



ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

RESEARCH PROJECT IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF GRADUATED IN APPLIED LINGUISTICS IN ENGLISH PROGRAM.

THE MOTIVATION IN THE ENGLISH LANGUAGE LEARNING PROCESS FOR STUDENTS OF THE FIRST SENIOR YEAR OF "ALFREDO PAREJA DIEZCANSECO" PUBLIC HIGH SCHOOL, IN SANTO DOMINGO DE LOS COLORADOS, FROM JANUARY 2006 TO JUNE 2006.

BY

BLANCA CORONA MEZA GAIBOR

***MSC. DANIEL HERRERA
DIRECTOR***

***LIC. MIGUEL PONCE
CO-DIRECTOR***

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The Motivation in the English Language Learning process for students of the first senior year of “Alfredo Pareja Diezcanseco” Public High School in Santo Domingo de los Colorados, from January 2006 to June 2006.

PROJECT OF DEGREE, BEFORE OBTAINING THE BACHELOR’S DEGREE IN APPLIED LINGUISTICS IN THE ENGLISH LANGUAGE.

AUTHOR: BLANCA CORONA MEZA GAIBOR

DIRECTORS:

MSc. DANIEL HERRERA

Lic. MIGUEL PONCE

SANTO DOMINGO DE LOS COLORADOS 2007

APPROVAL SHEET

Msc Daniel Herrera and Lic. Miguel Ponce certify that the student Meza Gaibor Blanca Corona has concluded her thesis project titled

The Motivation in the English Language Learning process for students of the first senior year of “Alfredo Pareja Diezcanseco” Public High School in Santo Domingo de los Colorados, from January 2006 to June 2006.

According to the plan approved in the department of languages of the Army Polytechnic School. Consequently, having it in all its parts, it is authorized its presentation as a legal document in order to get the graduation degree.

Santo Domingo, 22 de enero del 2007

Msc. Daniel Herrera
Director

Lic. Miguel Ponce
Co- Director

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THE AUTHOR

DEDICATION

With deep affection

To my husband and my daughters

The reason of my daily effort now and forever.

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INTRODUCTION

In the scope of contemporary world relationships and communications, the diversity of existing languages is giving little by little attention to the English language and accepting it as a mediating code of a new process of development, to the point that millions of people from several countries are interested in learning it in order to apply it suitably to their productive and cultural necessities.

This explains that the educational systems in general and the Ecuadorian educative system in particular includes with preference the English subject in the Curricular Reforms on Basic and the first senior high school year . Obviously, "Alfredo Pareja Diezcanseco" Public High school is also doing it, with the natural limitations and methodological weaknesses that also appear in other educative institutions.

Here there is a possibility of an investigation topic:

The Motivation in the English Language learning process for students of the First Senior year of “Alfredo Pareja Diezcanseco” Public High School, in Santo Domingo de los Colorados, from January 2006 to June 2006.

The motivation is a category related with the vocation and it fulfills the aspect formative of the student's profile and it guides it toward the study of the English language and its progressive improvement.

The motivation is based fundamentally on the interests, likes or tendencies that conclude in the concentrated attention toward the learning of the foreign language with a high grade of pleasure or satisfaction that one reveals in the results of the process.

The English language, besides its tendency to the universalization in the mark of the new global international relationships understands a linguistic field related with the basic syntax, but it is also inserted in the conceptual area that facilitates the understanding of the written texts or the spoken messages.

For this double reason, the first year students need to manage the arts of the language fundamentally: to speak pronouncing correctly, to write understandingly with syntactic rigor and orthography, read and to translate in double process from English into Spanish and vice-versa.

Basically the structure of the project follows the technical and prescribed directions provided by the Army Polytechnic School (ESPE) and applied to the pupil's major.

He/she begins with data of general information that identify the author by means of some data. It continues with the Introduction that summarizes the context, the intention and the components of the project. It advances with the formulation of the characteristics that define the purpose of the study

Next the Situational Frame thinks about, establishing main and secondary relationships of cause and effect. Then, proceeds to justify the project arguing the technical, social, economic, political and cultural reasons that merit to treat the problem in the most possible objective way, justification that is supplemented with the formulation of defined general and specific objectives.

