



**COTOPAXI TECHNICAL UNIVERSITY**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND**  
**HUMANISTIC SCIENCE**

**ENGLISH CAREER**

**RESEARCH PROJECT**

**“MOTIVATIONAL STRATEGIES TO CREATE A GOOD  
ENVIRONMENT IN ENGLISH CLASS”**

Project submitted prior to obtain the Science of Education Degree with major in  
the English Language

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Latacunga - Ecuador

August 2016

## **AUTHORSHIP**

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Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

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## TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "MOTIVATIONAL STRATEGIES TO CREATE A GOOD ENVIRONMENT IN THE ENGLISH CLASS" presented by Hurtado Jorque Vilma Margoth and Yaule Chingo María Bertha, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

.....  
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**Research Project Tutor**

## COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Hurtado Jorque Vilma Margoth and Yaule Chingo María Bertha with the research project title: **“MOTIVATIONAL STRATEGIES TO CREATE A GOOD ENVIRONMENT IN ENGLISH CLASS”**, have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to lath the project, according to the institutional regulations.

Latacunga, July 2016

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## **GRATEFULNESS**

We would like to express our sincere gratitude to our God who gives us life and our dear parents who have been with us. To our project advisor, MSc. Patricia Mena, who consistently help us to guide this project. Furthermore, to our teachers who with their patience and knowledge help us to get our objective.

**María & Margoth**

## **DEDICATION**

This project is dedicated to our parents, who always have been near to us in the difficult moments with their help and we have been taught us that the best way in the life is the education and the knowledge of ourselves. It is also dedicated to my God, who gave us health and wisdom all the time.

**María & Margoth.**

# **COTOPAXI TECHNICAL UNIVERSITY**

## **ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE**

### **TITLE: “MOTIVATIONAL STRATEGIES TO CREATE A GOOD ENVIRONMENT IN THE ENGLISH CLASS”**

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#### **ABSTRACT**

One of the most important factors in the English language is to achieve a good motivation because it is essential for language learning in the classroom. However, lack of motivational strategies, demotivate students causing an unpleasant learning environment for English language. The objective of this research was: to analyze motivational strategies to create a good environment in the English class. The research was descriptive because it provides detailed information regarding the importance of motivational strategies in teaching English. Furthermore, it has a quantitative approach. Therefore, a survey was applied to students at ninth year of the Delia Ibarra de Velasco Educative Unit during the academic period 2015-2016 in order to collect data about the use of motivational strategies. In addition, a survey was applied to teachers of English to obtain data about the application of the motivational strategies in the English class. The obtained results were negative because the teacher does not apply motivational strategies which affects the students to learn English. In conclusion, according to the results it was evident that students would like that the teacher use motivational strategies such as; role-play, group work, games, realia, pictures, videos and flash cards. Teachers should apply motivational strategies because is essential to create a good learning environment.

**Keywords:** Motivation, motivational strategies, learning environment.

# UNIVERSIDAD TÉCNICA DE COTOPAXI

## UNIDAD ACADÉMICA DE CIENCIAS HUMANÍSTICAS Y ADMINISTRATIVAS

### TITULO: “MOTIVATIONAL STRATEGIES TO CREATE A GOOD ENVIRONMENT IN ENGLISH CLASS”

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#### RESUMEN

Uno de los factores más importantes en el idioma inglés es lograr una buena motivación ya que es fundamental para que el estudiante muestre interés por su propio aprendizaje cumpliendo actividades dentro del aula. Sin embargo, la carencia de estrategias motivacionales, desmotivan a los estudiantes provocando un ambiente desagradable de aprendizaje del idioma inglés. El objetivo de esta investigación fue: analizar estrategias motivacionales para crear un buen ambiente en la clase de inglés. La investigación fue descriptiva puesto que se provee información detallada respecto a la importancia de las estrategias motivacionales en la enseñanza del idioma inglés. Además, Este estudio tiene enfoque cuantitativo. Se aplicó una encuesta a los estudiantes del noveno año de la Unidad Educativa Delia Ibarra de Velasco en el periodo 2015-2016 para recolectar datos acerca del uso de estrategias motivacionales. Otra encuesta fue aplicada a docentes de inglés para obtener datos sobre la aplicación de estrategias motivacionales en la clase de inglés. Los resultados obtenidos fueron negativos ya que el docente no aplica estrategias motivacionales lo cual afecta en el aprendizaje del idioma inglés. En conclusión, según los resultados obtenidos se pudo evidenciar que a los estudiantes les gustaría que el docente use estrategias motivacionales tales como: role-play, trabajo en grupo, juegos, realia, imágenes y flash cards, videos. En virtud de los resultados obtenidos se concluye que el docente de inglés debe aplicar estrategias motivacionales ya que es esencial para crear un buen ambiente de aprendizaje.

Palabra clave: Motivación, estrategias motivacionales, ambiente de aprendizaje.

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## 1. GENERAL INFORMATION

**Research title:** “MOTIVATIONAL STRATEGIES TO CREATE A GOOD ENVIRONMENT IN THE ENGLISH CLASS”

**Starting date:** 04<sup>th</sup>, November 2015.

**Completion date:** 15<sup>th</sup>, July 2016.

**Site:** La Merced-Pujilí-Cotopaxi-zona 3. Unidad Educativa “Delia Ibarra de Velasco”

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**Knowledge area:** English teaching learning process.

**Research line:** Development of didactical and pedagogical strategies.

**Sub research career:** General methodologies for teaching English language

## **2. PROJECT DESCRIPTION**

This present research project titled "Motivational Strategies to create a good environment in English class" is referred to achieve a good motivation in class. Many students do not feel motivated to learn English during the class. It is because the teachers do not use the motivational strategies in English class such as; realia, games, role plays, work groups, short stories and adequate materials. So, the main objective of this research is to analyze the motivational strategies to create a good environment in English classes which allow knowing the different motivational strategies to improve the English class. It was used a descriptive method, quantitative approach and as technique was used students and teachers' surveys. It was based on literature review.

This research work has been divided in two main parts: the first part refers to: Motivation, motivational strategies, motivational strategies used by teachers, classroom environment and teacher enthusiasm which allow to familiarize with each of the categories in order to identify the best motivational strategies that the teacher should use in English class. The second part gives an overview of results which are taken from surveys applied to students and teachers at "Delia Ibarra De Velasco" Educative Unit. The answers of the surveys were negative because the teachers do not apply motivational strategies which affect the students to learn English.

It is concluded that, results showed that students would like that the teacher use motivational strategies such as; role-play, group work, games, realia, pictures, videos and flash cards. Clearly, teachers should apply motivational strategies in order to create a good learning environment in Learners.

## **3. RATIONALE OF THE PROJECT**

This project has significant importance in the educational field because "motivation" helps students to maintain motivated and active during the class. Thus, this research analyzes motivational strategies to help EFL teachers to create

a good learning environment in English class, to improve the learning-teaching process in the students of 9th grade of the “Delia Ibarra de Velasco” Educative Unit.

Furthermore, literature review allows reflecting about the importance of applying motivational strategies in the English class, and the diagnostic about the use of motivational strategies provides that other researchers can design a didactic guide with the motivational strategies mentioned in this project.

The principal beneficiaries of this project are the students because they have the opportunity to know the motivational strategies as; role play, games, realia, short stories. By the other hand, also the teachers are the beneficiaries because through the obtained results they can realize how important is the use of motivational strategies, which will motivate to the English teacher to receive training courses in this area.

