C. Stokoe Jr., was hired by Gallaudet University in the mid-1950s. He became the chairman of the English Department and got interested in Sign language after he had seen the way deaf people communicated. Stokoe was fascinated. He was a hearing person, and signs were new to him.

Dr. Stokoe decided to propose a study of sign language although it seemed crazy to think about studying sign language. Even deaf teachers were not very interested in the



project but Dr. Stokoe did not give up. Instead, he started the Linguistics Research in 1957. Stokoe and his deaf assistants, Carl Croneberg and Dorothy Casterline worked on this project during the summer and after school.

The three researchers made films of deaf people signing. The deaf people in the film did not understand what the research was about and were just trying to be nice to Dr. Stokoe. Many people thought the whole project was silly but humored Dr. Stokoe anyway.

They analyzed the films and tried to see patterns in the signs. The results of the research were surprising.

They found that the sign followed specific rules. They found that the rules were used by all of the signers and were linguistic rules.

Dr. Stokoe was the first linguist to test American Sign Language (ASL) as a real language. It passed all of the test! Dr. Stokoe published the results in 1960, but not many people paid attention to the study. Dr. Stokoe was still alone-he was the only linguist who believed that sign language was more than gestures. He knew it was a language of its own and not just another form of English.

MARK T OR F. BE SURE TO MAKE F STATEMENTS T

1. Dr. Stokoe worked at Gallaudet University before the 1950's.
2. Carl Croneberg was Dr. Stokoe's assistant.
3. They found that deaf people didn't use the same language.
4. Dr. Stokoe was the person who tested the ASL as a real language.
5. The ASL is now a language.

D.- WRITING

WRITE A PARAGRAPH TELLING ABOUT A PERSON YOU CONSIDER THE FUNNIEST. TALK ABOUT WHY HE/SHE IS FUNNY. GIVE DETAILS. USE ABOUT 80 WORDS.

Good luck!

Annex 7
Midterm Written Exam

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR-SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜISTICA



MIDTERM EXAM

LEVEL 4
FORM 2

FACE 2 FACE INTERMEDIATE UNITS 1-4

A. LISTENING COMPREHENSION

READ THE TEXT TWICE AT NORMAL SPEED.

TOUR GUIDE

Carmen enjoys meeting people from other countries. She likes to show them "her" city and to tell them about its history and culture.

One day, when she was still in secondary school, Carmen visited a travel bureau to ask about qualifications for the job. The manager was kind and spent a long time answering her questions. "You should know," he said, "that not everyone can be tour guide. It takes a special kind of person, one who is interested in people able to talk to them easily. This means that a guide must be able to speak more than one language-preferable three or four-and always English for many world travelers speak that language. We want our guides to have a good education and to know something about the culture, customs, art, literature and history of many countries besides their own."

The manager also explained to Carmen that there were three different kinds of tourist guides. One kind, a tourist assistant, might meet tourists at the airport.

The second kind takes tourists on tours of the city and nearby areas. This kind of guide meets tourists in groups, takes them to see the local sights and tells them about local history and culture.

The third kind of guides takes groups of people on buses to far away cities or even to different countries. These tours sometimes take several weeks. Usually only single men serve as guides for these tours. They must be free to spend a lot of time away from home, and they must be able to assist tourists with their heavy luggage. They must also be able to meet all kind of emergencies.

As she listened to the manager, Carmen was sure that she would try to become a local tour guide. She was glad that she had studied ENGLISH. Now she would try to study other languages before she finished school.

SCORING:

A. LISTENING COMPREHENSION					5	X	3	15 PTS
B. GRAMMAR AND VOCABULARY	I	5	X	3	15 PTS			
	II	10	X	1	10 PTS			
	III	10	X	3	30 PTS			
C. READING					5	X	3	15 PTS
D. WRITING WHOLE PARAGRAPH								15 PTS
MAXIMUM POSSIBLE SCORE								100 PTS



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR-SEDE AMBATO
ESCUELA DE LENGUAS Y LINGÜÍSTICA

MIDTERM EXAM

LEVEL 4
FORM 2

FACE 2 FACE INTERMEDIATE UNITS 1-4

A. LISTENING COMPREHENSION

LISTEN TO WHAT YOUR TEACHER READS AND MARK T (TRUE) OR F (FALSE). THEN MAKE THE F (FALSE) STATEMENTS T (TRUE). FOR NUMBERS 4 AND 5 WRITE APPROPRIATE ANSWERS.

