

**ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**“THE INFLUENCE OF THE U.T.E. ENGLISH
TEACHER’S PROFILE IN THE MOTIVATION
OF STUDENTS LEARNING ENGLISH AS A
SECOND LANGUAGE DURING THE SUMMER
COURSE AUGUST-SEPTEMBER 2006.”**

by: MA. LIZETTE MEJÍA CAMPO

**THESIS DIRECTOR: LIC. MARCOS MORALES
THESIS CO-DIRECTOR: LIC. CARLOS ESPÍN**

QUITO, JANUARY, 2007

ACKNOWLEDGEMENT

I would like to acknowledge the contributions to this research project by:

The Army Polytechnic School

My teachers who have full-filled me of knowledge during my career in college, especially Lic. Juan Donoso and Lic. Oswaldo Villa

My thesis director, Lic. Marcos Morales, as an advisor, he has provided me with invaluable guidance and support during the process of this project.

The U.T.E. Language Department, particularly the director Lic. Raúl Ramírez and my colleagues.

My dear family, they have provided me with never-ending support and understanding while working on this project.

And of course my good friends, students, and classmates for being there when I mostly needed it.

DEDICATION

To God, for all the guidance and love I receive every step I take, to my parents, for their support, care and understanding, and especially for my lovable daughter Juliana who has been my inspiration since she arrived in my life. And for all those enthusiastic teachers who believe in the power of affectionate motivation.

APROVAL SHEET

We Lic. Marcos Morales director and Lic. Carlos Espín co-director are pleased to certify that the Research Project under the title *“The influence of the U.T.E. English Teacher’s Profile in the Motivation of students learning English as a Second Language during the Summer Course August-September 2006”*, developed by Ma. Lizette Mejia Campo who, have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, have been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent university instance.

Lic. Marcos Morales
Thesis Director

Lic. Carlos Espín
Thesis Co-director

INDEX

Introduction	1
<u>PART ONE. RESEARCH PROBLEM</u>	2
1.1 Problem Identification	3
1.2. Problem Setting	8
1.3. Working out variables	8
1.4. Objectives	8
1.4.1. General Objectives	8
1.4.2. Specific Objectives	9
1.5. Justification	10
<u>PART TWO. THEORETICAL FRAME</u>	11
2.1. Theoretical and Conceptual Focus	12
2.2. Structure	13
<u>CHAPTER I. TEACHER'S PROFILE</u>	13
I.I. Academic Level	13
I.I.I. Grammar Knowledge	14
A. Syntax	14
B. Morphology	18
I.I.II. Vocabulary and Lexicon	18
A. Semantics	19
B. English Words. Origin-Formation	20
I.I.III. Good Pronunciation and Accent	21
A. Phonetics	22
B. Phonology	22
I.II. Pedagogic Formation	24
I.II.I. The Origins of Linguistic Theories	24
A. The Direct Method	25
B. The Situational Language and the Audio-lingual Method	26
C. Syntactic and Structures	27
D. The Silent Form	29
E. The Natural Method	30
I.II.II. New Didactic TESL/TEFL Theories	32

A. The Brain and the Memory Theory	33
B. Learning Styles by Vakog	34
C. The Multiple Intelligence	35
D. The Emotional Intelligence	38
I.III. TESL/TEFL Experience	40
I.III.I. Teaching children vs. teaching adults	40
I.III.II. Up-to-date TESL/TEFL Training	45
<u>CHAPTER II. MOTIVATION TO LEARN ESL/EFL</u>	47
II.I. Intellectual Motivation	48
II.II. Affective Motivation	49
A. Family Motivation	50
B. Social Motivation	51
<u>CHAPTER III. INCIDENCE OF THE TEACHER'S PROFILE IN THE MOTIVATION OF LEARNING ESL/EFL</u>	52
III.I. Theoretical background and approaches	53
III.II. Teacher/students Interaction	54
III.III. Strategies to be a motivator in class	55
III.IV. Motivated Teachers	56
III.V. Crating Positive Attitudes towards ESL	58
2.3. Hypothesis System	59
<u>PART THREE. METHODOLOGICAL DESIGN</u>	60
3.1. Research type and design	61
3.2. Population and sample	61
3.3. Fielding	61
3.4. Instruments for data collection	62
3.5. Processing and analysis	62
<u>PART FOUR. TESTING THE HYPOTHESES</u>	63
4.1. Graphical exposition and analysis of results	64
4.4.1. Student's survey	64
4.4.2. Teacher's survey	76
4.3. Conclusions	81
4.4. Recommendations	83
BIBLIOGRAPHY/ ANNEXES /APPENDIXES	84/86/95

INTRODUCTION

This research project is intended to highlight the importance of the teacher's profile and their role in the classroom during the ESL/EFL process. It makes (helps) us understand that a teachers' profile not only includes their academic achievements and teaching experience but also the ongoing training, pedagogic techniques, and methods that continue (to shape our lives) to improve day after day.

The (this) research project focuses mainly on the influence teachers have as motivators in the classroom, taking into account the importance of motivation in the teaching/learning process. Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivation runs high.

In this project I surveyed a group of students and teachers in the summer English course at UTE. The results led me to conclude that while it seemed these particular students did not receive enough motivation, the underlying fact is that they implicitly received motivation through their teachers and of course their teaching methods. In addition, I surveyed their teachers which proved that with a strong educational background they can increase the number of successful students motivated to go on with their studies.

Finally, the results and information obtained through this research project have helped me bring forward some valuable conclusions and advice to be taken into consideration for all those involved in the ESL/EFL process.

PART ONE
RESEARCH PROBLEM

1.1 Problem Identification

According to some Psychology Dictionaries, motivation is defined as the action or effect of motivating. It is as well the reason or cause of something. It's the encouraging psychic impulse that supports the strength of an action and shows it its way. With respect to motivation in learning English as a second language, motivation can be therefore defined as the reason, cause or impulse to learn such language.

Based on my experience during the past six years as an English as a Second Language teacher, I can attest to the fact that low motivation is palpable among students, and increasing with time. This statement is based on the percentage of students who fail their courses or achieve unsatisfactory scores. Moreover, a significant percentage of students enrolled complain regularly about their courses and teachers leading it to apathy and undesired class attitude.

The different indexes that demonstrate clearly this evident lack of motivation to learn English as a Second Language are diverse. Among the most important symptoms seen at UTE Language Institute are the ones seen in the following chart.

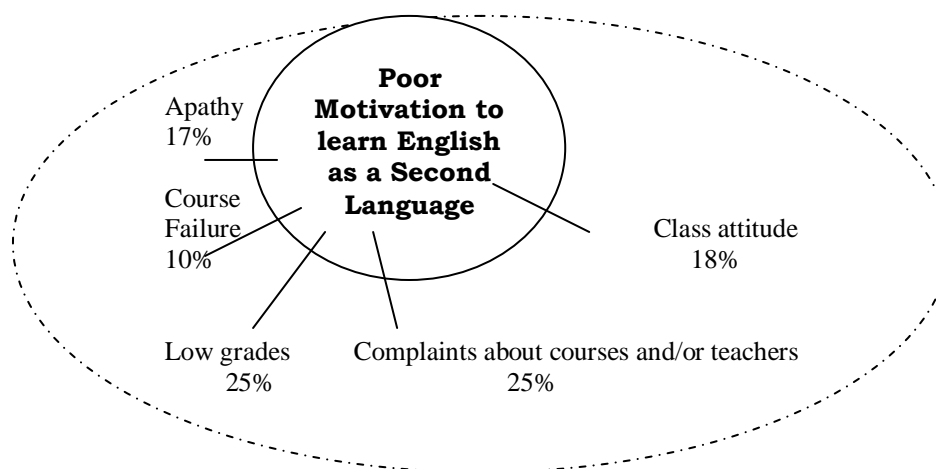


DIAGRAM 1.1 INDEXES OF MOTIVATION TO LEARN ENGLISH AS A SECOND LANGUAGE

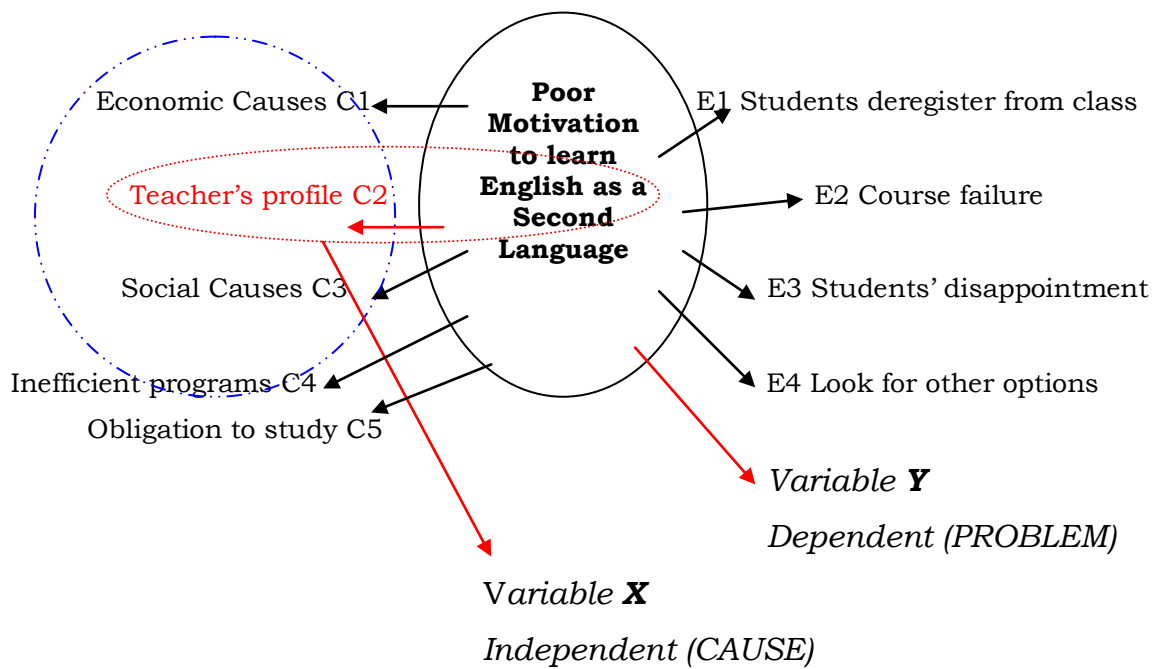


CHART 1.2 DIAGRAM SHOWING THE INTERLATION OF CAUSES AND EFFECTS OF POOR MOTIVATION TO LEARN ESL/EFL.

There are several **causes** that directly impact motivation to learn English as a Second Language in a negative manner. My teaching experience has showed me that one of the several causes is the student's **economic situation**. Lack of money forces some students to work very hard for a living, and discourages them from going to school.

Another cause is related to the **social aspect** that is of course linked to the economical one. The instability that characterizes our society at the present time means that families face, day by day, different problems like unemployment, delinquency, being forced to work in more than one job due to low wages, caring for children, old persons, and the infirm, for instance. Due to their own lack of education, people in these situations are not always aware of the importance of studying, and therefore do not encourage themselves or their children to succeed with their studies. Or they may appreciate the power of education to change lives for the better, but simply not be able to manage to study and cope with the other stresses in their lives.

All these issues provoke a stressful environment at home where children do not receive enough or any support and where they are not keen to study anything, especially any second language.

Among the other causes that negatively affect motivation to study English as a Second Language must be mentioned the **teacher's profile** and the inherent faults of the **English program** (curriculum) taught in many educational institutions. This is to say that, for instance, the small towns in different rural areas and provinces of Ecuador as well as some schools in the urban areas do not have enough English teaching hours and teaching supporting material to successfully accomplish this task. Regarding the teacher's profile, this is, in my opinion, one of the most important causes affecting people's motivation to study or not English as a Second Language. Therefore this last cause will be more deeply analyzed as this research advances and will lead to the main theme of this work.

It is important to note that when referring to the teacher's profile as a source of motivation - one could say that a deterrent - affecting students' enthusiasm for pursuing a second language is not only a poor teachers' cognitive knowledge in the field, or academic qualifications, but their pedagogical level, experience, and the continuous and ongoing training and self-education needed to teach English as a Second Language successfully.

The final cause for low motivation I have identified among University-level students learning English is the fact that in many cases, as for example at UTE, English as a Second Language **studies are compulsory** for most of the registered students. Hence learning the language is not considered a fun undertaking that students have elected for themselves. Research demonstrates consistently that people learn more easily and more thoroughly when they have selected a topic for learning on their own initiative.

The causes identified have the following negative **effects** on motivation to learn English as a Second Language;

1. Students give up studying their courses and deregister, or eventually lose their interest in them.
2. Students cannot succeed in their exams and as a result they fail their courses. This effect leads to emotional breakdowns that students suffer after such failure, or at the very least, immense lack of confidence in one's abilities.
3. In some cases, albeit fewer than those described in (1) and (2) above, students choose to pursue other places to study languages as an alternative to learning English, but not for positive reasons.

Learning English as a Second Language at the University level is not an exception when considering these factors; on the contrary, this becomes more obvious in the learning process when a person is already an adult.

This can be shown, for instance, by a number of studies that reveal a strong correlation between age of learning and phonetic accuracy (Flege, Munro, & MacKay, 1995). It states that in general, the later a person learns a second language, the stronger his or her accent is likely to be.

The following figure (chart 1.3) from the studies mentioned depicts the relationship between accent and age of second language learning that was observed in a group of 240 Italian-speaking users of English in Ottawa. Higher points on the y-axis indicate a stronger accent. In that study, we assessed accents in a blind evaluation task in which a group of listeners rated the speakers' degree of accent using a computer response box.