#### **4. BENEFICIARIES OF THE PROJECT**

The direct beneficiaries of this project are 27 students of ninth year General Basic Education of “Delia Ibarra de Velasco” Educative Unit, between 12 and 14 years old, 14 are women and 13 are men. Also two English teachers participated, one woman and one man. In addition, the indirect beneficiaries are the lower grades, English teachers of the Educative Unit, which is located in Pujili city.

#### **5. RESEARCH PROBLEM**

Motivation is the main factor for learning English language. For this reason, the motivational strategies are so important to create a good learning environment in the class. Cheng & Dornyei (2007) mentions that, “Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language” (p.153). Motivation is essential in the learning of a second language because it helps students to learn by their own effort. However, many English teachers lack of motivational strategies which generate demotivation in the English class.

The main cause that produce this problem is the fact that the teachers do not know the appropriate motivational strategies to use in the class. So, students do not feel motivated to learn a second language. In addition, there is a bad learning environment. Consequently, students cannot interact in classroom because they are worried to make mistakes. Furthermore, the lack of motivational strategies produces a boring class. So, students do not pay attention to the class.

Mohammad (2012) carried out a research about motivational strategies used by L2 language teachers to promote English language learning. The aim was to investigate the strategies used by Iranian EFL teachers to promote motivation among their high school students. He did a research based on a questionnaire to 50 different students to determine if the teachers of Iranian High school use motivational strategies in English class, the results revealed that the classroom activities are not enjoyable to promote English language learning in their students. Then, He used descriptive and qualitative analyses in order to discuss how the lack of use the motivational strategies can generate negative consequences in students' learning achievements. Thus, the use of motivational strategies is essential in English classroom in order to get a good environment in English language (p. 85).

## **6. OBJECTIVES**

### **General objective:**

- To analyze the motivational strategies to create a good environment in English classes.

### **Specific Objectives:**

- To identify motivational strategies to create a good environment in English classes.
- To establish a diagnostic about the use of motivational strategies by high school teachers in English classes.

## 7. ACTIVITIES AND SYSTEM TASKS IN RELATION TO RAISED OBJECTIVES.

Specific Objectives	Activities	Result	Methodology
To identify motivational strategies to create a good environment in English classes.	Searching sources of bibliographic Information.	Theoretical framework	Bibliography research
To establish a diagnostic about the use of motivational strategies by high school teachers in English classes.	Design and apply questionnaires to teachers	Data about motivational strategies used in Delia Ibarra de Velasco high school.	Surveys
	Design and apply questionnaires to students.	Data about motivational strategies used in Delia Ibarra de Velasco high school.	

## 8. SCIENTIFIC AND TECHNICAL FOUNDATION.

### Motivation

Motivation is one of the most important factors that the teacher can target in order to improve learning English as a foreign language (henceforth EFL). Solak (2012) mentions that, "Motivation pushes the individual to do whatever it takes to become successful" (p.241), he considers that it is one of the principal ways to get the objective. As well as, "Motivation is the actual state of wanting to do something, to excel in a certain situation" (Allen, 2010, p. 4), that's why,

motivation is essential in the teaching-learning process because motivate help to students to have success in the learning English. Furthermore, “Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning” (Anjomshoa & Sadighi, 2015, p. 135). Thus, motivation is an important issue especially in the second language learning, for that reason it is indispensable to maintain motivated second language students.

### **The importance of motivation in EFL**

Nowadays, English language is the student success in the professional field. Thus, in the learning as a foreign language it is important that the students feel motivated. Gilakjani (2012) mentions that:

The issue of motivation, particularly in EFL settings, is important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners (p.10).

### **Motivational strategies**

The motivational strategy is essential to maintain motivated students because it helps to create a good learning environment in the class, for that reason is so important that the teacher applies motivational strategies as; role play, pictures, games, videos and short stories. Simsek & Balaban (2010) consider that, “Motivational strategies contain the student’s perceptions and conscious efforts to perform and feel better. Attention focusing, directing anxiety, effective time management, reducing stress, developing interest, encouraging internal motivation, and setting meaningful ideals are several examples of strategies in this category” (p. 37).

There are different ways that the teacher might use the motivational strategies in the learning English. Allen (2010) states that, there are 2 ways:

### **Generating initial motivation.**

By this, Dörnyei and Guilloteaux (ibid) are referring to different kinds of strategies a teacher can utilize in order to make the students as interested as possible in learning English. An example might be to explain how the students will be able to use their knowledge in the future and to try and create real, concrete situations for them to really emphasize the use. Another example might be for the teacher to put a great deal of thought into how he/she introduces new topics the class will be working with. It is important to try and introduce new things with a positive attitude and also to think about what it is within a certain topic that would appeal to a certain group. For instance, if the majority of the group is female, choosing a film about love might work better than if the majority of the group is male.

### **Maintaining and protecting motivation**

By this, Dörnyei and Guilloteaux (ibid) mean that it is important that the teacher continues to motivate his/her students throughout the course by for example using stimulating, enjoyable, and relevant tasks. If the students feel like they are doing well, it is more likely that they will want to keep studying. (p.9)

### **Motivational strategies used by teachers**

It is important mention the following motivational strategies it will help to teachers to maintain a good learning environment in the English class in order to students feel motivated to learn a second language.

### **Group work**

Group work contributes to creativity. Students learn how to support each other is important because it helps to students to motivate and improve their knowledge and be able to speak it fluently into the class, that's why Kong (2009) mentions that:

Group activities are at optimal level to keep students feel safe and can stimulate their arousal. Work in group as discussing and doing project or other activities, which are complex and challenging, are a good way to enable students to work cooperatively with peers. And as teachers, it is more effective to provide helps and comment fairly on their work in time or ask students to make a self-evaluation about their projects. This enables students to focus on their learning process and allows them to see their progress. And self-evaluation gives students a sense of accomplishment and responsibility for learning (p.148).

Group work fosters classroom interaction, which is an important aspect for acquiring the English as a foreign language. In addition, the student has a different way to learn English, for example, some students can be good to write a dialogue, comment about any reading, introduce yourself, role play and others can express their own ideas. Thus, it is fundamental the group work, because it will help students feel comfortable at the moment of learning English, and motivated by the teachers.

### **Monitoring seatwork**

Cotton (1988) mentions that, “Such monitoring involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments, and working with students one-to-one as needed” (p.3) here students will feel motivated because their work is monitored by the teacher.

Furthermore, the most effective teachers should apply the following ways for monitoring the individual work into the class. Cotton (1988) states that:

Have systematic procedures for supervising and encouraging students while they work. Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help. Have more substantive interactions with students during seatwork monitoring, stay task-oriented, and work through problems with students. Give extra time and attention to students they believe need extra help (p.3).

### **Games to Promote Students**

Games are valuable highly motivating, challenging, amusing and they encourage cooperation. Besides, it plays important role into the class because the students can motivate and enjoy before starting the class. Also, the games are a great benefit because they help to refresh the minds of the students. Through the games, the students can interact correctly in the classroom. Ahmed & Ziyad (2014) Consider that, “As the research has shown that games are effective as energizers and educational tools that can provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, the researchers supported the trend towards using them as short warm-ups” (p.30).

In addition, a game should be suitable for the whole class and to be frequently played in the classroom, always related with the content of the planning.

### **Importance of the games**

The use of games in an English class is one of the best tools to start the class. Friehs (2016) mentions that, “Games in classrooms encourage interaction, thinking, learning, and reflecting, and support the development of strategies for solving problems. Students practice analyzing skills, train their memory and interpretation abilities, and perform a high level of cognitive processing” (p. 54).