The Theoretical Frame outline corresponds to the variables, concepts, categories and indicators selected previously and supported by a bibliographical consultation carried out from several philosophical, pedagogic, didactic, psychological, sociological, linguistic and cultural sources that sustain the spirit of the investigation cohesively.

Then close the structure of the thesis project, the description of human resources, materials and technological those support the investigative work and the timetable like element regulator of the activities efficiently in

the time that is required to elaborate the final report of the study in an immediate future.

An outline of proposal of improvement closes the formal part of the design that well could serve to the process of teaching. How to learn the English language, so much in the first year of high school like in the subsequent ones.

PART ONE

1. RESEARCH PROBLEM

1.1. PROBLEM IDENTIFICATION

After several problematic alternatives, it is possible to select, an investigation problem applied to the sciences of the education with the purpose of sustaining a degree thesis.

The problem allows approaching a new problem and of great institutional significance, related to the learning of the English language that is supposed the students should obtain with a level of highly satisfactory achievement.

It satisfies a psychopedagogic need in a defined sector of population:

In the first year of senior high school in the “Alfredo Pareja Diezcanseco”.

The problem is defined during the period: School year 2006-2007.

It is based on an initial diagnosis of the institutional reality about the process of teaching how to learn the English language in the first year of senior high school , which results in 17% of students have only reached qualifications of 19 and 20 over 20, in the school year as one or the first causes of poor performance is educational methodology, the lack of didactic materials, the little or no motivation on the part of the educational personnel that administers the subject of this foreign language academically.

He/she invites to deepen the investigation in perspective of a proposal of improvement of the process of teaching. How to learn the English language in the first year of Senior High School in the "Alfredo Pareja Diezcanseco", starting from quantitative and qualitative results, conclusions and recommendations.

Finally he/she notices the presence of two clearly defined variables:
MOTIVATION AND LEARNING OF THE ENGLISH LANGUAGE,
identified with the cause and the effect, respectively.

1.2 PROBLEM SETTING

1.2.1. PROBLEMATIC SITUATION

At the present time the learning of the English language is obligatory in all the levels of basic education, majoring and superior education, occupying an important amount of hours during the academic year, subjects that are explanation by the universalism of the languages in the global world and the position of privilege that English occupies in the international communication.

TO KNOW HOW TO SPEAK, TO READ, TO WRITE, TO INTERPRET, TO THINK IN ENGLISH and TO COMMUNICATE correctly, are abilities that the students in their respective levels must acquire with minimum standards of dominion, after studying the foreign language, whichever its version might be: English, French, German, Russian, Chinese, Japanese, Portuguese, or others.

In the education given in high school , and precisely, in the first year , of the old system adapted by the Reformation of Senior High School, that basically contains objectives and 15 didactic units to be administered academically during 175 annual periods.

But methodological lineaments do not exist in the official design that orient the learning process (PEA) towards the success of meaningful results, specifically dedicated to the study of the English language, in the new historical, social, economic, political and cultural conditions of the contemporary life.

Furthermore, there are no motivation techniques that wake up interest, persuasion and dedication upon study in the students of first major level who attend different schools all around the country, among which is the “Alfredo Pareja Diezcanseco” Public High School in Santo Domingo de los Colorados.

The lack of methodological lineaments to obtain efficiency in the PEA by means of a persuasive and edificatory motivation is, without a doubt, an emptiness in the school, the object of our study that is necessary to fill, if we want to transform the professional training practices dedicated to the English subject, until now, without effective results of quality for the students, initially in the first year of Senior High School and soon, by spreading, to the other courses.

It is assumed that the causes so that this happens are in the following aspects:

- The weight of a teaching pedagogical and didactic tradition of teaching professions.
- The poor preparation of English professors in the teacher training institutions.
- . Little importance offered to the study of the English language in the educative institutions.
- Poor design of plans and training programs by the Education and Culture Ministry in Ecuador.
- Disconcert from the English professors developing their creativity methodology in the classroom.

The effects of these realities, among others, are evident in the following facts.

- . The English language is a filling subject.

The PEA is reduced to memorial learning like result of a routine methodology.

- . The students hate the subject so they do not identify themselves with it, or with the way to receive it.