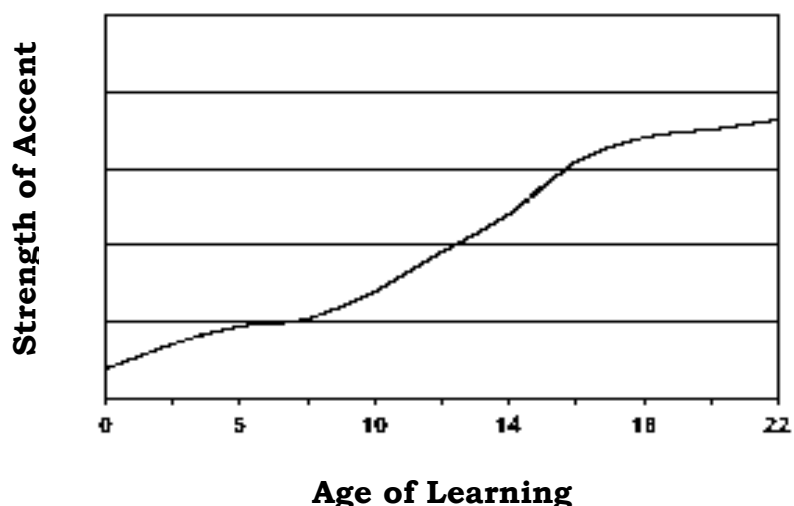


DIAGRAM 1.3 RELATIONSHIP BETWEEN ACCENT AND AGE OF SECOND LANGUAGE LEARNING. (FOR FULL DETAILS, SEE FLEGE, MUNRO, & MACKAY, 1995.)

After comparing the different causes and effects with personal observations from my own experience and some of my colleagues and people related to the educational field, I would like to prove that one of the most significant sources of motivation is the teacher's profile (independent variable **X**), and that therefore it seems imperative that teachers keep themselves updated with research worldwide and engage in ongoing professional development.

The problem, as expressed in diagram 1.2 is the Motivation to learn English as a Second Language (dependent variables **Y**).

1.2. Problem setting

Among all the causes stated earlier, I will focus on the teacher's profile as motivation of learning English as a Second Language. However, I am addressing this issue from a specific viewpoint that intends to make a real difference for teachers and upcoming generations of students, as it will be seen in further chapters. As a result, my research will address:

“The influence of the UTE English Teacher's Profile in the Motivation of students learning English as a Second Language during the Summer Course August-September 2006.”

1.3. Working out variables.

See Annex N°1

(This matrix will explain the different variables involved in this research work along with their dimensions and sub-dimensions.)

1.4 Objectives

1.4.1. General Objectives

1.4.1.1 General Objective 1.

Determining the teaching profile of ESL instructors at UTE during the summer course. Independent variable (x).

1.4.1.2 General Objective 2.

Determining the level of motivation among students enrolled in the ESL Summer Course. Dependent variable (y).

1.4.1.3 General Objective 3.

Determining the level to which the teaching profile of ESL instructors at UTE during the summer course influences the level of motivation among students enrolled in this course. Variable (xy).

1.4.2. Specific Objectives

1.4.2.1 Determining the Academic Level of ESL instructors at UTE during the Summer Course.

1.4.2.2 Determining the Pedagogic Formation of ESL instructors at UTE during the Summer Course.

1.4.2.3 Determining the Experience and Training of ESL instructors at UTE during the Summer Course.

1.4.2.4 Determining the level of Intellectual Motivation among students enrolled in the ESL Summer Course.

1.4.2.5 Determining the Affective Motivation among students enrolled in the ESL Summer Course.

1.4.2.6 Determining the Level of Influence of the instructors' profile at UTE in the ESL students' motivation during the Summer Course.

1.5 Justification

Over the course of the years teaching English as a Second Language, it has become evident to me that motivation plays a very significant role in the success of students learning English as a second or foreign language. Poor motivation among students of this age results from a myriad of situations.

Many of the identifiable causes of poor motivation are beyond the realm of the English teacher – in particular, social and economic causes. However, a University English teacher does have the opportunity to attack the problem of low motivation resulting from the inadequate teacher's profile, from the lack of motivating and motivated teachers, classes and consequently students as well as their low self-esteem, or the erroneous idea about intelligence and their own abilities.

In this work, I will examine these underlying causes and undertake all involving the accurate and effective profile any ESL/EFL teacher must have, the sources and importance of motivation and self-knowledge of students regarding their intelligences and their benefits so that teachers can engage their students in a self-test based on Howard Gardner's Multiple Intelligences Theory during each new course in the hope that they can develop their innate and in many cases unknown skills.

Based on the outcome and the empirical evidence this process can produce, I hope to then make some recommendations for teachers of English as a second or foreign language at the University level which surely will bring as a result the benefit for all those involved in this teaching and learning process.

PART TWO
THEORETICAL FRAME

2.1. Theoretical and Conceptual Focus

The proposed topic of investigation will be carried out following a related set of conceptual structures, definitions and propositions which mainly belong to the Cognitive, Emotional and Operative fields:

Cognitive Area

The present research work is directly connected to the Academic and Educational Fields which will take into account:

- Linguistics Theories
- Pedagogic Theories
- TESOL Theories

Emotional

The present research work is also related to the Psychopedagogic Field which includes:

- Educational Psychology
- Psycholinguistics
- Human Relations Sciences
- Sociology

Production

In addition, the present research work is associated to the Operative Dynamic Field which includes:

- Skill Building
- Methods of Building Skills
- Testing

2.2. Structure

CHAPTER I

Teacher's Profile

Since the present research aims to analyze the teacher's profile in terms of motivation, it will just mention the Academic and Pedagogical Levels as well as the experience and training needed for such type of educator by briefly pointing out the main knowledge and skills necessary to be developed by any ESL/EFL teacher.

I.I. Academic Level

The academic level of any teacher is evidently the first and central piece of a successful teaching. TESOL is not an exception; there are different programs of study taught in colleges, universities, and institutes worldwide preparing ESL or EFL teachers.

All the subjects and subfields taught must be understood, learned, and transmitted, once in practical field, so that the students obtain from their teachers the most accurate and efficient guide during their learning process.

From all the different areas associated to TESL/TEFL and linguistics applied to English, I will mention just some of them, all connected with the three basic competences all ESL or EFL student must develop: The Linguistic Competence (Grammar, Structure, Vocabulary, etc), The Socio-Linguistic Competence (The language applied in

context or situation), and The Strategic Competence (The use of both with additional communicative resources, for instance body language and others).

I.I.I. Grammar Knowledge

Grammar is the whole structure and system of a language or of languages in general, usually considered to consist of syntax and morphology.

As it is well known by any English teacher, Grammar and Language Structure have a wide list of sub-topics, each of them with long and complicated rules, principles and exceptions which changes with time. Since the main purpose of my research is focused in the teacher's profile in terms of motivation, I'm just briefly exposing a couple of examples of what should be known, among others in this academic area, by any English teacher. For instance, Grammar knowledge includes:

A. Syntax, in linguistics, originating from the Greek words *συν* (*syn*, meaning "co-" or "together") and *τάξις* (*táxis*, meaning "sequence, order, arrangement"), is the study of the rules, or "patterned relations" that govern the way words combine to form phrases and phrases to form sentences. The combinatory behavior of words is governed to a first approximation by their part of speech (noun, adjective, verb, etc.,)

Modern research into natural language syntax attempts to systematize descriptive grammar and, for

many practitioners, to find general laws that govern the syntax of all languages.

There are many theories of formal syntax — theories that have in time risen or fallen in influence. Most theories of syntax share at least two commonalities.

First, they hierarchically group subunits into constituent units (phrases). Second, they provide some system of rules to explain patterns of acceptability/grammaticality and unacceptability/ungrammaticality.

Most formal theories of syntax offer explanations of the systematic relationships between syntactic form and semantic meaning.

Syntax is defined, within the study of signs, as the first of its three subfields (the study of the interrelation of the signs). The second subfield is semantics (the study of the relation between the signs and the objects to which they apply), and the third is pragmatics (the relationship between the sign system and the user).

In the framework of transformational-generative grammar (of which Government and Binding Theory and Minimalism are recent developments), the structure of a sentence is represented by phrase structure trees, otherwise known as phrase markers or tree diagrams. Such trees provide information about the sentences they represent by showing the hierarchical relations between their component parts.

There are various theories as to how best to make grammars such that by systematic application of the rules, one can arrive at every phrase marker in a language (and hence every sentence in the language). The most common are Phrase structure grammars, preferred by Noam Chomsky's MIT School in linguistics, and ID/LP grammars, the latter considered to have a slight explanatory advantage over the former by a number of thinkers that are in opposition to the MIT School of linguistics such as Ivan Sag, and Geoffrey Pullum.

Dependency grammar is a class of syntactic theories separate from generative grammar in which structure is determined by the relation between a word (a head) and its dependents. One difference from phrase structure grammar is that dependency grammar does not have phrasal categories. *Algebraic syntax* is a type of dependency grammar.

A modern approach to combining accurate descriptions of the grammatical patterns of language with their function in context is that of systemic functional grammar, an approach originally developed by Michael A.K. Halliday in the 1960s and now pursued actively on all continents. *Systemic-functional grammar* is related both to feature-based approaches such as Head-driven phrase structure grammar and to the older functional traditions of European schools of linguistics such as British Contextualism and the Prague School.

B. Morphology in linguistics is the study of word structure. While words are generally accepted as being the smallest units of syntax, it is clear that in most (if not all) languages, words can be related to other words by rules. For example, English speakers recognize that the words dog, dogs and dog-catcher are closely related.

English speakers recognize these relations by virtue of the unconscious linguistic knowledge they have of the rules of word-formation processes in English. Therefore, these speakers intuit that dog is to dogs just as cat is to cats, or encyclopædia is to encyclopædias; similarly, dog is to dog-catcher as dish is to dishwasher.

The rules comprehended by the speaker in each case reflect specific patterns (or regularities) in the way words are formed from smaller units and how those smaller units interact in speech. In this way, morphology is the branch of linguistics that studies such patterns of word-formation across and within languages, and attempts to explicate formal rules reflective of the knowledge of the speakers of those languages.

The Academic level of an ESL/EFL teacher must also include a rich lexicon and competent vocabulary.

I.I.II. Vocabulary and Lexicon

Some of the words in English can be traced to a remote past; some have histories that began yesterday or are even beginning today. Slow changes, swift new coinages of science or slang, ancient or recent borrowing from many tongues; together they give flexibility, power, and beauty to English, the richest and most widespread language of all time.

Learning vocabulary also involves some Latin-Greek elements (prefixes, roots, and suffixes) that exist in English so you will have a better idea about the main parts of the important English words.

Words are the tools with which you think, communicate, and learn. The more words you know, the better you can think, communicate, and absorb knowledge about everything that is important to you.

The more limited your vocabulary is, the harder survival is in our global-economic society; and certainly you want more than just to survive. It is an indisputable fact that your chances for success increase with the size and applications of your vocabulary.

Building a larger vocabulary doesn't require lots of hours memorizing definitions; however, it does require becoming word-conscious, having a curiosity about words, not only about their meanings but especially about their origins.

Learning English as a second or foreign language (ESL / EFL) takes time, and building your vocabulary is an important key to improving your communication skills. Thus, students need to learn how to use vocabulary in both receptive and production situations (i.e., listening and reading versus speaking and writing).

Vocabulary is only one part of English and teachers shouldn't let their students learn English by studying words alone unless they are doing it for a short period in preparation for exams. Even if they like words for their own sake, I find that reading well written books or journals are excellent ways to learn lots of lexicon and all the connotations of words. For this reason, those who make a living out of TESL must be aware of areas like:

A. Semantics (Greek *semantikos*, giving signs, significant, symptomatic, from *sema*, sign) refers to the aspects of meaning that are expressed in a language, code, or other form of representation.

Semantics is contrasted with two other aspects of meaningful expression, namely, syntax, the construction of complex signs from simpler signs, and pragmatics, the practical use of signs by agents or communities of interpretation in particular circumstances and contexts. By the usual convention that calls a study or a theory by the name of its subject matter, semantics may also denote the theoretical study of meaning in systems of signs.

Though terminology varies, writers on the subject of meaning generally recognize two sorts of meaning that

a significant expression may have: (1) the relation that a sign has to objects and objective situations, actual or possible, and (2) the relation that a sign has to other signs, most especially the sorts of mental signs that are conceived of as concepts.

Most theorists refer to the relation between a sign and its objects, as always including any manner of objective reference, as its denotation. Some theorists refer to the relation between a sign and the signs that serve in its practical interpretation as its connotation, but there are many more differences of opinion and distinctions of theory that are made in this case.

Many theorists, especially in the formal semantic, pragmatic, and semiotic traditions, restrict the application of semantics to the denotative aspect, using other terms or altogether ignoring the connotative aspect.

B. English Words - Origin and Formation. Most words used in the English language today were not originally English. These words were borrowed (taken) from other languages. The majority of English words have Latin or Greek origins.

When teaching or learning ESL/EFL or when taking sufficiency exams such as the TOEFL (Test of English as a Foreign Language) or the Cambridge ones like FCE (First Certificate Exam), among others, it is helpful to know some of these origins or "roots" of English vocabulary. It may be possible to guess the meaning of

an unknown word when one knows the meaning of its root. Knowing affixes can also assist in the process.

An English word can consist of three parts: the root, a prefix and a suffix. The root is the part of the word that contains the basic meaning (definition) of the word. The root is the base element of the word. A prefix is a word element that is placed in front of a root. A prefix changes the word's meaning or makes a new word. A suffix is a word element that is placed after the root. The suffix changes the word's meaning as well as its function (use). Prefixes and suffixes are called affixes because they are attached to a root. For instance, in the words *impolite* and *careless*; polite and care are the roots, *im* is the prefix and *less* is the suffix. In both of the examples, the affixes give a negative connotation to the word meaning.

I.I.III. Good pronunciation and accent

It is a big challenge, especially for non-native instructors teaching ESL/EFL, to teach their students good pronunciation and to reduce their L1 (First Language) accent when teaching such language.

When you are speaking English the words you stress can change the underlying meaning of a sentence. Even simple sentences can have many levels of meaning based on the word you stress therefore it is important to provide our students of examples and exercises to help them improve their pronunciation through correct word stress.

A well prepared teacher has been trained in different areas like word stress and subjects to be mentioned like Phonetics and Phonology so that he or she can transmit their tips and techniques to their learners.