Games also support team work among students. They let the students to put effort as a team and to work collaboratively towards a goal in the English class

### **Role play**

Role play is so important in the classroom because the students can interpret to any personage to interact in the English class, doing the different activities as; hiding the topic of the book and comment of the topic, the teacher can apply role play using any topic as; shopping, different cultures. Dorathy (2011) states that:

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In

addition, it is fun and most learners will agree that enjoyment leads to better learning (p. 3).

Role play is one of the best options to maintain the English class motivated. Feng & Yun (2009) state that “Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive” (p. 140).

### **The reason to use role play**

There are many good reasons for using role-plays in the English class: Dorathy (2011) mentions that:

Role-plays help students cope with real-life situations, commonly used expressions, forcing them to think “on their feet”.

Role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper.

Role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose.

Role-plays give learners more responsibility in their learning, encouraging interaction.

Role-plays offer students the chance to evaluate their learning progress and their level of English (p. 3).

Role play helps students to improve the speaking skills because the most important aspect at the English language is the communication, it permits to acquire and practice the second language. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement in EFL.

### **Realia**

With the application of the different motivational strategies in an English class, the teachers will achieve positive results at the same time, the strategies will help

to maintain students motivated to learn a second language. Ningtyas (2009) states that:

Realia are objects from real life used to improve students' understanding of other cultures and real life situations in classroom instruction. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves (p. 10).

The word realia refer to any real objects that the teacher can use in an English class. However, this will help to the students to improve their knowledge and will motivate them to acquire the second language, because this is a perfect way to teach; furthermore, through this is funnier and they have the opportunity to practice in real life situations like using a lot of real objects in the class.

Ningtyas (2009) mentions that, there are several kinds of Realia that can be used by the teacher:

The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.

The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc). As a substitute of the real object, the teacher can use dolls or toys (p. 10).

Using real objects in the English class permits to make a funny learning for the students, besides it will improve the teaching English because the teacher can use a lot of objects to teach English as: pictures, pieces of vegetables, objects class, pieces of fruits.

### **Improving students' vocabulary using realia**

Realia is used in education to refer to certain real life objects. Wantini (2010) mentions that:

In education, realia are objects from real life used in classroom instruction. In teaching vocabulary realia is teaching media used to present vocabulary by bringing actual objects of items or something represent it which used in classroom to illustrate and teach vocabulary. Realia is not only the real object of an object. The object that are impossible brought into classroom in teaching can be changed with something represent it such picture, photograph of the objects, map. Realia is concretizing vocabulary and language and place it in a frame of reference. Realia is fit for beginner because most of lesson material of the class is about things. By using realia, the teacher can improve the students' understanding because realia make concrete of what is talked (p. 4).

### **Using flashcards**

Flashcards are a set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom. Thus, it is useful to improve learning English language specially in speaking skills.

### **Using audio visual material projectors and video.**

Nowadays, technology is one of the most principal strategies that the teacher can use in order to motivate to the students, at the same time he or she can use it according to the necessity of the students.

Since our schools are equipped with various audio visual materials such as videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page about your school. Whereas, we can use an

overhead projector in presenting writing drafts for classroom correction or to read (Enoamen, 2010).

The author says that; these materials improve the motivation in order to the students can learn quickly a new language. Besides, they can maintain motivated during the class using the different material in the English class, since it is the fundamental to learn easier.

### **Pictures**

Pictures are another form to motivate students because it helps to improve the speaking and use new words at the moment to describe any picture. Ariningsih (2010) mentions that:

Pictures are aids that can help the teachers in the teaching learning process. Teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. One of visual instructional media that is going to be used in this research is picture. A picture or series of pictures not only provides the students with the basic material for their composition but also stimulates their imaginative powers (p.37).

### **Using pictures to motivate students**

Huyen (2015) mentions that:

Pictures permit the students to be imaginative and creative in the class., using pictures will make a number of benefits in teaching a second language. Firstly, pictures can promote learners' interest in learning foreign language. Secondly, maintains that pictures can stimulate students' discussion and interpretation of the topic. Thirdly, students' imaginativeness can be inspired thanks to pictures and other visual aids. "Visual aids, especially pictures and colorful posters can add much to the attractiveness and atmosphere of a classroom". Furthermore, states that pictures can motivate students to take part in speaking activities (p.4).

Using pictures in the class is very important because it has a lot of benefits, as an example it encourage the students to be more interested to learn English, to be stimulated and to be more imaginativeness in the class.

There are three important ways to describe a picture. Huyen (2015) mentions that:

**Describe a picture:** Each student is given a picture by the teacher. He or she writes a description of the picture. The teacher collects all the pictures and displays them. The descriptions then are collected and redistributed to the students so that each student gets another student's description. Each student must then find the picture to match his or her description.

**Describe and draw:** Students can work in pairs. One student has a picture or a plan, but keeps it secret with the partner. Then, he or she tries to describe so that their partner can make an accurate drawing of it.

**Saying anything you know:** The class is shown a picture of scene or series of individual pictures. The students say anything they can about it. This is an opportunity for them to call out any word that they know and practicing describing, interpreting and associating things in pictures (p. 6).

### **Encouraging Young Learners to Learn English through Stories**

Short stories help students to be in an enjoyable environment, where they feel stimulated to learn the English language and it will help to improve the reading. Moreover, the students can understand the reading and interact according to the topic with their classmate. Cagri (2012) says that:

Stories are motivating for young learners, and stories can create a happy and enjoyable learning environment. Stories are the most ideal sources for young learners in effective language learning. Children like stories, and they find stories easy to access and understand. Stories provide an outstanding opportunity for young learners to master the foreign language (p. 104).

### **Classroom environment**

Classroom environment is an essential in English class because through this, the teacher can give a better class where a good environment can improve the learning, also it is necessary the teachers explain the importance of the topic and do funny. Allen (2010) states that, “Create a pleasant, relaxed atmosphere in the classroom, the students are more likely to have the courage to express themselves in a second language, something which can often feel intimidating for many” (p. 11).

In this context Kong (2009) arguments that:

Learning environment is important because it creates an environment that encourages both achievement and motivation. In a friendly atmosphere, students can feel secure and their sense of understanding and challenge as well as learning motivation can be promoted. In English learning, students need a great deal of practice to speak in class, thus implementing some rules to ensure them make sufficient use of the practice time and at the same time to make them feel safe and comfortable and are away from criticism and laughing by making mistakes. Meanwhile, teachers should allow students to discuss broadly without the fear of expressing their own thoughts different from others (p. 148).

### **Teacher enthusiasm**

Utilizing motivational strategies, teachers can create an energized atmosphere conducive to English language acquisition, because an enthusiastic teacher can make a tremendous difference in student motivation. “If English teachers present their classes in an attractive way, students will adjust themselves to positive attitudes; conversely they will hold negative attitudes towards English” (Zheng & Zhou, 2014, p. 273).

Furthermore, the enthusiasm of the teacher is essential in an English class because he or she has energy that is contagious to students. Thus, if the teachers care about and want to please always should do subject matter exciting and engaging.

## 9. SCIENTIFIC QUESTIONS

- Which are the motivational strategies to create a good environment in English class?
- Which are the motivational strategies used by teachers in English classes at “Delia Ibarra de Velasco” Educative Unit?