1. - Carmen went to a tourism school to ask for courses.
2. - Carmen had studied English before she talked to the manager.
3. - For longer tours, single men are usually chosen as tour guides
4. - What does a tourist assistant do?
5. - What kind of person can be a tour guide?

B. GRAMMAR AND VOCABULARY

1. Mark the best choice.

1. - A. _____ you _____ anyone interesting?
B. Sure. Once I _____ Madonna.
a. did / met / meet
b. do / meet / met
c. have / met / met

2. - A. I have to _____ a lot of difficult customers in my job
B. _____ ? _____ !
a. pick up / you have / great
b. deal with / do you / what a pity
c. put up / do you have / that's interesting

3. - A. Is there _____ else _____ ?
B. Sure, but I don't know the best way to _____ .
a. anything / worth visiting / get around.
b. something / to visit / go
c. nothing / to see / do

4. - A. In 1998 we _____ In Europe _____ most of the year.
B. Right! And I remember we _____ everything in our hotel covered in blue plastic
a. tour / during / want
b. were touring / for / wanted
c. toured / by / wanted



5. - A. While the thief _____, the police _____.
 B. Did they _____?
 A. Of course!
 a. was running / arrived / arrest him
 b. run / was arriving / caught him
 c. had ran / was arriving / shoot him

II. FILL EACH BLANK WITH ONE OF THE WORDS FROM THE LIST BELOW.

RUNNING A HOTEL

- | | | |
|------------------|-------------|------------------|
| - since - | - run - | - can - |
| - particularly - | - problem - | - to be honest - |
| - bring back | - surely - | - things - |
| | - like - | |

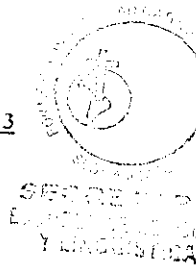
I started working in the hotel industry 14 years ago, but this is the first time I've (1) _____ a hotel in a touristy place (2) _____ Cornwall. My husband and I have had it (3) _____ 2001 and I'm a bit fed up with it, (4) _____ honest. Managing a hotel is quite stressful, (5) _____ when people complain all the time, which (6) _____ happen. And I can't stand it when people steal (7) _____ from the rooms.

I suppose people want to (8) _____ a souvenir of their holiday, but (9) _____ they've got enough towels at home!

Another (10) _____ is that we've been away together for a few times, but each time there was a problem at the hotel so we had to come back early. But this winter we're going to close the hotel for 2 weeks and go skiing-we're really looking forward to it.

III. WRITE APPROPRIATE WORDS STATEMENTS AND QUESTIONS TO COMPLETE THE FOLLOWING CONVERSATION

- A. - Excuse me is there (1) _____?
 B. - Well, I think you should stay at the Sheraton (2) It's _____
 A. - How can I get there?
 B. - You can (3) _____. It's not (4) _____
 A. - Ok. And what's the best (5) _____?
 B. - Well, in Delhi it's probably best to use rickshaws. They're (6) _____ and quite cheap. Don't use buses.
 A. - Ok.
 B. - And to travel to other cities, I'd (7) _____ the trains. They are safer than the buses at night.
 A. - Hmm, That's (8) _____. So what are the things (9) I _____ -any good museums?
 B. - Don't bother going to museums. There are (10) _____ to see in Delhi You should definitely see the red fort, in Old Delhi- It's absolutely huge.
 A. - Thanks a lot.
 B. - You're welcome.



C. - READING

READ THE PASSAGE

MULTIMEDIA MATCHMAKING

Arranging meetings for matrimonial purposes is nothing new. Kings and queens, the nobility of the past and present, and today's "big money" all know very well that finding the "right" spouse is a very serious matter.

In India, it is still the custom for parents to arrange their children's marriages. Sons and daughters are promised to one another at a very early age. It is very common for boys and girls to get married in the early teens, especially among the lower castes. In parts of Africa a wife may still be bought for several cows or the equivalent in money.

Recently, computers have helped make the search for a suitable life partner more democratic and a lot is easier. All over the world computer-assisted has become a good business. Time gets shorter and requirements get higher: most people cannot afford the time it takes to get to know someone, nor the risk of a blind date. So, for a modest amount of money, your personal data, together with your likes and dislikes are entered into a computer program that will produce a list of names of people that might match you. All you need to do is to make the necessary phone calls to have a date and decide who is the right person for you.