A. Phonetics (from the Greek word φωνή, phone = sound/voice) is the important study of sounds and the human voice. It is concerned with the actual properties of speech sounds (phones) as well as those of non-speech sounds, and their production, audition and perception, as opposed to phonology, which is the study of sound systems and abstract sound units (such as phonemes and distinctive features).

Phonetics deals with the sounds themselves rather than the contexts in which they are used in languages. Discussions of meaning (semantics) have been mentioned in section I.I.II.

While writing systems and alphabets often attempt to represent the sounds of speech, phoneticians are more concerned with the sounds themselves than the symbols used to represent them. So close is the relationship between them, however, that many dictionaries list the study of the symbols (more accurately semiotics) as a part of phonetic studies.

B. Phonology (Greek phonē = voice/sound and logos = word/speech), is a subfield of linguistics which studies the sound system of a specific language (or languages). Whereas phonetics, as mentioned before (A), is about the physical production and perception of the sounds of

speech, phonology describes the way sounds function within a given language or across languages.

An important part of phonology is studying which sounds are distinctive units within a language. In English, for example, /p/ and /b/ are distinctive units of sound, (i.e., they are phonemes / the difference is phonemic, or phonematic). This can be seen from minimal pairs such as "pin" and "bin", which mean different things, but differ only in one sound. On the other hand, /p/ is often pronounced differently depending on its position relative to other sounds, yet these different pronunciations are still considered by native speakers to be the same "sound". For example, the /p/ in "pin" is aspirated while the same phoneme in "spin" is not.

In addition to the minimal meaningful sounds (the phonemes), phonology studies how sounds alternate, such as the /p/ in English described above, and topics such as syllable structure, stress, accent, and intonation.

The principles of phonological theory have also been applied to the analysis of sign languages, in which it is argued that the same or a similar phonological system underlies both signed and spoken languages. (Signs are distinguished from gestures in that the latter are non-linguistic or supply extra meaning alongside the linguistic message.)

I.II. Pedagogic Formation

From my personal experience, first as a student and then as a teacher, I think that it is of great importance that an ESL/EFL teacher acquires the basic knowledge of the History of Linguistics because every step in its development has dragged to important educational advances that has, at the same time, contributed to the English teachers' pedagogic formation.

Therefore; the history of Teaching English as a Foreign Language is briefly summarized by mentioning some of the most important and helpful theories and methodological streams as follows:

I.II.I. The Origins of Linguistic Theories

It is really important to recall that language teaching had not appeared at any school curriculum until the XVIII century when the subject was exactly taught as Latin was then. This is to say that they followed the currently known Grammar-Translation method where students had to translate their textbooks into L2 (Foreign Language) and read their analysis-comprehension answers. They hardly had the chance to practice speech so their oral production was not good at all.

However, there was an increasing interest in language studies and in 1786, Sir William Jones demonstrated that Sanskrit, Greek, Latin, and the Celt and Germanic languages had some written aspects in common and that

therefore they came from a common fount: the Indo-European.

Subsequently, Grammar and its first two of the most important and influential books appeared *The Short Introduction to English Grammar*, 1762 and *English Grammar*, 1794. In the second book we can find the first declaration of the principle that governs the use of the double negative.

The most significant theories and methods are:

A. The Direct Method

There hadn't been any TEFL advances in the world until the XIX century; it's just then when two important aspects appeared. The first one, an increasing desire to travel and find new experiences; and the second, the publication of the book "*The Origin of the Species*" by Charles Darwin which led to start to track the spoken language evolution. Suddenly, people in the streets began to interest in languages, they wanted not just to read and translate them but also speak them.

There was a growing trend admitting that children do not have to learn complicated grammatical rules to learn their native language, therefore the importance was deviated from translation to oral fluency. Here is when the new teaching method called The Direct Method, The Oral Method or The Natural Method appeared.

This was the principle of various methods which based their ideas on the teaching belief that a foreign language (L2) should be acquired in the same way we acquire our first language (L1). There were small classes or individual ones; drills, repetition, good pronunciation and phonetic symbols and writing were very important. There were no rules and the use of L1 was not permitted.

This system has, up-to-now, many followers in many parts of the world, but it is not a method that can be easily used in schools since it is based on an artificially created environment. However, I have found it very useful, especially when teaching pronunciation and using repetition and some phonetic symbols.

In addition, I agree with the absence of L1 in this method because I have seen good results in the classroom. Thus has aided me in improving the student's communication skills.

B. The Situational Language Teaching and the Audio-lingual Method

During the World War II (1939-1945), troops and spies felt the indirect necessity to learn a foreign language as soon as possible, even when it was just for a limited number of situations. It is just then when two new methods appeared: The Situational Language Teaching and the Audio-lingual Method.

The first one was taught through situations students needed and the second, as its name says, it is an audio-linguistic method, that is also called audio-oral method, and it's based on the idea that a conversation doesn't have to be learned through a series of rules, that it is an acquired habit.

The new language is taught orally, emphasizing in daily conversation. There's a lot of repetition and imitation so that the student can get a natural pronunciation. There are no rules or necessity of understand them, and there's reading and writing only when students have learned through audible and oral channels.

The basic message is "listen-repeat-understand". This is a method that was and still is commercially advertised as a method based on recorded tapes accompanied with a none very realistic promise of learning a new language...in only one month!

Some of my colleagues and I have obtained good results with this method, especially when we could find the right motivational situations so that the students feel the necessity to communicate their ideas.

C. Syntactic Structures

In 1957, there was an important event in the linguistic world with the publication of *Syntactic Structures* by Noam Chomsky. Chomsky is probably the most influential linguist of the XX century since he transformed linguistics into an important social

science. He elaborated the basis for the fundamental grammatical rules that permitted the creativity and further pronouncements on this subject, due to his understanding about human beings, who he said, have the capacity to produce and understand a countless number of affirmations.

He developed the Transformational Grammar which has a two level structure (profound and superficial) which are related through transformations. This Grammar has three principal parts: syntactical, phonological, and semantic.

Chomsky also published his “Standard Theory” based on rules for phrase structure, for profound structures, and a lexical from which words were introduced. In this theory the profound structures go to transformational rules and then they become in superficial ones.

With the time, two main problems appeared: There were a big number of different transformations and some rules have the same effect.

The conclusions were that some of these transformations were not true transformations, therefore their job could be treated in some other grammatical component, and some of the remaining transformations could be combined.

As a consequence, Chomsky created his “Universal Grammar” (1981). After a series of conferences, he talked about *The Government and Building Approach* (GB Approach) especially emphasizing two grammatical

aspects: government and unification because he considered that there were only certain links and consequently the emphasis changes according to the specifications of general principles and the relations in the language.

In my personal experience, Chomsky's theories have given me some kind of a guidance when TESOL, specifically Grammar. However, I believe that most of the successful classes I have taught have not had much of these grammatical structure theories and teaching rules, but just the essential and basic from them; and the students have improved their accuracy mostly by combining all the language skills (Speaking, Listening, Reading, and Writing).

D. The Silent Form

Even though there was still grammar interest, actually there had not any new teaching ideas until the seventieth decade where the humanistic values were placed as a main concern, leading to the change of the teacher's role importance to the transcendence of the learner's necessities and capacities.

New teaching methods quickly appeared: Caleb Gettegno presented The Silent Form. In this method, a system is presented to the students, in which bars of different colors represent some of the main verbs, adjectives and pronouns. The students have to connect them through a colored coded graphic to create their own phrases. The teacher does not repeat any part of

the material or give the students phrases to be imitated.

The idea is that the students decode the rules and become self-sufficient, and the teacher, at the same time, can become their silent guide.

Even though I have never used this form before, meaning the colored coded graphic, I wanted to mention it because it leads to some of the methods which started mentioning values and the importance of the students' necessities and abilities that somehow are connected to increase their motivation in the TESOL process.

E. The Natural Method

Tracy D. Terrell, who had tightly worked with Stephen Krashen (Linguistic Model, 1982), developed the Natural Method in 1983. He chose a modern attitude that led with his work to a bigger balance between the conscious and the unconscious strategies.

Terrell gave more importance to the emotional aspects than to the cognitive ones, and encouraged students to use L1 while learning and developing their L2 knowledge.

In the natural method, the teacher creates the situations that will encourage the students to communicate each other. The oral production will go on

slowly, but it can never be forced, and it must be permitted to go through the five natural steps:

1. Short Answers (Yes/No)
2. One Word Answer
3. Word Lists
4. Short Phrases
5. Full Answers

The input must always be interesting and comprehensible, there is no formal correction, and vocabulary acquisition is more important than structural accuracy.

In order to successfully use this method, the teacher needs to use plenty of help, such as accessories, drawings or pictures, and gestures; additionally, clue words have to be written on the board, and finally, the teacher must emphasize in the clue words, speaking deliberately slowly.

The first spoken words will emerge naturally to the comprehension and the teachers can help to this transition by using some simple question techniques.

After enough input and opportunity to practice L2, the speaking will complete all the steps.

Teachers can help in this final stage, confirming that the activities are as real and interactive as possible while using games and role-plays.

The best from this method, after some past experience, is the extra support the teacher must use to make the class interesting and dynamic. I personally have succeeded when using interactive games and role plays as it suggests.

I have seen my students' improvement when little by little they start answering first shortly, using just single words, then small phrases, until they are able to express complete answers, once they feel more confident and have acquired enough vocabulary.

I.II.II. New Didactic TESL/TEFL Theories

Nowadays, we are still in the process to learn and adapt all the incredible information we receive about Pedagogy and the new TESL/TEFL theories, especially those based on the brain functioning.

Many of these new ideas are available to teachers; some come from John Blender and Richard Grinder's work who have given us, for instance, the Neuro-linguistic Programming, with their maximum attention to the use of our senses.

Following, I'm showing some of the most important new TESL/TEFL theories considering that teachers must be open to learn all the new ideas that can help in this process, but at the same time, be wise to maintain the best from the old ones.

The proved methods that have actually helped should remain in ESL classes, but integrating at the same time the new scientifically proved ones.

We must remember that we all have an extraordinary potential to learn and that the brain copes quickly and naturally.

A. The Brain and the Memory and Brain Theory

During the last ten years, significant and progressive changes have appeared concerning the human brain's comprehension which has an important influence in the way we learn and teach. The English teaching has always been in the vanguard when participating in new learning processes, partially because the language learning is the first step to communication that at the same time is the basis of everything we learn or teach in any other subject.

Speaking about the cognitive area (neo-cortex part of the brain) which is located in the top of it, this is divided into two: left hemisphere and right hemisphere. The specific functions of each hemisphere, which are of great importance to language teachers, were identified by Dr. Roger Sperry, who won the Nobel Prize in 1973 thanks to this research work.

Basically, the left hemisphere is more analytic and works in such a sequential way from its parts through the whole. The language, the logics and the concepts of numbers are principally its functions. The right

hemisphere is more intuitive and is responsible for the creative and imaginative work, even though, it needs to see the panorama when it is time to receive new ideas.

Of course, it is a simplified and general vision of a complex area but it helps us to have a useful vision of the diversity of each classroom, and can allow the teacher to follow some practical steps to reach a more effective teaching process.

The most recent research results about the brain has given teachers useful information that can help them make the class more memorable and motivating with a successful and reliable environment.

B. Learning Styles by Vakog

To understand the world we live in, we all receive information through our senses. However, each of us employs a different combination of the five representative systems. As a result, there are many different forms to learn.

As a language teacher, we should be aware of the different learning styles since each student will learn in a better way all depending on their own style.

The five styles and the suggested practical alternatives are:

A. Visual: through drawings, schemes, images, books, posters, maps, and others.

B. Hearing: by listening to people, cassettes, repetition, debates, loud reading, etc.

C. Kinetic: (tactile or movement) manifested in two ways: externally -they need to touch and move to receive the information and internally -they need to try-out their feelings or internal emotions.

D. Smell: by using aromatic drawings such as cinnamon, flower smells, lemon, coffee, etc.

E. Taste: by using games with different foods.

According to Vakog's research results, there are many different forms to learn and we have to find and apply the best teaching style according to the students' most appropriate way of learning.

C. The Multiple Intelligences by Howard Gardner

During many years, it has been thought that we are all born with certain potential to an intelligence level that could reach its highest stage throughout our educational period, and then it would remain stable; for this reason, great importance has been granted to the intellectual coefficient evaluation (IQ Test) applied to the teaching process that involved tests including words, numbers, and sometimes graphics.

In 1983, the American psychologist Howard Gardner launched his theory about Multiple Intelligences which

completely replaced the old beliefs giving hope and encouragement to students all over the world.

In his theory, Gardner proposed that we are all intelligent in many different ways and that our multiple intelligences are not fixed, as it was believed, but rather they can improve, develop, and extend through the direct stimulation received from the environment.

Gardner's definition of Intelligence is the capacity to solve problems or elaborate products that are valuable in one or more cultures.

He emphasizes the fact that all the intelligences are equally important. The problem is that our scholar system does not treat them similarly and has given priority to two of them (the Logical-mathematical intelligence and the linguistic' intelligence), denying the existence of the others.

The eight intelligences considered by Gardner are:

1. Verbal-linguistic: Most writers and poets have it. They use both hemispheres.
2. Logical-mathematical: It is used to solve Logics and Math problems. This is the intelligence most scientists have. It is associated with the thinking mode of the logical hemisphere. Our culture has always considered it as the only intelligence.
3. Visual-spatial: It consists of forming a mental model of the World in three dimensions; this is the

intelligence most sailors, engineers, surgeons, sculptures, architects, or decorators have.

4. Kinetic-corporal or the capacity of using our own body for realizing activities or solving problems: This is the intelligence of sports players, artisans, surgeons and dancers.

5. Musical: It is naturally, the one of singers, composers, musicians, dancers.

6. Naturalistic: It is used when we observe and study the nature. It is the one biologists and herbalists demonstrate.

7. Interpersonal: It permits us to understand the others; it is usually found among good sellers, politicians, teachers, or therapists.

8. Intrapersonal: It permits us to understand ourselves. It is not associated with any specific activity.

The intrapersonal and interpersonal intelligences form the emotional intelligence and both determine our capacity to address our own life in a satisfactory way.