## 10. METHODOLOGY

This research has a quantitative approach, this approach considers that “using statistical methods often begins with the collection of data based on a theory followed by the application of descriptive method” (Rajasekar, 2014, p 9.). So, through a deep literature review, it was possible the design of a survey which was applied with the aim to establish a diagnostic about the use of motivational strategies in an English class.

For the present study a survey was elaborated based in the theoretical research referred in the corresponding section. The technique used was survey that was applied to students and teachers at 9th year “Delia Ibarra de Velasco” with the aim to collect data about the use of motivational strategies. Thus, the present research was oriented to analyze motivational strategies within the teaching learning process in order to know if the teachers use motivational strategies in English class. In addition, the research is descriptive because Lands & Der (2002) states that, “In this regard descriptive research differs from prescriptive research that is primarily concerned with the question how the reality should be” it provides detailed information regarding the importance of motivational strategies in teaching English, in a real context. This research was conducted in the Educative Unit Delia Ibarra de Velasco which is located in Pujili. The participants were 27 students of the Educative Unit mentioned of the 9th year, and 2 English teachers. In this research the researchers applied the surveys to two English teachers and 27 students, the instrument was composed of ten questions to students and 5 questions to teachers.

## 11. ANALYSIS AND DISCUSSION OF RESULTS

Surveys applied to students at “Delia Ibarra de Velasco” Educative Unit.

### 1. Does the teacher start classes with games, role plays or with pictures?

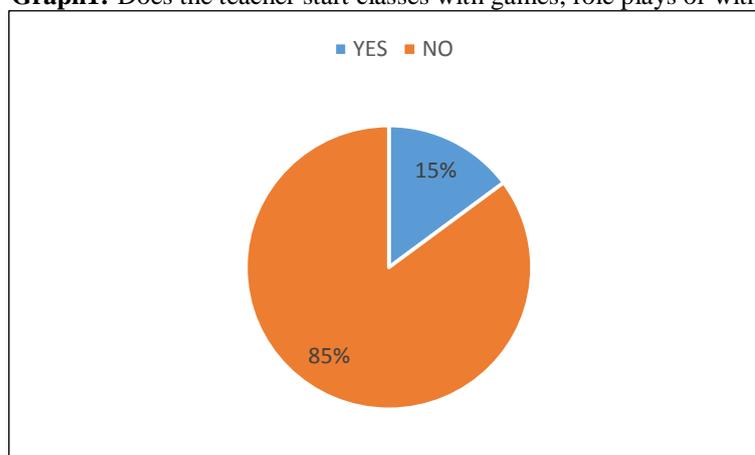
**Chart1:** Does the teacher start classes with games, role plays or with pictures?

OPTIONS	# STUDENTS	PERCENT
YES	4	15%
NO	23	85%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

Source: Students from Delia Ibarra De Velasco Educative Unit.

Elaborated by: The researchers

**Graph1:** Does the teacher start classes with games, role plays or with pictures?



Source: Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

In this question, 23 students that correspond to the 85% mention that the teacher does not start the class with games, role play, pictures; while that 15% that is 4 students mention that, the teacher motivates to the students to begin the English class.

According to the results obtained the majority of students mention that the teacher does not apply games, role plays or pictures at the beginning of the class. To start classes, it is necessary to motivate students; the teacher must know and improve different strategies to motivate them getting the attention and interest for learning English and reach an excellent teaching process of the English language. Simsek & Balaban (2010) consider that, “Motivational strategies contain the student’s perceptions and conscious efforts to perform and feel better” (p. 37). Besides it is important that teacher starts the class with games, role plays or pictures that have relationship with the topic of the class.

## 2. Do you feel motivated when your teacher forms working groups?

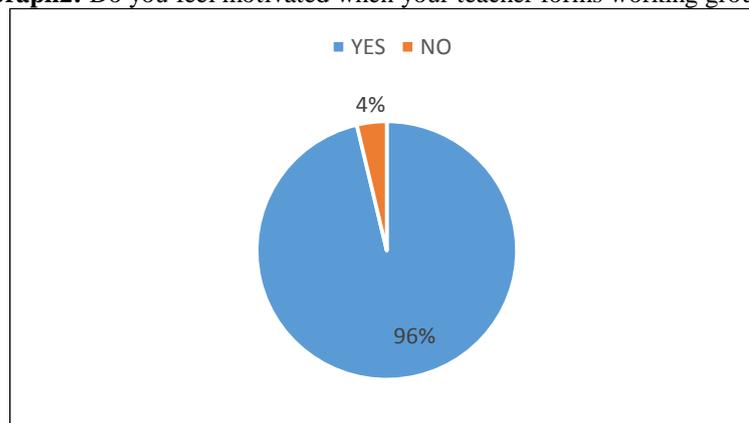
**Chart2:** Do you feel motivated when your teacher forms working groups?

OPTIONS	# STUDENTS	PERCENT
YES	26	96%
NO	1	4%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researchers

**Graph2:** Do you feel motivated when your teacher forms working groups?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

In this question, 26 students correspond to 96% in which mention that they feel motivated at the moment that the teacher form group work, while the 4% that is 1 student mentions that he is not motivated when he works in group.

According to the obtained results, the motivation at the beginning of the class is important in the teaching – learning process, especially when students work in group; in this way they are able to share knowledge, experiences and help between them. Thus, teacher should use group work to get good results because this strategy could be one of the best ways to learn a second language. Kong (2009) states that, "Work in group as discussing and doing project or other activities, which are complex and challenging, are a good way to enable students feel motivated and they can work cooperatively with peers" (148).

### 3. Does the teacher teach the English class with enthusiasm?

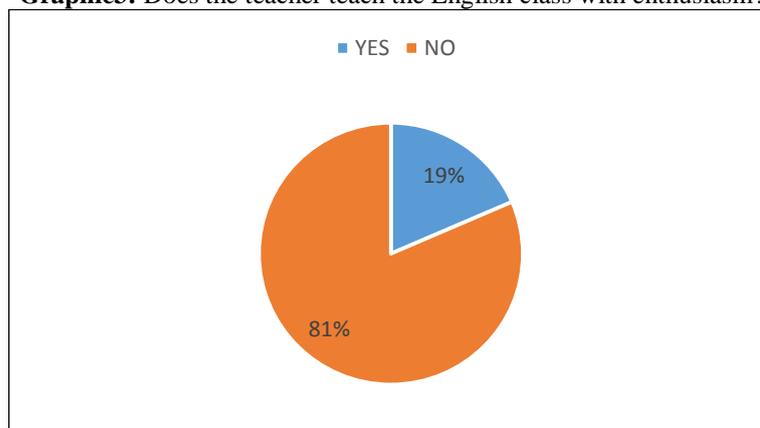
**Chart3:** Does the teacher teach the English class with enthusiasm?

OPTIONS	# STUDENTS	PERCENT
YES	5	19%
NO	22	81%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researchers

**Graphic3:** Does the teacher teach the English class with enthusiasm?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

## ANALYSIS AND INTERPRETATION

In this question, 22 students that correspond to the 81% mentions that the teacher does not impart the class with enthusiasm, while 19% that is 5 students mention that the teacher starts the class with enthusiasm.

Zheng & Zhou (2014) states that, “If English teachers present their classes in an attractive way, students will adjust themselves to positive attitudes; conversely they will hold negative attitudes towards English” (p. 273) then, one of the most important aspect in a class is the enthusiasm of the teacher; therefore, the teachers must have it and put it in practice in their daily development of the profession. A teacher must teach with dedication and energy. They as leaders have to help students to learn the English Language; in fact, the enthusiasm is another way to motivate students for learning a second language.