If you are willing to spend more money, a video of you is made, in which you talk about yourself and the kind of person you would like to meet. The video is then imported onto a computer and candidates can choose their partners from screen. If you have your own computer, you can have access to the system via modem. For an extra fee you will be able to see the image of potential candidates in the comfort of your home. And, if all goes well and you are ready to get marry, you may end up inviting a Pentium III to be your best man or bridesmaid at your wedding ceremony.

NOW ANSWER T OR F. MAKE THE F STATEMENTS T. FOR QUESTIONS 4 AND 5 WRITE APPROPRIATE ANSWERS.

1. - People have arranged marriages for centuries.
2. - In India, arranged marriages only occur in the lower castes.
3. - It's really expensive to enter your personal data together with your likes and dislikes.
4. - What do you need to do once your personal information has entered into a computer program?
5. - If you have a modem, what can you see on the screen?


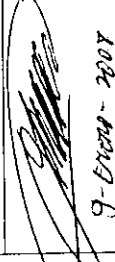


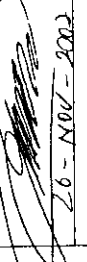
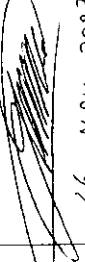
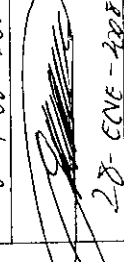
D. WRITING

WRITE A PARAGRAPH ABOUT YOUR LAST HOLIDAY. WRITE ALL THE THINGS YOU HAVE DONE, OR HAVE LEARNED TO DO. MAKE SURE TO GIVE DETAILS OF EACH ACTIVITY YOU DID OR LEARNED TO DO. /80 WORDS.

Annex 8
Grades Register

ES EL VIGILANTE
CURSOS ABIERTOS DE INGLÉS
REGISTRO DE CALIFICACIONES
I SEMESTRE 2007-2008

NIVEL: CUARTO A
 HORARIO: 17H00-18H00 TEENS
 PROFESOR: LIC. LUIS TORO

ESTUDIANTE	PRIMER EXAMEN PARCIAL /10	SEGUNDO EXAMEN PARCIAL /10	PROMEDIO DE EXÁMENES PARCIALES /10	EXAMEN ORAL DE MEDIO NIVEL /10	EXAMEN ESCRITO DE MEDIO NIVEL /10	PROMEDIO EXÁMENES DE MEDIO NIVEL /10	TRABAJO GENERAL DE CLASE /10	EXAMEN FINAL ORAL /10	EXAMEN FINAL ESCRITO /10	SUMA DEL EXAMEN FINAL ORAL Y ESCRITO /20	TOTAL /50	TOTAL INASISTENCIAS	OBSERVACIONES
TAMIRAND QUINDE ANDRES ALEJANDRO	7,60	7,20	7,40	6,00	5,50	5,75	7,00						
MENDARIZ LALALEO DANIEL ESTEBAN	7,20	8,30	8,00	8,00	7,10	7,55	7,00						
AYORGA ROSERO JOSE IGNACIO	8,40	7,30	7,85	9,00	8,70	8,85	8,80						
ELD ROBERT PIERRE MICKAEL	7,00	7,60	7,30	8,00	5,60	6,80	7,20						
RANDA ILLESCAS DENICE MONSERRATH	4,50	6,90	5,70	9,00	—	4,50	7,40						
ORILLO OCHOA DANIELA NICOLE	5,60	6,60	6,10	7,50	5,10	6,30	7,50						
ORILLO OCHOA MIGUEL ANGEL	7,60	7,80	7,70	7,00	6,40	6,70	7,50						
ORILLO CARRASCO KATHERINE ALEJANDRA	7,90	7,60	7,75	8,00	8,80	8,40	8,00						
INEZ RODRIGUEZ MARIA ANGELICA	5,80	8,50	7,15	8,00	7,30	7,65	8,00						
ORIA PUGD CARLA LIZETH	7,00	6,10	6,55	7,00	6,60	6,80	7,50						
FIRMA Y FECHA	 24- OCTUBRE - 2007	 9- ENERO - 2008	 9- ENERO - 2008	 26- NOVI - 2007	 26- NOVI - 2007	 26- NOVI - 2007	 28- ENERO - 2008						

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