According to Gardner's Theory, the human being possesses a combination of all these intelligences in different levels.

In the teaching process, Gardner's Theory has had a strong world-wide impact; making us think if the curricular structure is the appropriate one for our students; since, when applying the Theory of the

Multiple Intelligences, the teacher will give his students more possibilities of success; taking into account that it will allow the activation of the two cerebral hemispheres accessing to the different intelligences; as a result, the learning process will be more effective, especially if the teacher provides his students the opportunity to develop themselves through all their intelligences.

For Gardner, it is absurd to keep on insisting on our students learning in the same way when it is so evident that we know about teaching and learning styles and intelligence types.

For instance, one single subject can be presented in very diverse forms that permit the learner to acquire it by taking advantage of their capacities and strengths. Therefore, we should analyze if an education focused on only two types of intelligence is the most adequate in order to prepare students to live in a world that becomes day by day more complex.

See Annex 5 for sample test.

D. The Emotional Intelligence by Daniel Goleman

One of the biggest treasures we can leave to our further generations is the legate of the emotional intelligence. Our emotions management determines the success in our lives and can become the master strategy to motivate people to study any subject.

This is what the scientist, journalist and Harvard's psychology professor, Daniel Goleman, explains in his book with his Emotional Intelligence Theory through an analysis of practical ideas collected from many other theories and proposals about the human emotions.

His theory is supported by some modern research about behavior and the brain, confirming that impulse control, self consciousness, motivation, enthusiasm, perseverance, and mental agility are greatly related with our possibilities to succeed.

All the human beings have simple but crucial abilities for their emotional development: Being aware of our emotions, understand the others' feelings, manage the job's pressure and frustrations, and develop team work.

Unfortunately, schools haven't covered this emptiness, they have just limited in accomplish the programs already set, and exclusively cultivate the classic and "rational" concept of intelligence.

Our duty, as educators, is to promote the self-esteem and empathy of our students by developing their emotional intelligence as it has been done in many experimental schools where subjects such as Social Ability and Knowledge and Control of our Emotions have been introduced with the purpose of developing the students' emotional abilities.

I.III. TESL/TEFL Experience

The knowledge, skills and practice obtained from the direct participation and observation when TESL/TEFL makes the difference in the process. The more time we teach, the more skillful we become to teach. In addition, a lot has been considered about the experience we get when teaching children versus teaching adults. Some research on this topic is mentioned in the following point so that we can relate and analyze it from our own perspective.

I.III.I. Teaching children vs. teaching adults

To be considered a distinct profession with a unique knowledge base, the field of adult education advances the idea that teaching adults is different than teaching children.

However, this issue has generated assumptions, opinions, research and some publications that take a look at the discerning myths and realities associated with the teaching of adults.

All ESL or EFL teachers must be aware of it as it will guide them understand and teach with more comprehensible and successful techniques.

Teaching adults should be different if adults learn differently than children do. Theories or perspectives on adult learning, such as andragogy, make a number of assertions about the characteristics of adults as learners.

Adults need learning to be meaningful; they are autonomous, independent, and self-directed; prior experiences are a rich learning resource; their readiness to learn is associated with a transition point or a need to perform a task; their orientation is centered on problems, not content; they are intrinsically motivated; their participation in learning is voluntary (Draper 1998; Sipe 2001; Tice 1997; Titmus 1999).

For some, "the major difference between adults and younger learners is the wealth of their experience" (Taylor, Marienau, and Fiddler 2000, p. 7).

For others, the capacity for critical thinking or transformative learning is what distinguishes adults (Vaske 2001).

In contrast, pedagogy assumes that the child learner is a dependent personality, has limited experience, is ready to learn based on age level, is oriented to learning a particular subject matter, and is motivated by external rewards and punishment (Guffey and Rampp 1997; Sipe 2001).

If there are indeed "distinctive characteristics of adults, on which claims for the uniqueness and coherence of adult education are based, then one might expect them to be taken into account in all organized education for adults" (Titmus 1999, p. 347).

However, each of these characteristics is contested. Courtney et al. (1999) assert that "characteristics of adult learners" refers to a small number of identified factors with little empirical evidence to support them.

Andragogy has been criticized for characterizing adults as we expect them to be rather than as they really are (Sipe 2001).

Both andragogical and pedagogical models assume a "generic" adult and child learner (Tice 1997).

Some question the extent to which these assumptions are characteristic of adults only, pointing out that some adults are highly dependent, some children independent; some adults are externally motivated, some children intrinsically; adults' life experience can be barriers to learning; some children's experiences can be qualitatively rich (Merriam 2001; Vaske 2001).

The emphasis on autonomy and self-direction is criticized for ignoring context. Adults in higher education can be marginalized and deprived of voice and power (Sissel, Hansman, and Kasworm 2001). Power differences based on race, gender, class, sexual orientation, and disability can limit adults' autonomy and ability to be self-directed (Johnson-Bailey and Cervero 1997; Leach 2001; Sheared and Sissel 2001).

Lifelong learning can be coercive and mandatory, contradicting the assumption that adult participation is voluntary (Leach 2001).

Adults do not automatically become self-directed upon achieving adulthood. Some are not psychologically equipped for it and need a great deal of help to direct their own learning effectively (Beitler 1997; Titmus 1999). Adults may be self-directed in some situations but at other times prefer or need direction from others (Courtney et al. 1999).

Research shows that motivational, affective and developmental factors are more crucial in adults than in younger learners; adults are more able to be self-directed and reflective and to articulate learning goals, and they are more disposed to bring their life experiences to what and how they learn (Smith and Pourchot 1998).

Studies of metacognition indicate that children and adults differ at each level due to acquired expertise and active use of expert knowledge.

For Draper (1998), pedagogy/andragogy is a false dichotomy; he suggests the differences are qualitative: the *kind* of experiences adults have and the *intent* of their learning are the distinguishing characteristics. Merriam and Caffarella (1999) agree that the *use* adults make of experience is different. These qualitative and quantitative differences are not only what distinguish adults from children, but also what distinguish adults from one another.

Guffey and Rampp (1997) believe that technology is changing how humans learn, increasing intrinsic motivation, self-direction, and critical thinking at even younger ages.

As a conclusion, it could be stated that the ongoing debates—*andragogy vs. pedagogy, teacher directed vs. learner centered*—may mean that no single theory explains how adult learning differs from children's learning (Vaske 2001).

As more is discovered about the ways in which we learn, the principles, practices, and philosophies of teaching and learning will continue to evolve.

Appropriate ways of teaching begin with conceptions of learning: is learning the acquisition of knowledge and skills?, the social participation in knowledge construction?, a natural process of making sense of the world?, the reflection on and adaptation to experience?

The answer is likely all of the above for learners of all ages, at different times and in different contexts. It may be that adults and children do not learn differently, but the configuration of learner, context, and process has qualitative and quantitative variations that should be reflected in teaching practices (Merriam and Caffarella 1999).

Moving beyond the debates, choices about teaching practices should be based on numerous considerations: context, learner knowledge and characteristics, teacher beliefs and values (Ross-Gordon 2002). Ross-Gordon advocates reflection on learners, learning processes, teacher-learner relationships, and the social context of learning as a source of guidance.

Instead of conceiving of adult learners as generic, educators should address the power issues identified earlier.

Finally, the question that follows may best be answered by restating it: teaching different adults (or children) is (or should be) different?

I.III.II. Continuous and up-to-date TESL/TEFL Training

It is highly recommended that teachers keep on updating their knowledge and teaching techniques, learning about new texts and material, as well as being in contact with people from the field in order to be as effective as it is needed when TESL/TEFL.

For this purpose, many institutions, universities, and public and private companies organize different seminars, conferences, courses, congresses, workshops, and so on with the aim that teachers can attend them as regularly as possible.

Just to mention some, in Ecuador for example, conference professionals, linguists, and EFL teachers from Ecuador and abroad are usually invited to participate in these events. Some recently carried out were:

“The National Congress of English Teachers” that lasted three days with approximately 40 expositors at PUCE (The Catholic University of Quito) and organized by The Ministry of Education of Ecuador, The American Embassy, The Fulbright Commission, The English Book Centre, and various other institutions. The Congress dealt topics like Teaching Translation, Theory, Techniques and Training.

“Opening Doors to International Opportunities”, organized by Pearson Education (Ecuador) and The British Council (Colombia) and held in the

Communication, Linguistics and Literature Faculty of PUCE; where IELDS and Cambridge ESOL exams and texts were the main topic exposed.

“Motivating Students Through the use of Portfolios”, by Kate Cory and “We Never say yes in English Lessons”, by Jeff Stranks, organized by The Cambridge University Press and The English Book Centre, and held in the Marriott Hotel, Quito, both held in September 2006.

“Implementing Teaching Techniques in the E.F.L. Class”, a two-day congress held at CELEX – ESPOL in Guayaquil; and organized by the ESPOL, FENAPIUPE and CELEX.

These are just a small sample of many of the events carried out last year in this field. It is to us, as teachers, to be aware and encouraged to attend and acquire the best information and recent knowledge from them to be well prepared and efficient up-to date professionals.

CHAPTER II

Motivation to learn ESL

It's the effort expended, desire to learn, and favourable attitudes toward learning the language therefore there is considerable interest today in the notion of motivation to learn a second or foreign language, but it wasn't always this way.

In 1956 when some research was emphasise in this topic, it was generally agreed that learning another language involved intelligence and verbal ability.

Concepts like attitudes, motivation and anxiety were not considered to be important at all. Today, much of this has changed, and one sometimes gets the impression that affective variables are considered to be the only important ones.

It is clear, however, that learning a second language is a difficult time-consuming process, and I would not be at all surprised if it turned out that a number of variables, up till now not considered important, are found to be implicated in learning a second language.

To date, research has focussed on individual difference, characteristics of the student such as attitudes and motivation, language anxiety, self-confidence, field independence, personality variables (e.g., need achievement, risk-taking, empathy and the like), intelligence, language aptitude, and language learning strategies, but other variables and other classes of variables might well be considered viable candidates.

This chapter and the research itself tend to focus on motivation because I believe that many of these other variables are dependent on motivation for their effects to be realized. Thus, for example, language learning strategies probably will not be used if the individual is not motivated to learn the language, and/or there is little or no reason to take risks using the language if there is little intention to learn it, etc. Thus, to me, motivation is a central element along with the teacher's profile and their role in determining success in learning another language in the classroom setting.

It is also important to analyze that what is motivational or motivating to the teacher may not be to the student, and what the researcher (or at least some researchers) consider as motivational may not be seen as such by either students or teachers.

When focussing attention on motivation in second language acquisition, I find two perspectives, intellectual and affective, since I consider, they do not totally coincide and are both relevant.

II.I. Intellectual Motivation

The intellectual motivation has a lot to do with the scholarly, academic and professional incentive a person has to learn something. It is the awareness of the importance and/or the necessity to develop certain skills.

In today's world, most people are studying not only one or two careers but also adding "a plus" to become more competitive in today's fast moving world. Some of the common further knowledge people are acquiring besides their own careers is learning other languages, computer and

technological studies, among others. However, probably many of the students studying a foreign or second language in school are simply doing it because it is part of the curriculum. Some students may have dreams of becoming bilingual when they start introductory English or any other language, but they are likely to be the minority.

Nonetheless, when students first enter the language class, they are often motivated by dreams of being able to speak the language in a few weeks. They are generally unaware of the demands that will be placed on them. Quite often, they are very excited about learning another language and begin the study with enthusiasm. However, this often doesn't last very long.

To avoid losing all this excitement and maintain motivation among our students there is an incredible resource called affection. Affection has to be present along the whole learning process, and teachers as well as family and friends are part of it.

II.II. Affective Motivation

It is precisely in this part of the research work where I would like to emphasize the enormous importance and strong influence of affection when motivating people and in this case, motivating students.

It is certainly very necessary to know all the academic and pedagogic aspects already mentioned in chapter one and that have been the main topic for numerous theses and research work. However, all that would be useless if we do

not make use of the marvelous tools all human being possess when motivating others and one self to learn any subject. This is affection and the appropriate use of our emotions, which was previously mentioned as The Emotional Intelligence in chapter one (New Didactic TESOL Theories).

Affection has a lot to do with people's disposition and it is specially connected with love and care, permitting that communities and individuals have better relationships and ties.

We receive affection and therefore get motivated from different people we relate somehow in our daily lives. People like our parents for instance; brothers, sisters, husband, wife, children are part of our Family Motivation. Our friends, classmates, roommates, colleagues, and teachers are some of our social motivators.

A. Family Motivation

Among all the different sources from where we obtain the encouragement we need to achieve our goals, family motivation is considered one of the most relevant. There is special emphasis on this familiar stimulus when we are growing up since, most of the spent time, especially as children, is shared with our family members.

We should remember that the family is the fundamental institution of the Estate which prepares us for our future social insertion.

When motivating our children, brothers or sisters it is not enough just to talk to them about the importance of learning such language but also by the example. It is really helpful that a person has someone to look up to. When we see our family members following certain educational pattern or developing some scholar ability, we feel motivated to do it as well.

Among our family members, parents are mostly who talk to us about the importance of learning such language and provide us the support needed to study it.

B. Social Motivation

Many people are part of our social life, namely our friends, colleagues, classmates, teachers, and so on.

As teachers, we cannot do much for the family motivation development but we can become the valuable motivators and channels in order to build up our students' intelligences and self-esteem since we are happiest and most successful when we learn, develop, and work in ways that make best use of our natural intelligences (our strengths and style and brain-type in other words).

As teachers, we are part of students' social lives and spend a great deal of time with them; therefore we can become a source of social motivation that should be taken into account as well as taken advantage of.

CHAPTER III

Incidence of the teacher's profile in the motivation of learning ESL

The following chapter contains some information regarding how to become motivators as well as motivated in the TESL/TEFL process.

“Attitudes, Motivation, and Second Language Learning” is the name of a Meta-Analysis of Studies Conducted by Howard Gardner (Multiple Intelligences Theory) and Associates.

This meta-analysis investigates the relationship of second language achievement to five attitude/motivation variables from Gardner's socio-educational model: integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation.