#### 4. Does the English Teacher monitor the individual job?

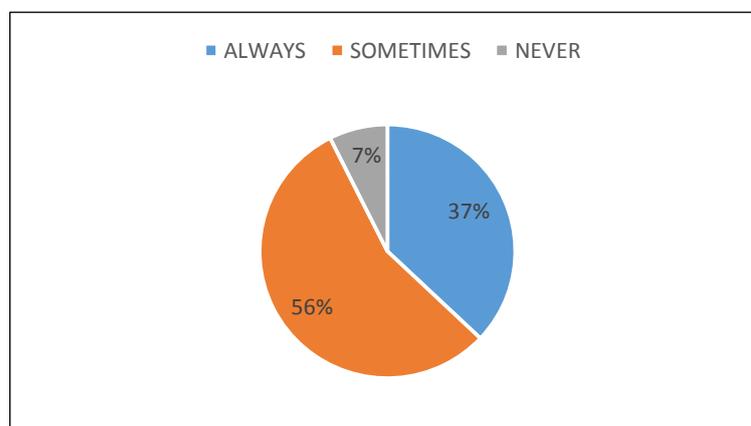
**Chart4:** Does the English Teacher monitor the individual job?

<b>OPTIONS</b>	<b># STUDENTS</b>	<b>PERCENT</b>
ALWAYS	10	37%
SOMETIMES	15	56%
NEVER	2	7%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researchers

**Graphic4:** Does the English Teacher monitor the individual job?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

#### ANALYSIS AND INTERPRETATION

In question number four, 15 students that correspond to the 56% mentioned that the teacher sometimes monitors students' individual work. However, the 37% that is equal to 10 students mention that the teacher always monitors their individual work and finally, 2 of them that correspond to 7% mentions that the teacher never monitors their individual work.

To monitor students individual job is useful and very necessary, because each individual activity needs teacher`s help because of each student has different way to learn. Furthermore, they develop different abilities in learning English, so individual work should be monitored by the teacher. At the same time, the students will be motivated to learn and improve their knowledge. Cotton (1988) states that, "Such monitoring involves teachers moving around the classroom, being aware of how well or poorly students are progressing with their assignments, and working with students one-to-one as needed" (p.4).

**5. A good learning environment in the English class will motivate me to participate in the different activities assigned by the English teacher.**

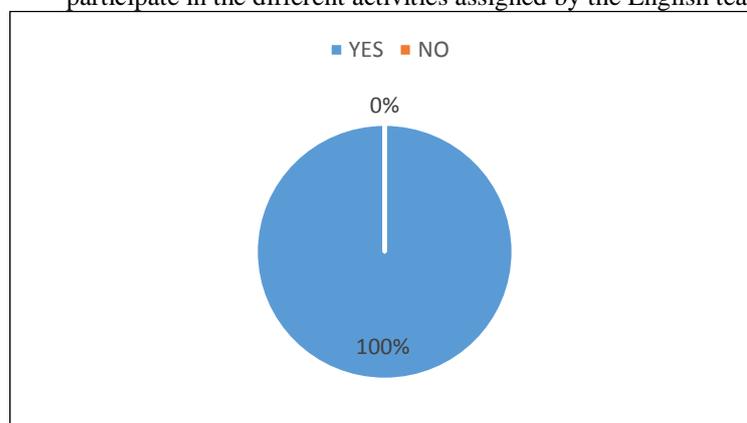
**Chart5:** A good learning environment in the English class will motivate me to participate in the different activities assigned by the English teacher.

OPTIONS	# STUDENTS	PERCENT
YES	27	100%
NO	0	0%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researchers

**Graph5:** A good learning environment in the English class will motivate me to participate in the different activities assigned by the English teacher.



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

About this question, all students that correspond to 100% revealed that a good environment helps them to participate in English class. According to the information obtained, a good environment in English class is essential to start the class where the students will participate without afraid, so the teacher must maintain all the time a positive classroom environment. Because an adequate environment will propitiate a good relationship between students and teacher in which they will interact with confidence among them. Kong (2009) mentions that, "Learning environment is important because it creates an environment that encourages both achievement and motivation. In a friendly atmosphere, students can feel secure and their sense of understanding and challenge as well as learning motivation can be promoted" (p. 148). Thus, a good learning environment will promote the participation in English class.

## 6. The English class will be more interesting if your teacher uses realia.

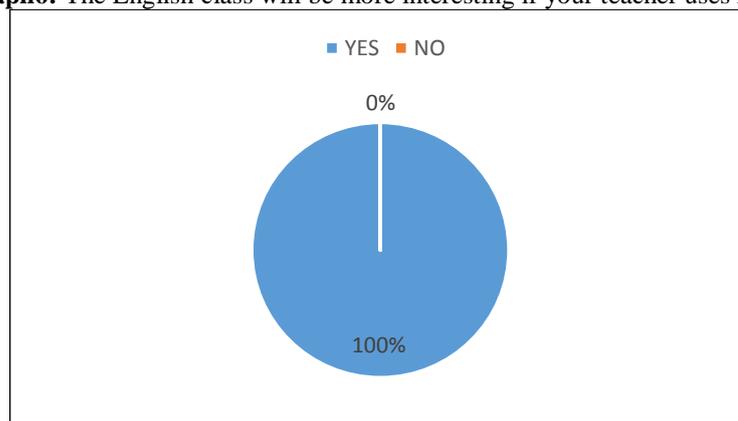
**Chart6:** The English class will be more interesting if your teacher uses realia.

OPTIONS	# STUDENTS	PERCENT
YES	27	100%
NO	0	0%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researchers

**Graph6:** The English class will be more interesting if your teacher uses realia.



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

## ANALYSIS AND INTERPRETATION

In this question, all students that correspond to the 100% mentioned that realia tool is so necessary in English class.

Realia is another way how the teacher motivates to students for learning English, because through it they can improve and know new vocabulary, as a consequence they are able to understand different tasks and develop the productive and receptive skills. Also realia would be useful and necessary in English class. Thus, this is an authentic material that helps the teacher in the teaching process and it motivates to students for learning a second language. Ningtyas (2009) states that, "Realia are objects from real life used to improve students' understanding of other cultures and real life situations in classroom instruction. A teacher of a foreign language often employs realia to strengthen students' associations between words" (p. 10).

**7. I like to participate in the English class, because my teacher congratulates me for my participation.**

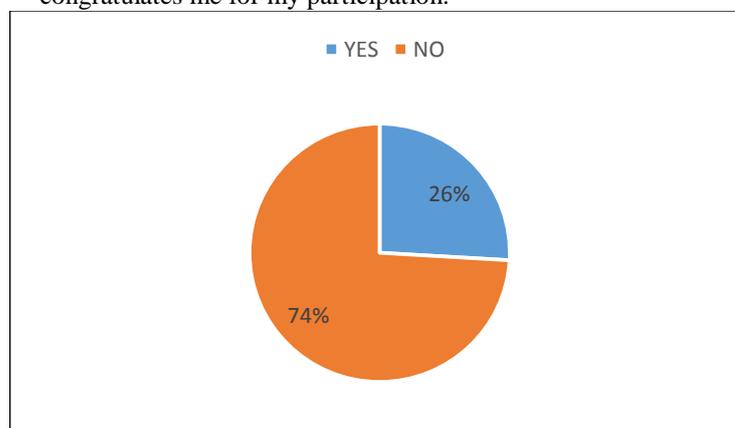
**Chart7:** I like to participate in the English class, because my teacher congratulates me for my participation.