- . A good number of students take the supplementary evaluations or not pass the subject for that year.

. If the students enter in a University, their knowledge on foreign language does not meet the standards of the superior level.

. On the other hand, soon after leaving High school, the students forget almost all what they have learned.

. The companies hiring graduates fire, those who lack the ability to speak English .

1.2.2. PRINCIPAL PROBLEM

The following question responds to the requirement of formulation of the main problem.

How does the motivating methodology of teacher's actions influence the effectiveness of learning the English language by the students in the first year of Senior High School in the "Alfredo Pareja Diezcanseco" Public High School in Santo Domingo de los Colorados, during the school year 2006?

1.2.3. SECONDARY PROBLEM

In the same way it is exposed the following questions.

Is the professor of the subject prepared sufficiently to complete with their teaching duties ?

Which are the motivational strategies used for learning the English language in the first year of Senior High School in the “Alfredo Pareja Diezcanseco” Public High School in Santo Domingo de los Colorados?

Which are the didactic resources that are used in the process of teaching how to learn the English language enough and appropriate?

VARIABLES WORKING OUT

Variables	Concepts	Categories	Indicators	Indices	Items	Instruments
<p>Independent:</p> <p>Motivation</p>	<p>Internal stimulation or external action that satisfies interests and the student's needs to learn, in this case, the English language, guiding them toward an ideal profile.</p>	<p>Motivation</p> <p>Internal stimulation</p> <p>External action</p> <p>Interests</p> <p>Necessities</p> <p>Orientation toward the student's ideal profile like knowledge of English.</p>	<p>Basic concepts</p> <p>Interest and necessities</p> <p>The student's ideal profile in relation to the foreign language.</p> <p>Symptoms</p> <p>Intentionally</p> <p>Missing</p> <p>Classes</p>	<p>Excellent.</p> <p>Very good</p> <p>Good</p> <p>Fair</p>	<p>How is the motivation manifested in the classroom?</p> <p>Does it take advantage of the stimulations or not?</p> <p>Is the profile of interests and necessities used?</p> <p>Does the present methodology apply to the student's ideal profile</p>	<p>guides of the</p> <p>interview</p> <p>Survey</p> <p>questionnaire</p>

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<p>Dependent</p> <p>English Language Learning</p>	<p>Change of relatively permanent behaviour as a result of the theoretical assimilation and practices aware of knowledge, skill, competitions, values and attitudes.</p>	<p>Behaviour change of</p> <p>Theory</p> <p>Practices</p> <p>Knowledge</p> <p>Skill</p> <p>Abilities</p> <p>Competitions</p> <p>Values</p> <p>attitudes</p>	<p>Concepts Basic</p> <p>Theory</p> <p>Knowledge</p> <p>Practices</p> <p>To listen</p> <p>To speak</p> <p>To write</p> <p>To interpret to translate</p> <p>Values and attitudes</p>	<p>Levels</p> <p>Effective</p> <p>A little</p> <p>Effective</p> <p>Ineffective</p>	<p>Which are the achieved behaviour changes?</p> <p>What way is the theoretical knowledge of the English language applied in the social practice?</p> <p>Are the skill and competitions evidenced in the evaluation?</p>	<p>Observation guide</p> <p>Documental of evaluation squares and certification design of proposal</p>
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1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVES.

- a) To recognize the motivation strategies used in "Alfredo Pareja Diezcanseco" High school from Santo Domingo de los Colorados in the process of teaching. How to learn the English language.

- b) To identify the incidence of the motivation in the process of teaching-How to learn the English language in the first year of the Senior high school in the "Alfredo Pareja Diezcanseco" High school from Santo Domingo de los Colorados.

- c) To design a proposal of motivations directed to obtain more effectiveness in the learning results.

1.4.2. SECONDARY OBJECTIVES

THE FIRST GENERAL OBJECTIVE

- a) To diagnose the motivational strategies used in the process of learning of the English language in the first year of Senior High School in the "Alfredo Pareja Diezcanseco" Public High school from Santo Domingo de los Colorados.

- b) To diagnose the level of effectiveness of the study of the English language in the students.

c) To contrast the results with the student's profile of first year of high school degree related to the learning of the English language.