The studies included various measures of second language achievement including self-ratings, objective tests, and grades. In total, the meta-analysis examined 75 independent samples involving 10,489 individuals. Two additional variables, availability of the language in the community and age level of the students, were examined to assess their moderating effects on the relationships.

The results clearly demonstrate that the correlations between achievement and motivation are directly connected with the teacher's profile and that are uniformly higher than those between achievement and integrativeness, attitudes toward the learning situation, integrative orientation, or instrumental orientation, and

that the best estimates of the population correlations are greater than 0. Neither availability nor age had clear moderating effects.

This, once more confirms the great relevance of the teacher's role in terms of motivation in the teaching and learning process. The results lead us to search some theoretical background and approaches on the topic of TESL/TEFL. teachers and their motivational influence.

III.I. Theoretical background and Approaches

According to Karen Pitman (1999), success in education requires the right combination of challenging opportunities of learning and students' motivation in order to be successful. With this principle, it is important to analyze what standards need to be achieved in an ESL classroom, for instance how to give students the opportunity to learn and what motivation they may need.

Woolard (in McGroarty) considers equally important pedagogical issues and sociolinguistics matters, nevertheless, there are other dimensions such as the psychological ones which include aptitudes, attitudes and behavior (Snow in Schmith).

This chapter is focused on setting aside the traditional view of motivation as a measurable affective variable implicated in the process of learning a second language; instead it is focused on describing the content of motivational thinking among university learners, specifically their own perspectives and experiences through out their lives, as well as the teacher's. It means to have a qualitative, empirical

investigation by using learners' and teachers' cognitions as our object and vehicle to obtain better and most likely, accurate results for their own learning and teaching environment.

According to Lambert (1972) the reason why some people learn more easily than others given the same opportunities to learn was the cognitive aspect, but through the years, data analysis have become increasingly sophisticated and the motivational components have been redefined and they have been related to other aspects such as class participation, persistence at learning and strategies (Schmit, 1998). Within these aspects it is possible to include an additional one that some authors seem to have taken for granted; this is the teacher's participation in the classroom as an effective mean of motivation.

According to (Pierce, 1995) there are many reasons why people learn English which are often related to one's social, ethnic, and cultural community. If we consider this aspect, we should respect their personal reasons in any way. It means we need to discard external aspects and focus on internal aspects in the classroom that should include the teacher-students interaction.

III.II. Teacher-students Interaction within an ESL/EFL classroom

It is well known that the teaching methods have dramatically changed since the first one in which the teacher was the most important actor in the classroom; it means that the learner participation was not that important.

Nowadays, their participation is not only important but also fundamental to have a better learning result.

Interaction involves both social and personal input, and, forms the basis of the vast majority of everyday talking done by natives.

Interaction involves emotions, creativity, agreement and disagreement, people waiting patiently to get in a word, sighing, nodding, gesticulating, and so on.

Interaction is not waiting to be asked a question. Interaction is not giving a short, one-sentence answer to this question. In some ways, what goes on in a worst-case EFL conversation class is a series of monologues (Counihan, 1998).

As it is mentioned along this work, the academic and professional profile is not enough to have a successful classroom where the TESL process is the aim. That is why I will describe different strategies for teachers to be motivators in their classroom.

III.III. Strategies to be a motivator in class.

According to Jonathan Snell (1999) a common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher.

This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking questions to the class

as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties.

This should depend on the teacher to encourage students to have a major participation during the process. According to the psychologist Diego Galarza (oral communication, 2005) there are some points the teachers should consider in this matter. **See Annex 2.**

III. IV. Motivated Teachers

It is also necessary to mention the influence of having motivated teachers during the learning process.

As stated by Brown (1994), motivation is a term that is used to define the success or the failure of any complex task; we need to relate the teachers' motivation directly proportional to the learners' motivation:

Steers and Porter (1991:6) deal with three matters while discussing motivation that may show this proportionality; therefore motivation is:

1. what energizes human behavior



The more dynamic the teacher is —————> the more dynamic
the students become.

2. what directs or channels human behavior



The better attitude the teacher has → the better attitude the students get.

3. how human behavior is maintained or sustained



The more inspired the teacher is → the more encouraged the students are.

Ryan and Deci (2000) state that to be motivated means to be moved to do something. Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task.

Interest, curiosity, or desire to achieve (Williams and Burden, 1997) are the key factors that compose motivated people.

Therefore, as a conclusion, it is evident the importance we must give to the role of teachers as motivators in an ESL/EFL classroom; and as expressed in this last point, motivated teachers produce motivated students.

III.V. Creating Positive Attitudes towards English as a Foreign Language.

Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivation runs high. The research into the connection between positive attitudes and successfully learning a second language supports this simple observation, although it is important to understand that many variables are involved because we are dealing with complex social and psychological aspects of human behavior.

For example, students' ability to learn a second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language, and also the students' attitudes towards themselves as members of their own cultures (Ellis 1994).

In addition, EFL teachers should recognize that all students possess positive and negative attitudes in varying degrees, and that the negative ones can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an "understanding and appreciation of the foreign culture" (Brown 2000, 181).

A series of recent research projects on this matter is included in **Appendix N° 1**. There you can find some interesting information, survey results and conclusions about that examined educational factors that affect motivation.

2.3. Hypothesis system

2.3.1. Working Hypothesis

The level to which the teaching profile of ESL instructors at UTE during the summer course influences positively in the level of motivation among students enrolled in this course.

2.3.2. Null Hypothesis

The level to which the teaching profile of ESL instructors at UTE during the summer course influences negatively in the level of motivation among students enrolled in this course.

2.3.3. Alternative Hypothesis

The level to which compulsory education influences in the level of motivation among students enrolled in the ESL summer course at UTE, Language Institute.

PART THREE
METHODOLOGICAL
DESIGN

3.1. Research type and design

Because of the purpose, the proposed research work is going to be Applied Research.

It is also going to analyze the relationship between the two variables X and Y (See chart 1.2); therefore it is going to be an Explanatory Research

Because of the means or tools that are going to be used, the research work is going to be a Field Research as well.

3.2. Population and sample

A sample of 56 students out of approximately 120 students enrolled in the Summer Course at UTE Language Institute and 10 teachers out of 12 were used for the student's and teacher's surveys.

3.3. Fielding

The proposed research will be carried out through a series of activities in order to collect the data needed. I will start collecting the necessary information concerning the topic in books, specialized journals, on the internet, through interviews and surveys or in any useful document associated with the research theme.

The research is expected to be developed during the ESL Summer Course at UTE, during the months of August and September, 2006.

The interviews and the surveys will be applied to people associated in the field, for instance educational and psychological professionals and students of the ESL Summer Course at UTE.

3.4. Instruments for data collection

In the proposed research work I intend to collect the data using index cards, survey questionnaires, interview reports, transcripts of interviews, and computer folders with data summaries.

3.5. Processing and analysis.

I will use different techniques for the result analysis and interpretation of the research after carrying out a series of statistical procedures such the calculation of the mean, the modal value, the standard deviation, the variance, among other percentages. The analysis will be described in charts, graphs, and summaries.

PART FOUR
TESTING THE
HYPOTHESES

After analyzing the results of the survey carried out among students enrolled in the ESL summer course at UTE plus the valuable statements and theories exposed after the research done in related fields, we can demonstrate that the working hypothesis of this research, which states that the level to which the teaching profile of these instructors influences positively in the level of motivation among such students, is true.

This might be better explained if we see the result exposition (4.1), which shows that most of the UTE English teachers at the Summer Course 2006 have the right profile, according to all what it involves (chapter 1); and therefore, it became a positive motivational influence in the TESL process of such course.

In this case, the null hypothesis that states that the level to which the teaching profile of ESL instructors at UTE during the summer course influences negatively in the level of motivation among students enrolled in this course will become hopeless once the working hypothesis has been proved. Therefore, neither an alternative hypothesis will be necessary to be proved in this research.

4.1. Graphical exposition and analysis of results

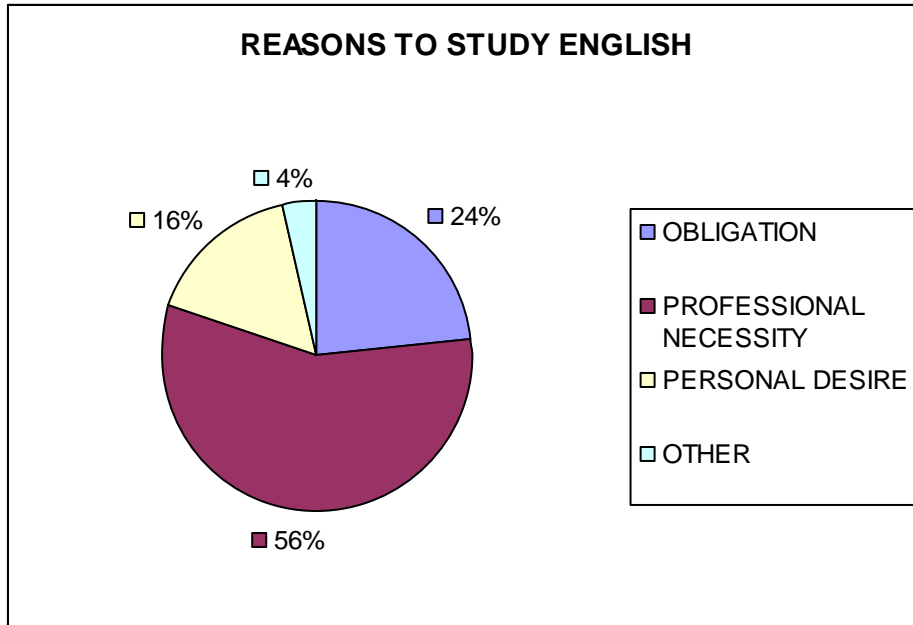
The results of the survey carried out are graphically exposed in the following point together with their analysis.

4.1.1 Student's Survey

In the survey carried out among **students** enrolled in the ESL Summer Course at UTE we could find the following results together with their corresponding analysis:

Question No.1

Why do you study English?

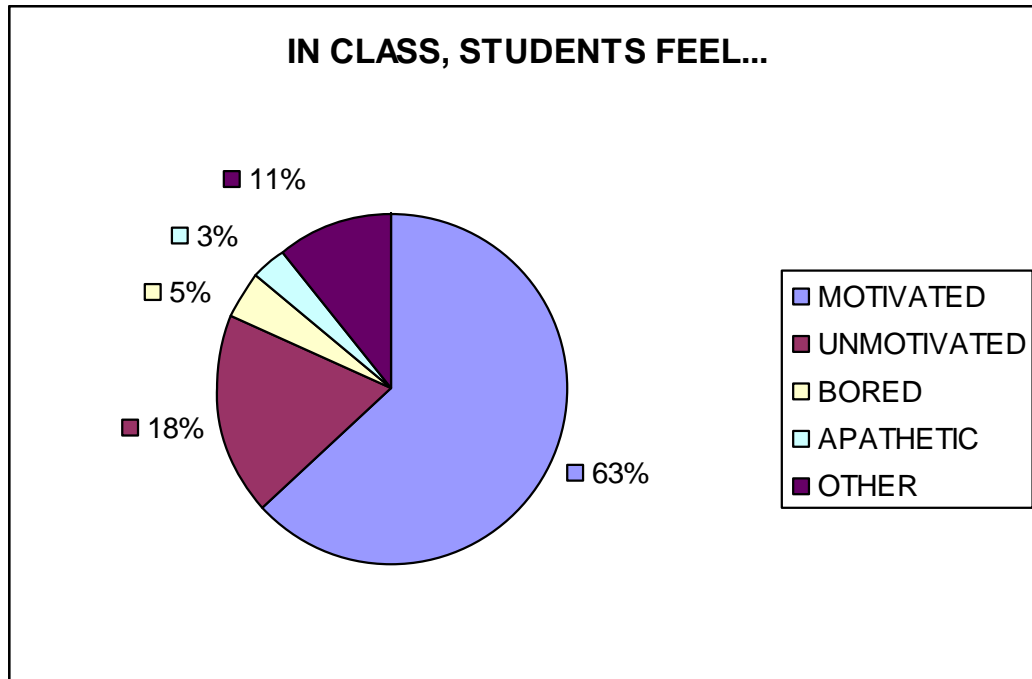


PROFESSIONAL NECESSITY	48	56%
OBLIGATION	20	24%
PERSONAL DESIRE	14	16%
OTHER	3	4%

More than the 50% of students, this is exactly a 56% of them study English because they are aware of the necessity of this language at a professional level; however, a 24% of them does it only because it is compulsory at UTE. This confirms that one of the causes for the lack of motivation to study the language is compulsion. Nevertheless, this last figure is not as significant as the percentage of motivated students.

Question No.2

How do you feel in your English class?

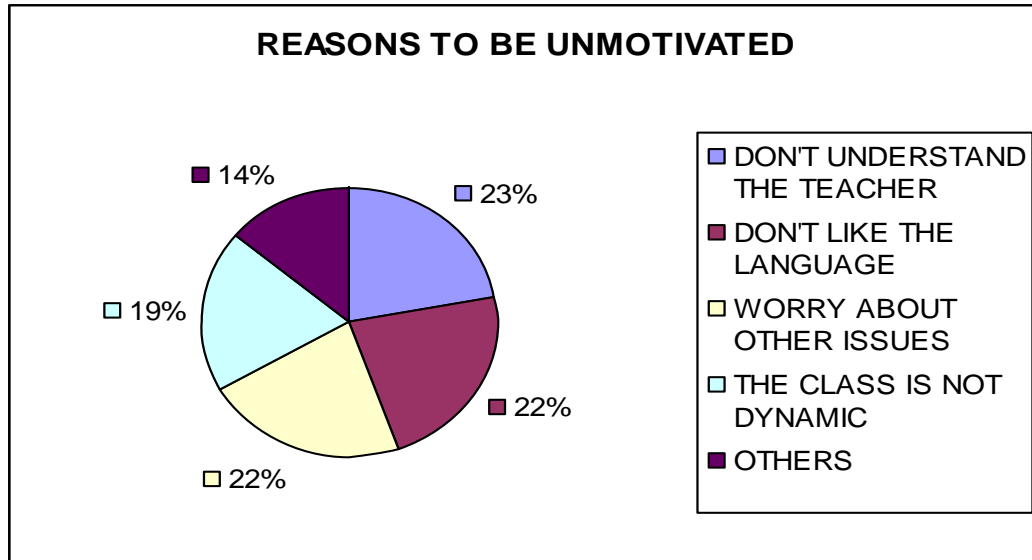


MOTIVATED	41	63%
UNMOTIVATED	12	18%
OTHER	7	11%
BORED	3	5%
APATHETIC	2	3%

The results clearly show that 63% of the students feel motivated in their English class; this is a positive effect that is obtained among a well motivated group of students.