OPTIONS	# STUDENTS	PERCENT
YES	7	26%
NO	20	74%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph7:** I like to participate in the English class, because my teacher congratulates me for my participation.



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

## ANALYSIS AND INTERPRETATION

In this question 20 students that corresponds to the 74% mention that the teacher does not congratulate them. However, the 26% that equivalent to 7 students mentions that the teacher congratulates them by their participation.

According to the obtained result, congratulate to student is so essential to motivated in English class. Furthermore, the participation of the student must be applauded by the teacher with the vision to start with a good motivation at the same time the students will feel in confidence among teacher and classmate and it will promote the participation in an English foreign language. Thus, the teacher must not ignore their participation although they make mistakes at the moment to speaking English because the congratulation will motivate them to learn English.

### 8. Does your teacher use didactic materials such as; audios, videos and flashcards in the English class?

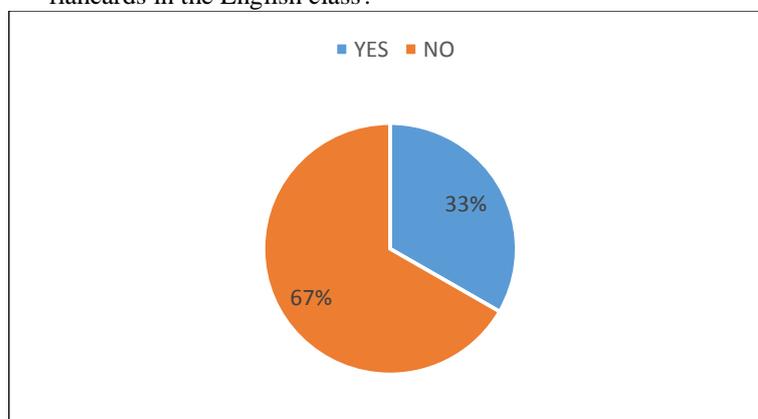
**Chart8:** Does your teacher use didactic materials such as; audios, videos and flashcards in the English class?

OPTIONS	# STUDENTS	PERCENT
YES	9	33%
NO	18	67%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph8:** Does your teacher use didactic materials such as; audios, videos and flashcards in the English class?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

According to the data obtained 18 students that correspond to the 67% mentions that the teacher does not use didactics materials in the English class. However, 33% that represent to 9 students are agree.

Another way that the teacher can create a good learning environment to maintain the motivation is using materials such as; audios, videos, and flashcards to improve the learning English. Thus, it is necessary that the teacher acquires material according to thematic class. Furthermore, this option will help to the students to have more interest by the English language.

### 9. Does the teacher maintain the motivation per learning English language during the class?

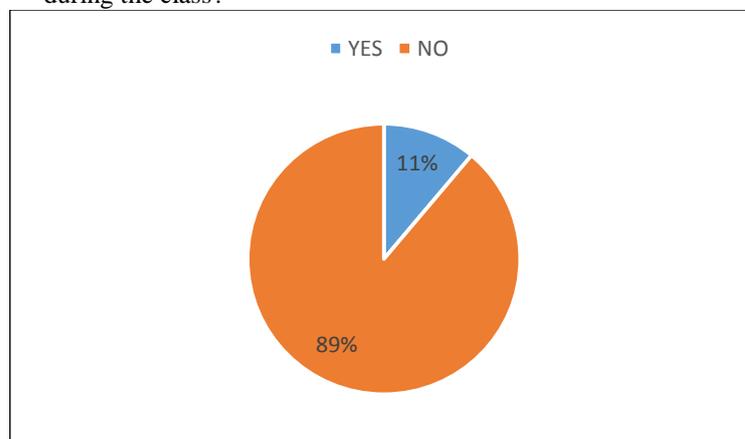
**Chart9:** Does the teacher maintain the motivation per learning English language during the class?

OPTIONS	# STUDENTS	PERCENT
YES	3	11%
NO	24	89%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph9:** Does the teacher maintain the motivation per learning English language during the class?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

In this question, 24 students that represent 89% say that the teacher does not maintain the motivation during the English class. While, 11% that correspond to 3 students mentions that the teacher does not motivates them.

Due to, there is a high level the students that are not motivated during the class is necessary that the teachers use motivational strategies to maintain the motivation during the class, since it will help them to be in a good learning environment in the class because it is a way where the student will learn without boredom. Allen (2010) states that, "is important that the teacher continues to motivate his/her students throughout the course by for example using stimulating, enjoyable, and relevant tasks. If the students feel like they are doing well, it is more likely that they will want to keep studying" (p.9).

**10. Would you like that your English teacher applies motivational strategies as; realia, short stories and role play in the English class for maintaining a good learning environment in the classroom?**

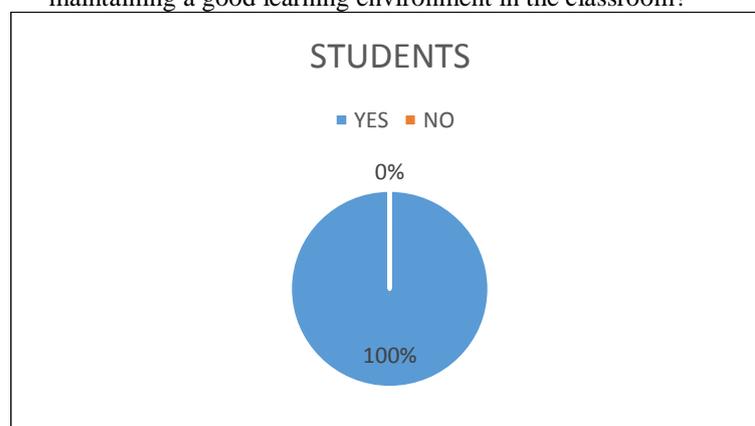
**Chart10:** Would you like that your English teacher applies motivational strategies as; realia, short stories and role play in the English class for maintaining a good learning environment in the classroom?

OPTIONS	# STUDENTS	PERCENT
YES	27	100%
NO	0	0%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph10:** Would you like that your English teacher applies motivational strategies as; realia, short stories and role play in the English class for maintaining a good learning environment in the classroom?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

About this question, all students that corresponds to 100% mentions that would like that the teacher applies the motivational strategies for maintaining a good environment in the English class. According to obtained result, students would like the teacher applies motivational strategies in an English class because through this the student will feel motivated to learn a second language. At the same time, teachers must use these since is necessary to obtain a good learning environment. Simsek & Balaban (2010) consider that, "Motivational strategies contain the student's perceptions and conscious efforts to perform and feel better. Attention focusing, directing anxiety, effective time management, reducing stress, developing interest, encouraging a good learning environment in the English classroom" (p. 37).

## Analysis and discussion of results applied to English teachers at “Delia Ibarra de Velasco” educative unit

### 1. Do you consider that motivation plays an important role in the English language learning?

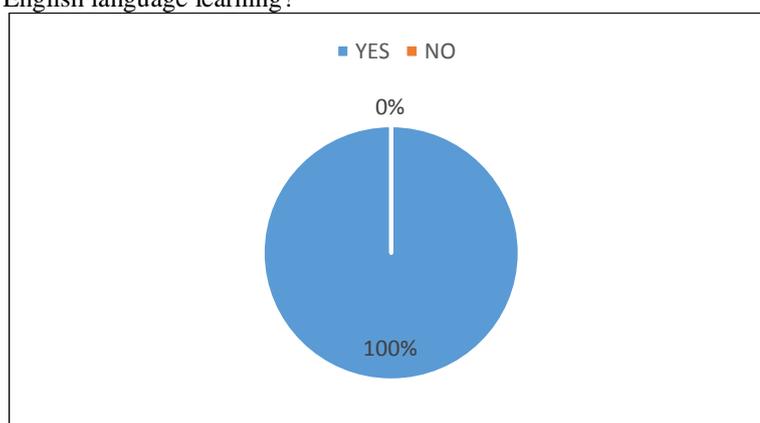
**Chart11:** Do you consider that motivation plays an important role in the English language learning?