THE SECOND GENERAL OBJECTIVE

d) To analyze the causes those affect the process of teaching. How to learn the English language.

e) To determine that the motivation influences significantly in the effectiveness of the learning of the English language in the first year of senior in the "Alfredo Pareja Diezcanseco." Public High school.

f) To extract valid conclusions of the existent relationship between the motivation and the learning of the English language.

THE THIRD GENERAL OBJECTIVE

g) To formulate viable recommendations to overcome problems dealing with the lack of motivation in the pedagogic process.

h) To design a profile of didactic motivations that improves significantly the results of the learning in the future.

l) to socialize the proposal in perspective of its execution.

In summary, the purpose of the investigation is to improve the learning of the English language substantially in the students, as consequence of a real diagnosis of the concrete situation that the institution study object lives in the first senior year of high school, where the motivational

practices of the educational ones that administer the subject academically prevent to achieve effectiveness and significance in the results.

1.5. JUSTIFICATION

Among the Earth living languages, the English language occupies the second place on linguistic usage extension in the processes of international communication of the inhabitants belonging to the countries in Europe, America, Asia and the Australian Continent.

In relation to its application like technical language, at the moment it would be occupying the first place, due to the production of gadgets, apparatuses and electronic and computer implements placed in the world-wide market and to the advanced system of communications in the global era. It is estimated that nearly 1.2 billion people are involved in the human processes of communication and technological usage.

As the importance of the English language in the society of our days is seen demanding to the educative system, its institutions and in special, to the teachers specialized in the subject, greater attention

than before, as much as in the amount of information like in the quality of the methodology, where the motivation adapted to the students occupies a special place in order to obtain interest and affection to learn it, as well as the teacher's satisfaction that teach it more creatively and professionally

What was said in the previous paragraph, agrees totally with the general spirit of the investigation that is tried to make and constituted the fundamental reason to have selected the theme of the Project of Investigation titled: **THE MOTIVATION IN THE ENGLISH LANGUAGE LEARNING PROCESS FOR STUDENTS OF THE FIRST SENIOR YEAR OF "ALFREDO PAREJA DIEZCANSECO" PUBLIC HIGH SCHOOL, IN SANTO DOMINGO DE LOS COLORADOS,**

Nevertheless other reasons exist that support it

When looking for antecedents on the theme, there aren't identical works of investigation, thus, it is a novel and original preoccupation of the proponent.

- The thematic is framed in the legal and technical limits of the ESPE Education Sciences School.

- The subject sets out initially to do a diagnostic investigation of the present state in which is the teaching of the English language in the selected course of the school which is the object of study.

- The plan is to set out a methodological alternative with emphasis in the motivation to improve the amount and quality of learning in the involved students.

- This has the support with the guidance and direction of the university professor designated for the effect by the corresponding authorities on their part.

- There is enough bibliography to approach the contents of the theoretical frame.

- The investigation will mainly benefit to the students, teachers and the educative institution involved in the problem and could be extensive to other educative, social and cultural scopes.

" The social relevance of the problem is evidenced in the necessity of improving the quality of the education in function of the progress and

development of the country, as well as in the substantial improvement of the profile of the high school of "Alfredo Pareja Diezcanseco"

- The research costs are accessible to the proponent's economy, as much in the project as in the development of the thesis.

Reasons that strengthen the execution in the high and amplified category of Thesis, by its technical design, pertinence, viability and feasibility, guarding the teacher's authorized criterion of the teacher's position that is in charge of the direction in representation of this corresponding academic organization

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2. THEORETICAL FRAME

2.1 THEORETICAL AND CONCEPTUAL FOCUS

2.1.1 HISTORICAL REVIEW

In the primitive community era the first manifestation of human culture that was constituted by work whose perfection was progressive. Meanwhile, such perfection allowed the development of concrete thought produced by the relationship between man, objects and social needs.

Language as a sign and signals system in human being came out in the metal era, constituting a historical, biological, psychological, and social product which has consistent relations with the individual communication with his fellow men.

Speech is associated to speaking individuals, but it acquires the language or tongue meaning in the instant it collectivizes to some people, nation, or nations set. Example: English, Spanish, Chinese, Quechua speech, etc.