Question No.3

Why aren't you motivated?

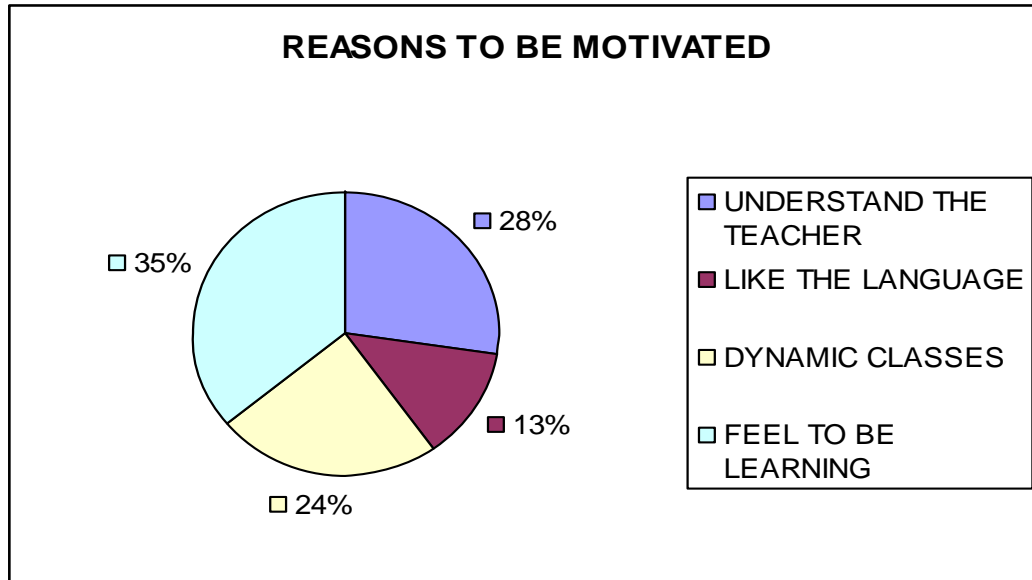


DON'T UNDERSTAND THE TEACHER	8	22%
DON'T LIKE THE LANGUAGE	8	22%
WORRY ABOUT OTHER ISSUES	8	22%
THE CLASS IS NOT DYNAMIC	7	19%
OTHERS	5	14%

The numbers show that there isn't a significant and clear reason that can explain the students' lack of motivation.

Question No.4

Why are you motivated?

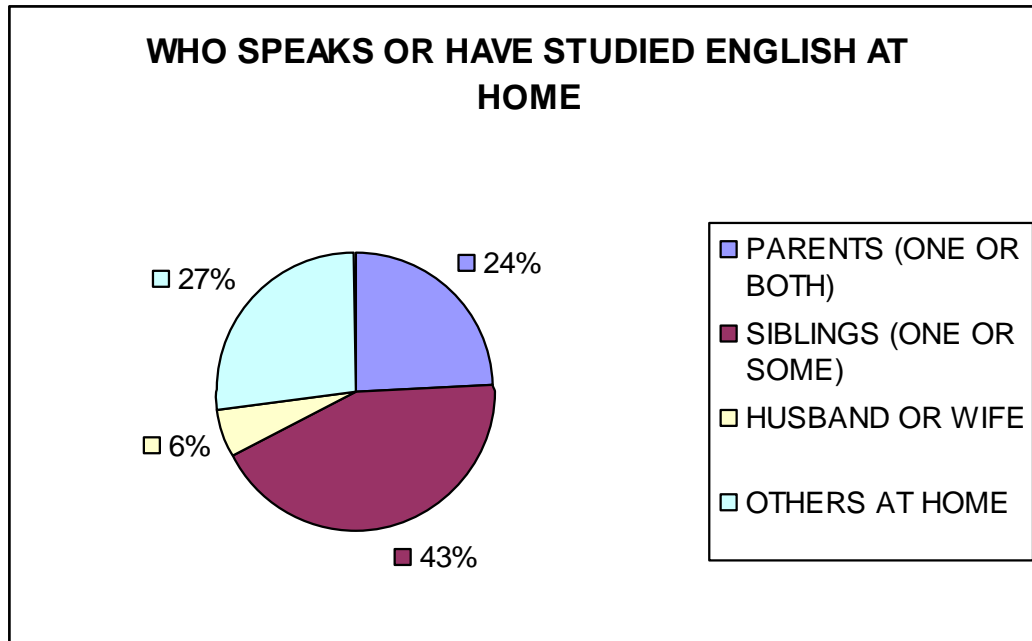


FEEL TO BE LEARNING	29	36%
UNDERSTAND THE TEACHER	22	28%
DYNAMIC CLASSES	19	24%
LIKE THE LANGUAGE	10	13%

These percentages confirm the student's interest in learning the language as well as show that an important part of what has been acquired is through what is being transmitted by the teacher, namely their knowledge, experience, and so on.

Question No.5

At home, who speaks or has studied English?

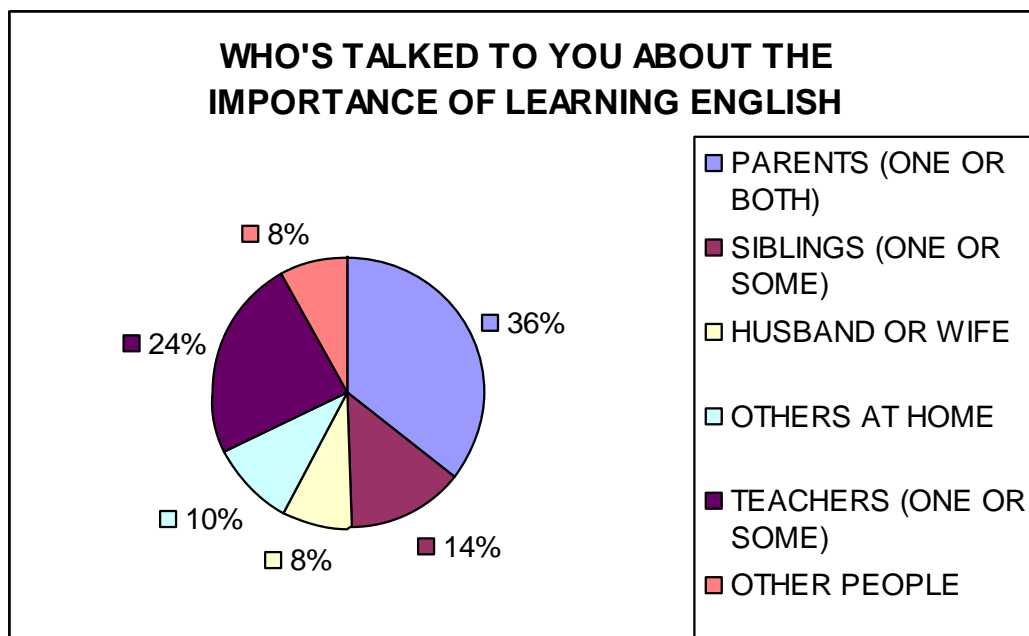


SIBLINGS (ONE OR SOME)	30	43%
OTHERS AT HOME	19	27%
PARENTS (ONE OR BOTH)	17	24%
HUSBAND OR WIFE	4	6%

With these results we can analyse that motivated students are usually those who receive a good example at home; a good educational habit can be taken by those who see in their parents, siblings, or anyone at home someone to look up to.

Question No.6

From the following people, who had talked to you about the importance of learning English?



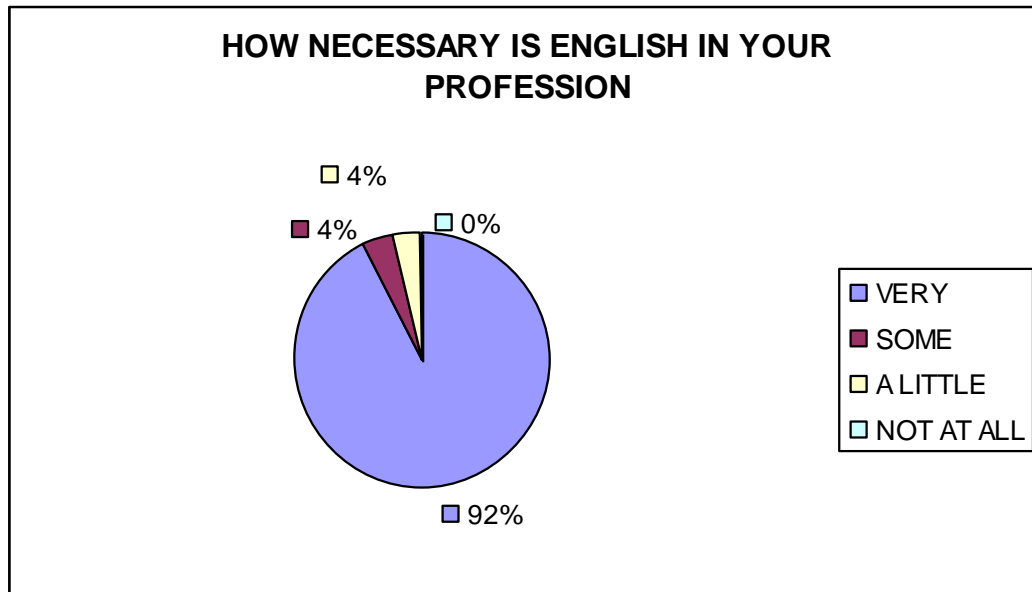
PARENTS (ONE OR BOTH)	31	36%
TEACHERS (ONE OR SOME)	21	24%
SIBLINGS (ONE OR SOME)	12	14%
OTHERS AT HOME	9	10%
HUSBAND OR WIFE	7	8%
OTHER PEOPLE	7	8%

The results show that parents are mostly (36%) who encourage their children to learn ESL by telling them the importance of such language and its studies; however, 24% of those who motivate them to do so are their teachers.

This proves that we have, as teachers, the faculty to be part in their educational decisions as it is, in this case, the ESL learning.

Question No.7

How necessary do you consider this language in your profession?

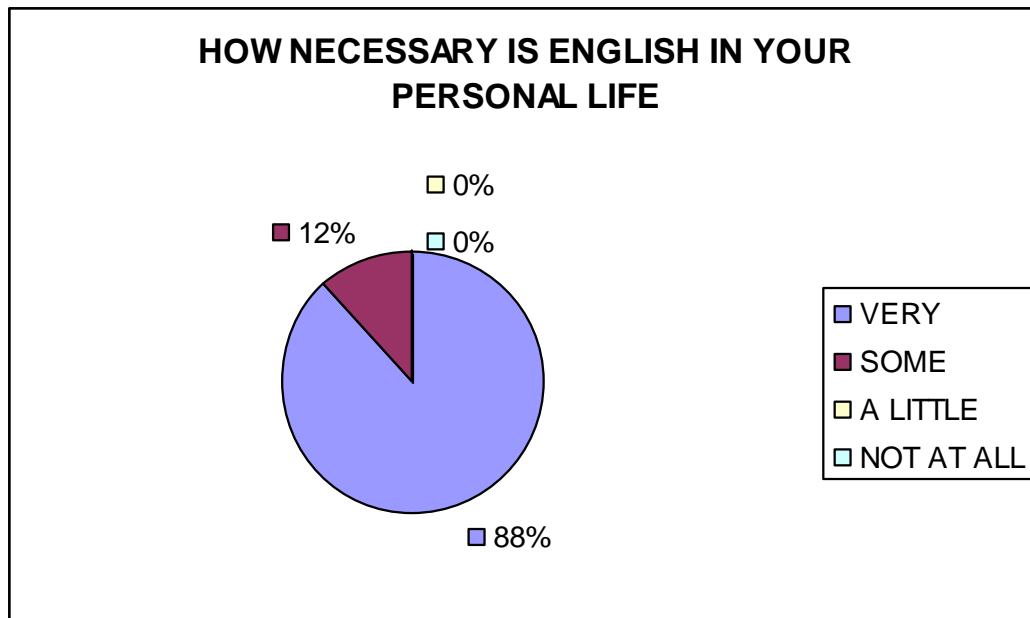


VERY	51	93%
SOME	2	4%
A LITTLE	2	4%
NOT AT ALL	0	0%

It's totally evident that students (93%) are conscious of the necessity of English at a professional level.

Question No.8

How necessary do you consider this language in your personal life?