OPTIONS	# TEACHERS	PERCENT
YES	2	100%
NO	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph11:** Do you consider that motivation plays an important role in the English language learning?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

## ANALYSIS AND INTERPRETATION

About this question, 2 teachers that correspond to 100% consider that motivation plays an important role in the English language learning.

According to the information obtained, the teachers mention that the motivation is very important because it plays a significant role in the process teaching-learning in order to get attention of the students in the English class. Furthermore, through motivation students can learn English language by their own volition. “Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning” (Anjomshoa & Sadighi, 2015, p. 135).

## 2. Do you consider that the students should be motivated during the English class?

**Chart12:** Do you consider that the students should be motivated during the English class?

OPTIONS	# TEACHERS	PERCENT
YES	2	100%
NO	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph12:** Do you consider that the students should be motivated during the English class?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

### ANALYSIS AND INTERPRETATION

In this question, 2 teachers that represent 100% consider that the students should be motivated at the beginning, during and at finish the English class.

Allen (2010) states that, “Create a pleasant, relaxed atmosphere in the classroom, the students are more likely to have the courage to express themselves in a second language, something which can often feel intimidating for many” (p. 11). Thus, according to the result obtained, the teacher is agree that maintain the motivation during the class because it will help to improve and increase the confidence into the class in order to the students do not feel afraid to interact between teacher and classmate.

### 3. Do you consider to have a good learning environment of English language will motivate to students to learn English?

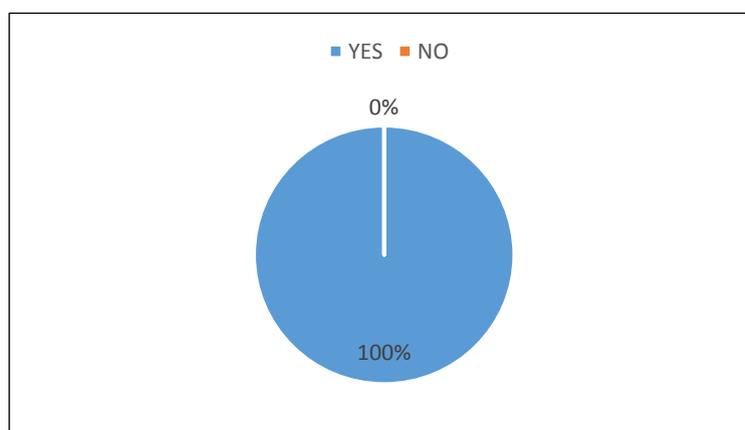
**Chart13:** Do you consider to have a good learning environment of English language will motivate to students to learn English?

OPTIONS	# TEACHERS	PERCENT
YES	2	100%
NO	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph13:** Do you consider to have a good learning environment of English language will motivate to students to learn English?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

#### ANALYSIS AND INTERPRETATION

About this question, 2 teachers that correspond to 100% consider that to have a good learning environment of English language motivate to student to learn English.

Kong (2009) arguments that, "In a friendly atmosphere, students can feel secure and their sense of understanding and challenge as well as learning motivation can be promoted" (p. 148). Thus, the result obtained allows see that the teachers are agree because a positive teaching environment helps to maintain motivated to students also the teachers should develop a friendly climate in which all students feel recognized and valued during the class.

#### 4. Do you consider that the motivational strategies will contribute positively the teaching learning process of English language?

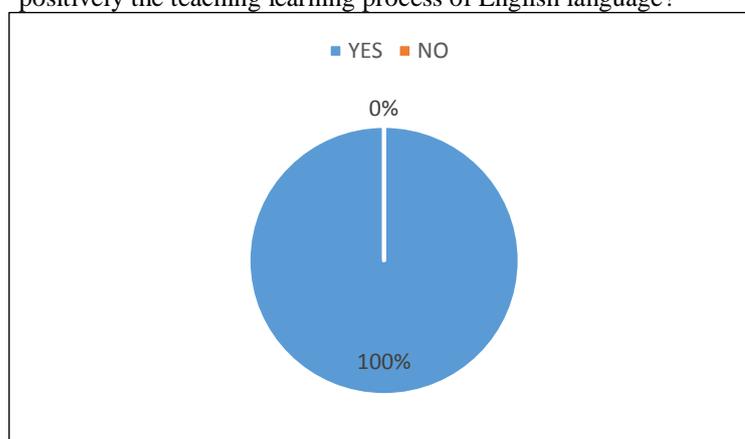
**Chart14:** Do you consider that the motivational strategies will contribute positively the teaching learning process of English language?

OPTIONS	# TEACHERS	PERCENT
YES	2	100%
NO	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graphic14:** Do you consider that the motivational strategies will contribute positively the teaching learning process of English language?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

#### ANALYSIS AND INTERPRETATION

About this question, 2 teachers that correspond to 100% consider that the motivational strategies will contribute positively the teaching learning process of English language.

Motivational strategies will help to teachers to maintain the motivation in English class. Thus, it is so important that a teacher knows the appropriate motivational strategies to use in the class in order to get students feel motivated to learn English. Thus, is important that the teachers apply different strategies during the class. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies in order to contribute positively the teaching learning process of English language.

**5. Do you consider that using the motivational strategies such as: games, short stories, pictures and role play will help you to maintain a good environment for teaching English language?**

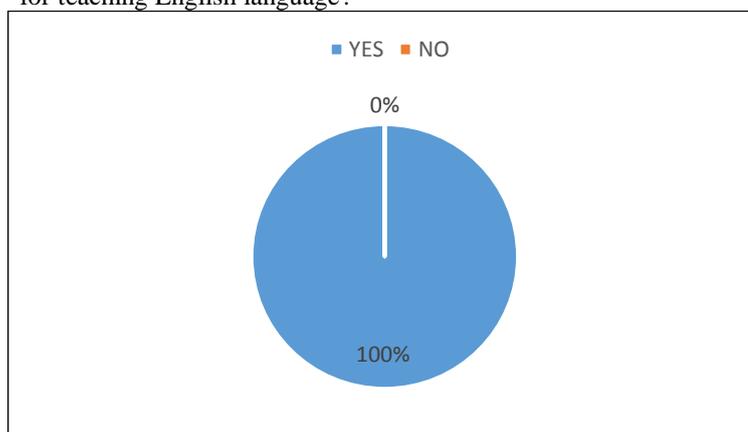
**Chart15:** Do you consider that using the motivational strategies such as: games, short stories, pictures and role play will help you to maintain a good environment for teaching English language?

OPTIONS	# TEACHERS	PERCENT
YES	2	100%
NO	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

**Source:** Students from Delia Ibarra De Velasco Educative Unit.

**Elaborated by:** The researcher

**Graph15:** Do you consider that using the motivational strategies such as: games, short stories, pictures and role play will help you to maintain a good environment for teaching English language?