According to MARR, “in the historical-evolving sense of the language, the phonetic (letters) language are not primitive but the kinetic linear language (mimic or gesture), that reinforced the concrete thought. Only then, it was possible the phonetic language arousal with its own abstract linkage between word and what is designed”¹

In the case of spoken language, phonetics was necessary by following a progressive order: shouting, babble, phonemes, syllables, and words to finally structuring meaningful sentences, events registered in the primitive community social life in different times of history and different latitudes of earth. Referring to geographical language, it brought about to the presently called *dead tongues*, because they are not spoken anymore.

Obviously, speech and language came out as a communication social need amid advancements and retreats imposed by the epoch life conditions to the

¹ MARR, mencionado por AGUIRRE Fausto, *De la palidez intelectual y otras epistemologías*, artículo de la Revista del Colegio “Bernardo Valdivieso”, Loja, 1998, p.22.

corresponding historical inhabitants in the production of cultural goods, bellicose conflicts, natural phenomena explanation, religiousness, nomadism, sedentary, and general cultural development.

The EGYPTIANS were one of the first civilizations located in this era which writing process followed the resulting phases:

From the pictographic and ideographic primitive came phonemes or letters that shaped basic writing conditions, which commenced by being a simple presentation of beings and objects through corresponding figures. Ex.: The sun was represented by a disc, oxen and snakes with their images. This system of writing has been referred as *pictographic or ideographic*.

Little by little, figures and lines were simplifying thus getting hieroglyphic writing, which underwent slow transformations till arriving to the *hieratic* writing that was utilized by the scribes in public documents. Later on, as in any developmental processes, the Egyptians advanced to the *demotic* (popular) writing which signs were not drawn from particular objects, nearly 900 years before Christ.

The Egyptians wrote with a small point-sharpened wedge, damped with a certain ink prepared with water, glue, and some vegetable substances that gave it colour. They used *papyrus* from a plant abundant at the Nile River banks. Writings on papyrus did not require precision and accuracy

qualities of those discovered by archaeologists on the walls of monuments and tombs.

In 1822, Jean Francois CHAMPOLLON got to decipher the Egyptian writing and curiously, the document analyzed was written in two different writings: hieroglyphic and Greek. This date allows us to deduce that the Greek language is derived from the Egyptian.

As for the BABYLON civilization received its own writing referred as cuneiform, because signs look like cones drawn in different positions, a system which was adopted by the PHOENICIANS. With the Egypt invasion to Persian territory, the Phoenicians adopted the Egyptian hieroglyphic writing, but with simplifications of graphics till reducing them to 22 *consonant* signs with which they wrote words that after being combined brought about to written expression of some thoughts. The first alphabet in history was manifested.

Some time later, the Greeks invented vowels and polished Phoenician consonants till getting the language which is

based on the alphabet we have today, one of the major contributions from the historical-cultural legacy of mankind.

Let's not forget that writing and alphabet were conquests achieved under the warmth of agricultural, livestock, manual, artistic, and intellectual activities given in the Egyptian, Persian, Phoenician, and Greek societies, respectively. They were determinant factors in the geographic, economical, social, and cultural environment at that epoch, under the common denominator of production and subsistence. The fields enriched by River Nile, pyramids and monuments which contain written carvings, the conquest wars which consigned domination and submission relations of peoples and nations over others influenced the phonetic composition, alphabet and communication symbolic structure of the linguistic significance.

Consequently, the western culture is not the one which may be a standard-bearer of this civilizing advancement but the eastern one, both in writing development and

science and technology development at that time of history of human society.

As to the appearance of writing in the American territory, no habilitating testimonies have been found but the signs of the Aztec calendar, ideograms drawn on the Mayan pyramids and the Inca quipus. Writing in the Andean and Caribbean countries were actually brought by the Spaniards 1500 years after Christ.*

The English language, as well as Spanish and other languages got their historical origin from the universal language which was little by little developed around the world with the contribution of linguists along the centuries and a common alphabetic stem.