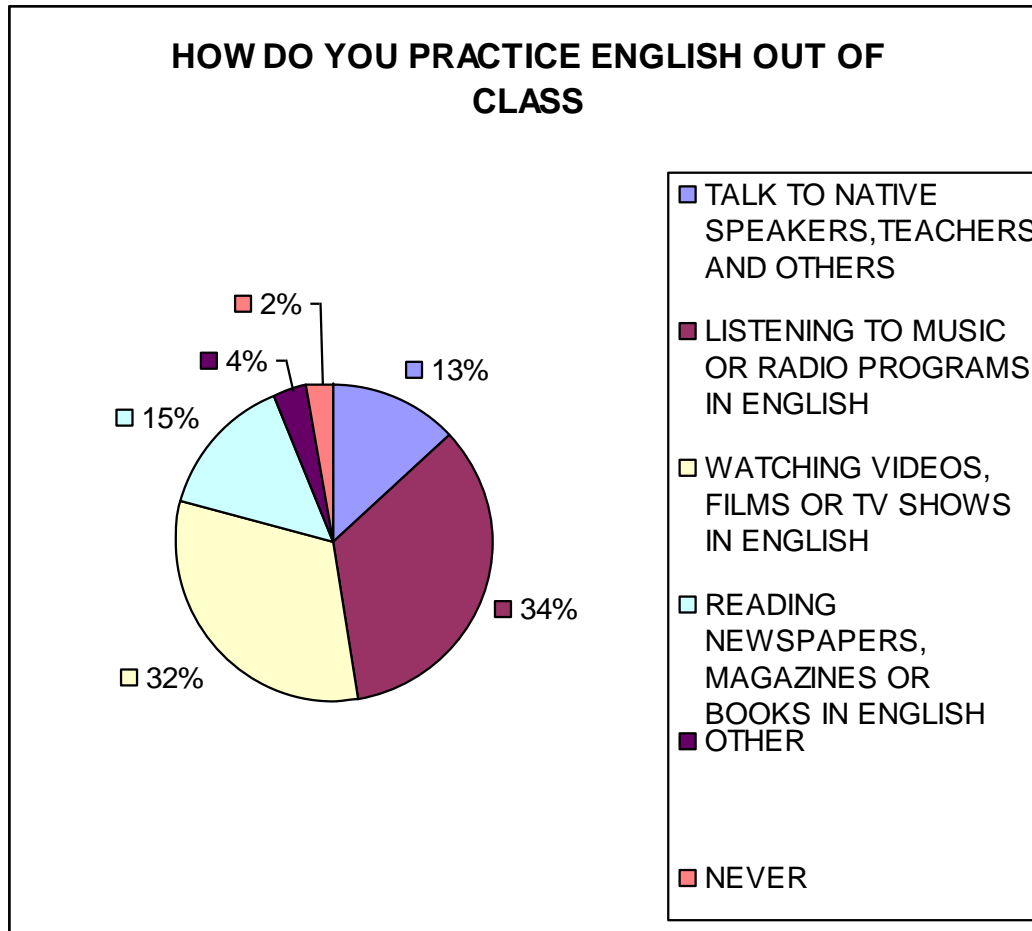


VERY	53	88%
SOME	7	12%
A LITTLE	0	0%
NOT AT ALL	0	0%

It is also the majority (88%) who consider the language important in their personal lives.

Question No.9

By your own initiative, how do you practice English out of class?

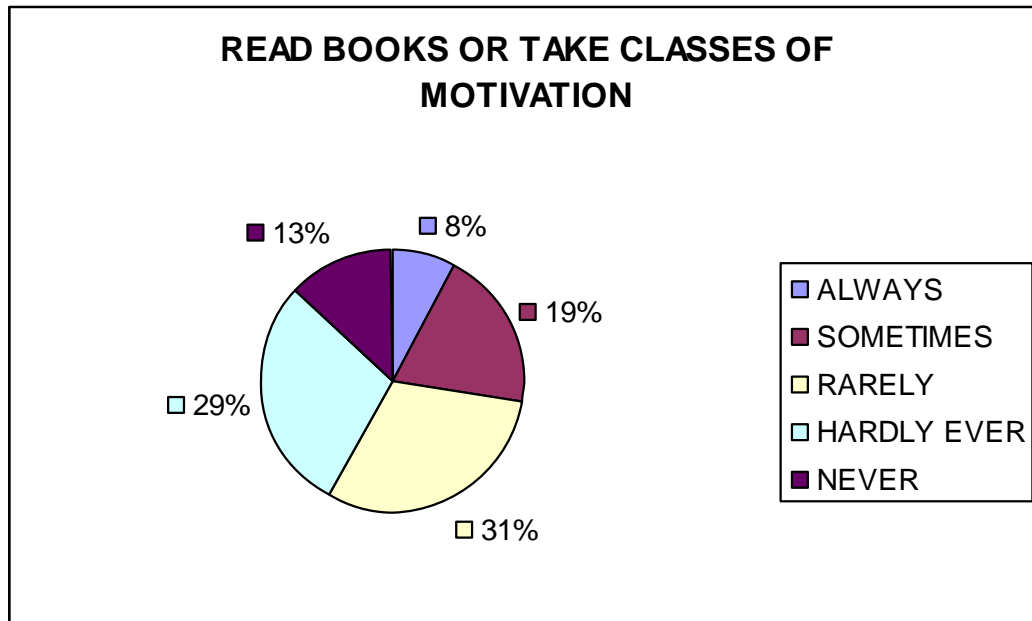


LISTENING TO MUSIC OR RADIO PROGRAMS IN ENGLISH	28	34%
WATCHING VIDEOS, FILMS OR TV SHOWS IN ENGLISH	26	32%
READING NEWSPAPERS, MAGAZINES OR BOOKS IN ENGLISH	12	15%
TALK TO NATIVE SPEAKERS, TEACHERS AND OTHERS	11	13%
OTHER	3	4%
NEVER	2	2%

Most of the students (66%) use visual and listening resources to practice English out of class. This shows once again their interest to learn the language.

Question No.10

Have you read or taken any personal motivation book or course?

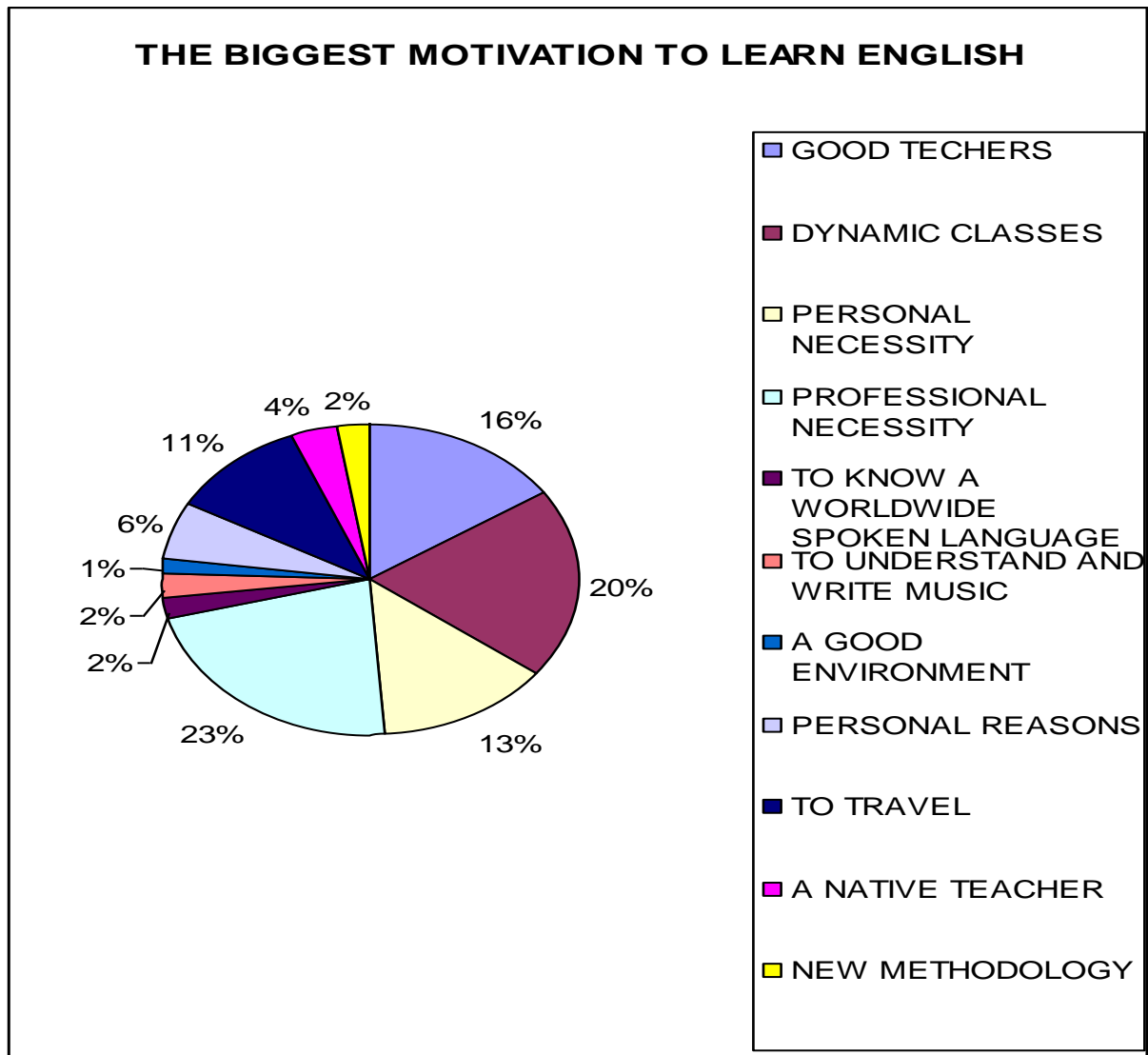


RARELY	19	31%
HARDLY EVER	18	29%
SOMETIMES	12	19%
NEVER	8	13%
ALWAYS	5	8%

The biggest part of the students have either read books or taken courses related to personal motivation. Therefore, I would say their personal motivation is just empirical and innate.

Question No.11

What is or will be your greatest motivation to learn English?



PROFESSIONAL NECESSITY	18	22%
DYNAMIC CLASSES	16	20%
GOOD TECHERS	13	16%
PERSONAL NECESSITY	11	13%
TO TRAVEL	9	11%
PERSONAL REASONS	5	6%
A NATIVE TEACHER	3	4%
TO KNOW A WORLDWIDE SPOKEN LANGUAGE	2	2%
TO UNDERSTAND AND WRITE MUSIC	2	2%
NEW METHODOLOGY	2	2%
A GOOD ENVIRONMENT	1	1%

The greatest motivation of the students varies enormously. However, a good number of students (20%) claim to be motivated by a dynamic class, and (22%) find their motivation in the necessity of the language at a professional level.

The fact of having a good teacher is also an important source of motivation (16%).

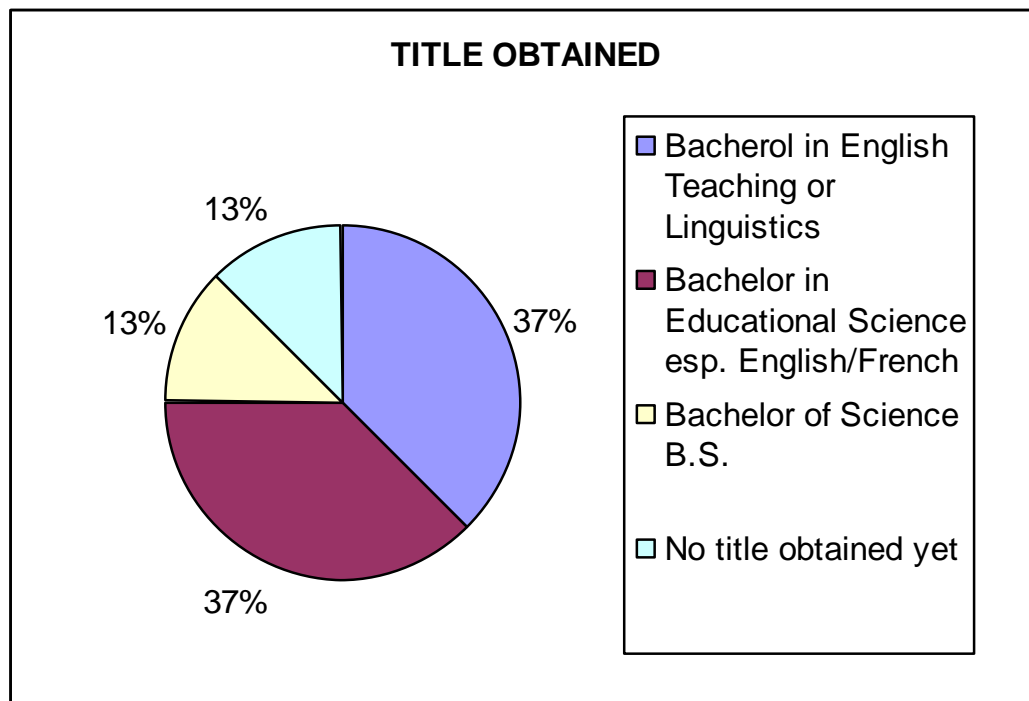
See Annex 3 for a questionnaire sample.

4.1.2. TEACHERS' SURVEY

In the survey carried out among the ESL Summer Course **teachers** at UTE we could find the following results together with their corresponding analysis:

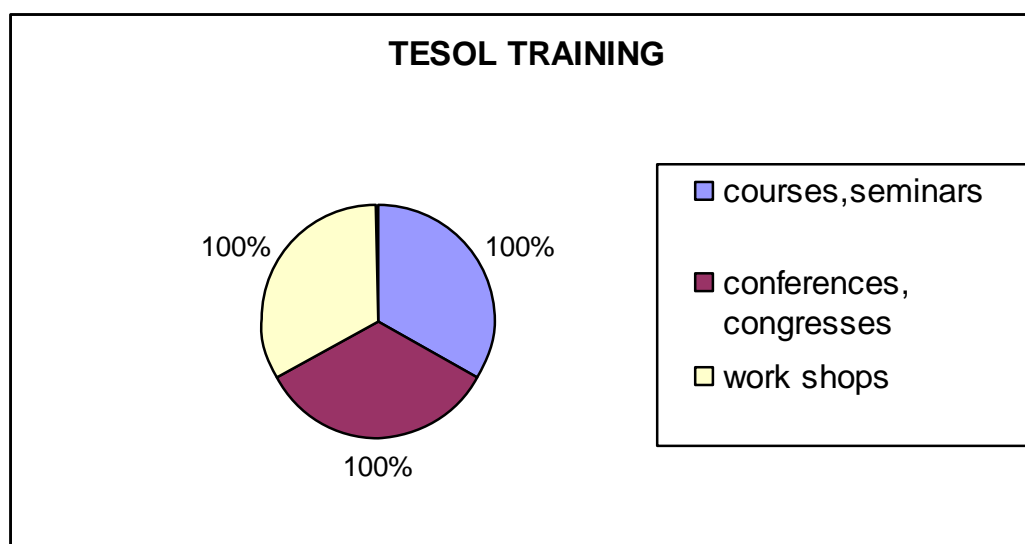
Question No.1

Educational Background



TITLE OBTAINED	UNIVERSITY/INSTITUTION	% OF TEACHERS
BACHELOR IN ENGLISH TEACHING OR LINGUISTICS	CATHOLIC UNIVERSITY, QUITO	37%
BACHELOR IN EDUCATIONAL SCIENCE ESP. ENGLISH/FRENCH	CENTRAL UNIVERSITY, QUITO	37%
BACHELOR OF SCIENCE B.S.	KEAN COLLEGE, NEW JERSEY	13%
NO TITLE OBTAINED YET		13%

The 87% of English teachers of the Summer Course at UTE have obtained a title in Education which represents an important number of instructed people teaching ESL.