**Source:** Students from Delia Ibarra De Velasco Educative Unit.

## ANALYSIS AND INTERPRETATION

About this question, 2 teachers that correspond to 100% consider that using the motivational strategies such as: games, short stories, pictures and role play will help the teachers to maintain a good environment for teaching English language. Teachers are agree with this questions because through motivational strategies as; games, short stories, pictures and role plays the teacher can maintain a good teaching because it will help relax the students and enhance their knowledge, which will increase their desire to learn and develop their skills. Thus, students who feel safe and comfortable in the class will feel more secure to speak and interact in English class. So, the teacher should apply motivational strategies.

## **12. IMPACT**

This descriptive research allows reflecting about the importance of the teaching learning process at English as a foreign language. According to the literature review the motivational strategies had helped to encourage the students and act positively in the English class. It is helped that this work generates interest in the topic of motivation and encourage English teacher and authorities to receive a trained to use motivational strategies.

## **13. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions:**

According to the literature review, the different motivational strategies the teachers can use are: realia, pictures, short stories, role play, videos games and others. These motivational strategies should be applied during the English class because they will improve self-esteem and students will have a better attitude towards learning a foreign language.

The general results of the data obtained show that the teachers do not apply the motivational strategies for starting the English class, do not congratulate the students participation, do not use different didactic materials as videos, audios and flashcards in order to maintain a good environment for teaching English language, which they affect the students interest for learning English language for that reason students can feel afraid and tired in the English classes.

### **Recommendations:**

The teacher should apply the motivational strategies according to the topic of the class, so that the students can feel motivated to learn English language. Furthermore, with the motivational strategies the students will have a good behavior and a good attitude in the English class, so, the English class will be enjoyable and interesting.

The teachers should be trained about the application of motivational strategies where the students will motivate to learn English language. Also, is

recommendable to determine the level of motivation the students that have, and it is required to expand the application of motivational strategies in the high school so that the students can wake up the interest to learn English language.

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## 15. ANNEXES

Annexe # 1



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**ACADEMIC UNIT OF HUMANISTIC ADMINISTRATIVE SCIENCE**  
**ENGLISH MAJOR**  
**SURVEY TO STUDENTS OF “DELIA IBARRA DE VELASCO”**  
**EDUCATIVE UNIT**

The objective of this survey is to establish a diagnostic about the use of motivational strategies in English class in the students of 9<sup>th</sup> grade. Your answers will contribute significantly in our investigation.

**MARK ONLY ONE ANSWER.**

**1. Does the teacher start classes with games, role plays or with pictures?**

YES.

NO.

**2. Do you feel motivated when your teacher forms working groups?**

YES.

NO.

**3. Does the teacher teach the English class with enthusiasm?**

YES.

NO.

**4. Does the English Teacher monitor the individual job?**

ALWAYS.

SOMETIMES.

NEVER.

**5. A good learning environment in the English class will motivate me to participate in the different activities assigned by the English teacher.**

YES.

NO.

**6. The English class will be more interesting if your teacher uses realia.**

YES.

NO.

**7. I like to participate in the English class, because my teacher congratulates me for my participation.**

YES.

NO.

**8. Does your teacher use didactic materials such as; audios, videos and flash cards in the English class?**

YES.

NO.

**9. Does the teacher maintain the motivation per learning English language during the class?**

YES.

NO.

**10. Would you like that your English teacher applies motivational strategies as; realia, short stories, role play in the English class for maintaining a good learning environment in the classroom?**

SI.

NO.



## Annexe # 2

**TECHNICAL UNIVERSITY OF COTOPAXI****ACADEMIC UNIT OF HUMANISTIC ADMINISTRATIVE SCIENCE****Survey to English teachers of “Delia Ibarra de Velasco” Educative Unit**

The objective of this survey is to establish a diagnostic about the use of motivational strategies in English class in the students of 9<sup>th</sup> grade. Your answers will contribute significantly in our investigation.

**COMPLETE THE FOLLOWING QUESTIONS WITH YES OR NO.**

- 1) **Do you consider that motivation plays an important role in the English language learning?**

YES  NO

- 2) **Do you consider that the students should be motivated during the English class?**

YES  NO

- 3) **Do you consider to have a good learning environment of English language motivate to student to learn English?**

YES  NO

- 4) **Do you consider that the motivational strategies will contribute the teaching learning process of English language?**

YES  NO

- 5) **Do you consider that using the motivational strategies as; games, short stories, pictures and role play will help you to maintain a good environment for teaching English language?**

YES  NO



Annexe # 3

## UNIVERSIDAD TÉCNICA DE COTOPAXI

### DATOS INFORMATIVOS PERSONAL DOCENTE

#### DATOS PERSONALES

**Apellidos:** Mena Vargas  
**Nombres:** Nelly Patricia  
**Estado Civil:** Casada  
**Cedula De Ciudadanía:** 0501574297  
**Número De Cargas Familiares:** 2  
**Lugar Y Fecha De Nacimiento:** Latacunga 20/12/1966  
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 Manabi  
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#### ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS

**Nivel Primario:** Escuela “Batalla De Panupali”  
**Nivel Secundario:** Colegio Particular “Sagrado Corazón De Jesús”  
**Nivel Superior:** Universidad Central Del Ecuador  
**Posgrado:** Universidad Indoamérica

Nivel	Título Obtenido	Fecha De Registro	Código Del Registro Conesup O Senescyt
<b>Tercer</b>	Licenciada En Ciencias De La Educación, Profesora De Enseñanza Media Especializacion De Idiomas: Ingles Y Frances.	25 De Mayo 2005	1005-05-576906
<b>Cuarto</b>	Magister En Docencia Universitaria Y Administración Educativa	20 De Febrero De 2008	1045-08-671303

.....  
 Nelly Patricia Mena Vargas

## CURRICULUM VITAE

### DATOS PERSONALES

**Nombres Y Apellidos:** María Bertha Yaule Chingo  
**Fecha De Nacimiento:** 09/20/1989  
**Cedula De Identidad:** 050373598-7  
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**Nacionalidad:** Ecuatoriano  
**Lugar De Nacimiento:** Latacunga  
**Teléfono:** 0995017250  
**E-Mail:** yaule.mari@gmail.com



### ESTUDIOS REALIZADOS

**Primaria:** Unidad Educativa Ramón Páez. (Patután)  
**Secundaria:** Colegio Nacional Experimental “Primero De Abril”  
**Superior:** Universidad Técnica de Cotopaxi

### CURSOS REALIZADOS

COPEI: English Institute

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María Bertha Yaule Chingo

**CURRICULUM VITAE**

**Nombre:** Vilma Margoth Hurtado Jorque

**Estado civil:** Soltera

**Nacionalidad:** Ecuatoriano

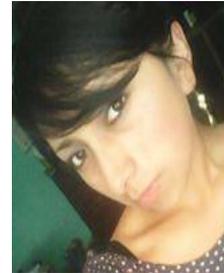
**Lugar de Nacimiento:** Salcedo

**Cedula de Identidad:** 050379098-2

**Fecha de Nacimiento:** 09/03/1990

**Edad:**26

**Teléfono:** 0992680714

**ESTUDIOS RELIZADOS:**

**Primaria:** “Escuela Juan Montalvo” Cusubamba

**Secundaria:** Colegio Nacional “Provincia De Cotopaxi” Pujili

**Superior:** Universidad Técnica de Cotopaxi

**CURSOS REALIZADOS:**

COPEI: English Institute

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Vilma Margoth Hurtado Jorque