2.1.2. LANGUAGE AND COMMUNICATION

“Language is a specifically human communication activity by tongue or language. It is the utilization of the language by a person. It is a special way of

relationship among men through which they communicate their thoughts with each others”²

Language comes out as a necessity of communication of primitive tribal organizations, it being genetically transmitted from one generation to another. Therefore, its origin is physiological which presents in the nervous system activity and phonic organs that facilitate oral language.

For that reason it is a psycho-motor activity which enriches through the daily social contact. Different from language that has a nationwide nature, language has a unique nature for all human beings.

The brain structure study, localization of the speech centers and its pathology, serve to know the mental evolution of man ancestors; and, while it is not still possible to establish a biological history about language

² * Fuente: ELLAURI SECCO ÓSCAR, *Historia Universal, La antigüedad y la edad media*, Editorial Kapelusz, Buenos Aires, 1982, pp.25-283

² BERNAL a. Guillermo, *La fiesta de las palabras*, Editorial Aula Alegre, magisterio, Bogotá, 1995, p. 22.

origin, at least it is indicated how the human being acquired his linguistic expression.

It is supposed that the imitation of natural sounds referred as *onomatopoeia* or initially guttural sounds and others which accompanied muscular effort, labor gesticulations, and adaptation relations of the subject with the natural environment around, are the points of the biological language origin.

From a sociological point of view language has a social origin, since the need of contact, mutual aid, and species survival, as well as working utensils brought about to thought then the language, initially expressed by means of signals, drawings, and later on, in an articulated manner.

The performance of all animal associations and human societies is possible thanks to communication that consists in an action through which the individual reestablishes with another or others a contact which lets it transmit them information”³

This is the environment of coincidences where communication is possible through human language in order to establish connections among speakers and construct information or theories, saving the language and communication, have permitted the universal culture development, literary and scientific works, technical and technological explanations.

³ ALDAZ YÉPEZ Vinicio, *Lenguaje y Comunicación*, Ministerio de Educación y Cultura, Ediciones Mariscal, Quito, 1998, p. 13.

Language “is a system of communication by which individuals from the same community relate and understand one another.”⁴

The criteria of the same community have a relationship with a sense of belonging and identity to a particular society or group. Feeling part of a community implies processes of oral or written information and communication, also including audiovisual communication media.

“For the communication process, being able to produce a CODE is required, that is, a limited and moderately extensive set of SIGNS that combine through certain known rules by the message sender (EMITTER) and the message receiver (RECEPTOR)”⁵

The code is a set of objects, facts, and reality phenomena representations, in this case, the set of letters, phonemes, graphemes, syllabuses, words, phrases, and sentences

⁴ GABARINI Giaelee y RODT Elvi, *Estudio General de la Gramática Moderna, Tomo 1, Editorial, Juan Granda, Buenos Aires, 1982, p. 97*

⁵ LÁZARO Fernando, *Curso de lengua española, Ediciones Anaya S.A. Madrid, 1984, p.*

that different languages existing in the world have in order to combine and give sense to messages.

A Message is a linguistic construction in any of the existing languages which contains a code and its meaning, in such a way that permits understanding between speakers, author and reader, news teller, and television watchers, the lecturer and his audience, as examples.

“We refer to a sign as a material object (audible, visible, etc.) which represents another object and that is utilized in order to perceive, talk, or transmit information related to a represented object (...). Then, it results to be a succession of sounds articulated related to a respiratory rhythm subdivided into well-differenced sonorous cut offs that manifest and intelligent capability of symbolisms and associations utilized to express thoughts, feelings, volitions, etc.”⁶

Then, it is explained what happens in daily life of communicators and communicated or inter-communicators, the level of understanding of signs structured in messages that give the rationale information meaning, thanks to their representative nature of the reality in the brain and the contribution that different biological functions in the body give to the process of the organized language for human understanding.

⁶ VALLE Moserrat y MARTIEZ Dolores, *Lenguas, Círculo de Lectores, Volumen 4, Madrid, 1993, p.5.*

2.1.3. LANGUAGE

“Language is a system of verbal signs that comprises a particular vocabulary, grammatical laws, and phonetics, socially elaborated”⁷

In the case of the Spanish language, for instance, verbal signs of its alphabet acquire the name of phonemes when spoken or read and graphemes when written; and this denomination extends to almost all languages in the world, including the English language, thanks to the presence of an international phonetic alphabet, which according to languages, adopts certain variations.