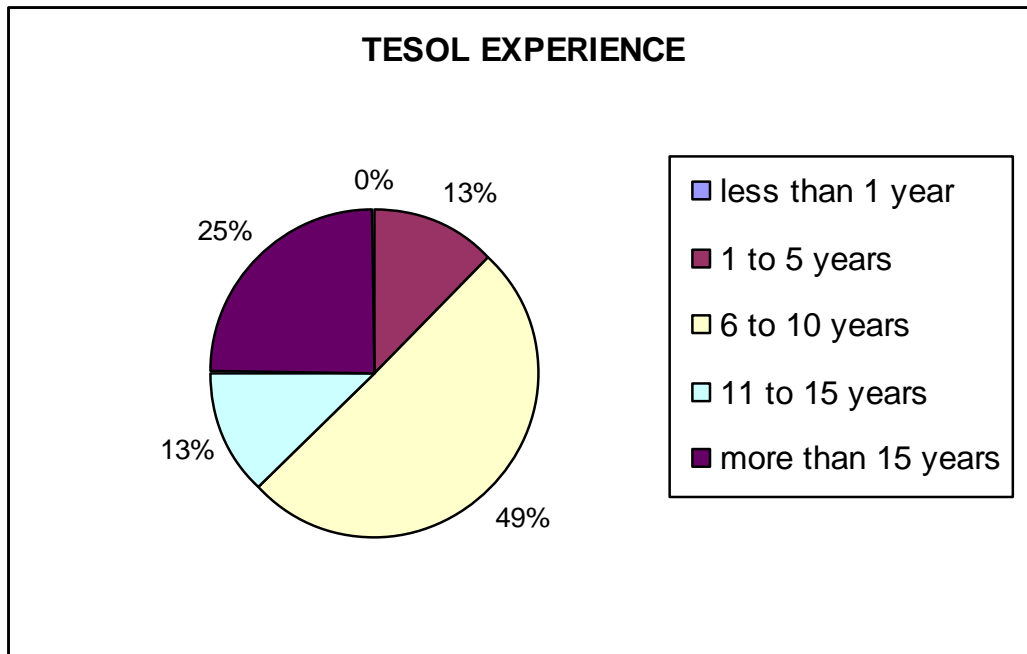


TESOL TRAINING	% OF TEACHERS
COURSES, SEMINARS	100%
CONFERENCES, CONGRESSES	100%
WORK SHOPS	100%

100% of the English teachers of the Summer Course at UTE have had some kind of TESOL training. All of them have taken courses, attended seminars, congresses and workshops that are very valuable in the process.

Question No.2

TESOL Experience

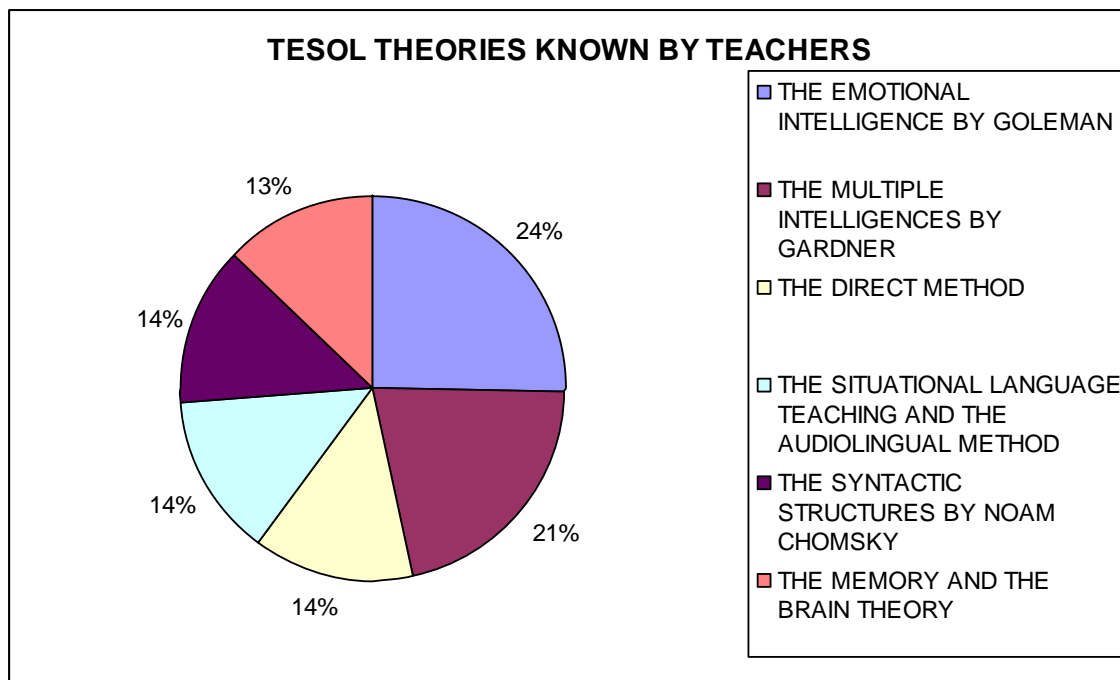


TOTAL NUMBER OF TESL EXPERIENCE	% OF TEACHERS
6 TO 10 YEARS	50%
MORE THAN 15 YEARS	25%
1 TO 5 YEARS	13%
11 TO 15 YEARS	13%
LESS THAN 1 YEAR	0%

All the teachers of the Summer Course at UTE have acquired TESOL experience before teaching this course. The 87% of them have taught for more than 6 years. The 38% have done it for more than 11 years. And 49% of them have more than 15 year experience.

Question No.3

Theories learned or used in the TESOL process



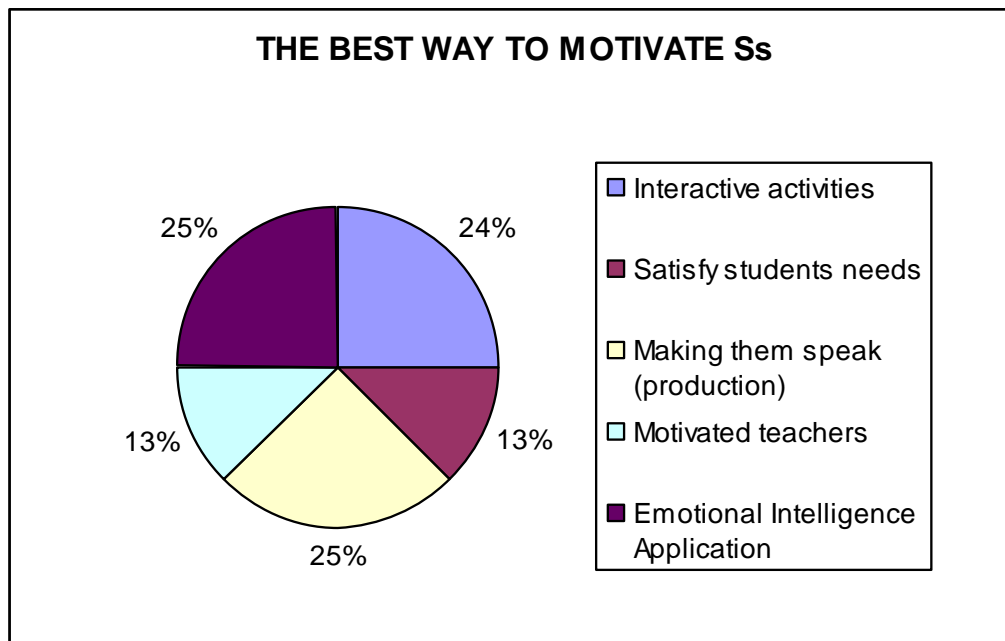
TESOL THEORIES KNOWLEDGE	% OF TEACHERS
THE EMOTIONAL INTELLIGENCE BY GOLEMAN	75%
THE MULTIPLE INTELLIGENCES BY GARDNER	63%
THE DIRECT METHOD	40%
THE SITUATIONAL LANGUAGE TEACHING AND THE AUDIOLINGUAL METHOD	40%
THE SYNTACTIC STRUCTURES BY NOAM CHOMSKY	40%
THE MEMORY AND THE BRAIN THEORY	38%

All the English teachers of the Summer Course at UTE have learned or used, at some point, at least one of the theories that are of great importance during the TESOL process.

Regarding the Emotional Intelligence by Daniel Goleman, it is very positive to see that a 75% of the teachers know about it since, as it will be seen in my proposal, it will be of enormous help in terms of motivation when teaching and/or learning the language.

Question No.4

The best way to motivate student who learn ESL



THE BEST WAY TO MOTIVATE STUDENTS WHO LEARN ESL	% OF TEACHERS
INTERACTIVE ACTIVITIES	25%
MAKING THEM SPEAK (PRODUCTION)	25%
EMOTIONAL INTELLIGENCE APPLICATION	25%
SATISFY STUDENTS NEEDS	13%
MOTIVATED TEACHERS	13%

An almost even number of teachers agree with the use of the Emotional Intelligence, interactive activities, and speaking production as a motivating helpful tool during the TESOL process. A 13% mentioned a motivated teacher as a successful encouraging strength; and a same percentage of teachers agree with the student’s needs satisfaction. All of them excellent ways to get students motivated in class.

See Annex 4 for a questionnaire sample.

4.3 Conclusions

After the analysis of the results obtained along the research process, I can conclude as follows:

- ✓ The cognitive aspect, which is directly connected with the Linguistics and Pedagogic Theories and specifically the TESOL Theories applied in such process, show us the basic requirements any ESL/EFL teachers' profile must include. The results of the survey carried out among the ESL teachers of the Summer Course at UTE show us that they accomplish with these requirements and therefore the influence of the teacher's profile in the students' motivation to learn ESL is positive.
- ✓ According to the results of the research work completed, motivation plays an important role for the effective TESOL process. The results of the survey carried out during the Summer Course 2006 at UTE demonstrate that most of the students enrolled in such course were motivated to study ESL. Their motivation comes from different sources, one of them is their own awareness of the language importance, either because they have been influenced by family members, friends or teachers, or just because they have their own interests and are self awarded to do so. An important component of an accurate teacher's profile is to be a good motivator.
- ✓ Even though the results of the research work and the survey carried out during the Language Institute Summer Course at UTE express that one of the reasons why students might get discouraged from learning ESL is compulsory education, it is not a very relevant reason that can affect the level of motivation among students enrolled in the course.

- ✓ The academic and pedagogic formation as well as the experience and training in the field are all important aspects in order to succeed in the TESOL process. However, recent research progressively more proves that affection and motivation are very significant aspects to be considered when designing any educational plan. Therefore, TESOL becomes useless without affection and motivation.

- ✓ Motivated teachers are as important as motivated students when aiming to acquire the most effective and successful teaching and learning process.

4.4 Recommendations

1. The whole research work includes lots of information, advice, tips, strategies and survey results that can be taken into account as possible solutions to the problems stated along the work, regarding the most effective teacher's profile and considering that it is an important source of motivation to learn the language. Therefore, it is recommended that **any ESL/EFL teacher takes really seriously its formation; both academically and pedagogically** as well as **keeps up-to-date with the newest teaching methods and techniques** required day by day in the teaching/learning process.

2. Even though the group of unmotivated people, among the students selected for the survey carried out in this research work, don't represent an important percentage, there is still many other students suffering from lack of motivation, self-esteem, and knowledge about their own abilities and emotions which leads to negative attitudes and results when learning the language. For this reason, it is on us, the ESL/EFL teachers to **find all the necessary sources to become motivators as well as motivated. Consequently, I recommend the use of "Affection"** as one of the most valuable and productive sources of motivation. When influencing students through "Affection", **teachers can turn out to be guides, example or even better, a channel to get them become as motivated as it is needed in and outside the classroom.**

3. I would also like to recommend the **application of a test suggested by Howard Gardner with his Multiple Intelligences Theory (See Annex N°5)** so that students can learn and get interested in their natural strengths and potential, as well as learn their natural and strongest intelligences hoping that both, teachers and students themselves can consider the different possibilities of knowledge acquisition each person has.

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ANNEXES

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ANNEX N°2

STRATEGIES TO BE A MOTIVATOR IN CLASS by Psychologist Diego Galarza (Oral Communication, 2005)

1. When students don't answer questions, give them options to lead them to the answer. It means, do not let your classroom to be in silence for too long, if any question is not answered ask yes/no questions about the same topic so they get the final answer.
2. When students feel any topic is useless, give them a real example of how to use it. This example could be applied: a student learning logarithms asks the teacher what he'll use this subject for if he wants to be a sociologist, the teacher answered "logarithms help you to develop your intelligence..." Students feel pleased to do something for their brain. We can use words alike when teaching English.
3. Essay topics that may be interesting according to the students' preferences. For superior students it may be a good idea to give your vocabulary or grammar examples about love, marriage, parties, music, etc.
4. Try activities according to their age and interests. Do not try childish activities when working with superior students, most of the time they do not enjoy it. Try drama activities with unusual and funny situations.
5. Never discourage students with gestures or offensive phrases when mistakes appear. Even when the mistakes are obvious, try to make the students think of their own error with their partners' help to conclude with the accurate answer.
6. Give them a real life idea of the benefits of studying ESL. The more useful they find it, the more encouraged they'll become, even when they're taking it as a compulsory subject.

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APPENDIXES