In order to describe words, phrases, and sentences we utilize letters or numerals, in accordance to the case, structures that by unifying phonemes and graphemes allow textbooks writing with certain structural order which corresponds to syntax, or a higher sense of imagination and creativity which corresponds to literature.

⁷ SAUSSURE FERDINAND, citado por Hurtado Germania, Tesis, *El desarrollo del lenguaje en los niños de 3 a 6 años*, Tulcán, 2003, p. 34.

According to the Greek etymology, Ferdinand de Saussure says that **“Language is a tongue that reflects a community own features.”**⁸

Same author refers to the language as: **“an actual, organized, structured, and is more or less stable, and in second place, as a living language with one birth evolution which implies a series of problems impossible to study altogether”.**⁹

While speech is a universal, language it is a patrimony of a certain matrix nation, there existing as many languages as nations which have developed them from the beginning: Spain, England, Germany, Italy, Portugal, China, India, Japan, Arabian countries, Israel, African countries, American Indigenous nationalities, among others, to whom their ancestral or native own language culturally corresponds.

⁸ SAUSSURE Ferdinand, *Opus cit*, p.35

⁹ *Opus cit*.

It is so that each language has its particularities and characteristics which are inherent to it and it is actually difficult, if not impossible, to know the diversity of languages existing in the world.

Saussure also proposes the systematization of linguistics in two types of study:

a) “Synchronous linguistics, which is the study of a language in a given moment of its evolution;

b) The diachronic linguistics which studies the speech along time”.¹⁰

In the first sense, the Spanish, English, German, Russian, French, Italian languages and others coming from a common alphabetical stem, are interesting to be studied into present conditions, regardless the evolutionary process.

¹⁰ SAUSSURE Ferdinand, *Opus cit*, p. 35.

In the second sense, along mankind history and in different places of the planet communities got settled, who assumed phonetic and graphic signs called phonemes or graphemes, according to oral or written expression, at the beginning common to all societies, but in the practice of the tongue they became different languages, despite of having a common alphabetic stem, inherited from the Phoenicians.

2.1.4. THE ENGLISH LANGUAGE

“English is the communication universal language in many fields of action. It is the means through which updated scientific and technical information moves on”¹¹

We are living a singular time of scientific and technological Advancements which amaze us and invite to use them properly. Satellite communications such as Internet, television, e-mail, the Web page, spatial investigation, computerized electronic invention, are among others, the current means that characterize the globalization era.

¹¹ BARRY Paúl N., *Our World Through English*, Edimpres, Quito, 1995, p. 3

The English language pertains to the Anglo-North American language of the Indo-European stem and it is a western Germanic language, close to the Frisian or Dutch, Flemish or German, little used till recently in daily communication by nearly 250 million people in the nations which have it as official native language, but it has been spread as universal language in the XXI Century.

Below, is considered as a key issue to present a list of phonetic symbols and their explanation:

Vowel Sounds

1. i: east (i:st), keep (ki:p), bee (bi:)
2. i it (it), till (til), city ('siti)
3. e end (end), bed (bed), letter('letə*)
4. æ am (æm), bad (bæd), back (bæk)
5. a: ask (a:sk), park (pa:k) bar (ba:*)
6. ɔ: on (ɔn), lot (lɔt), dog (dɔg)
7. ɔ: all (ɔ:l), talk (tɔ:k), law (lɔ:)
8. u good (gud) put (put) look (luk)
9. u: two (tu) moon (mu:n), lose (lu:z)
10. ʌ: us(ʌs), cut (kʌt)
11. ə: early(,ə:li),sir (sə:*), heard(hə:d)
12. ə a(ə), lette(,letə*), lesson(,lesən)

Other Sounds

13. ei eight (eit), made (meid), say (sei)
14. ou old (ould), those (ðouz), go (gou)
15. ai I (ai), mile (mail), ice (ais)
16. au our (auə*), now (nau), mouse (maus)
17. oi oil (oil), noise (noise) toy (toi)
18. iə ear (iə*), beer (biə*) bierd (biəd)
19. ɛə air (ɛə*) there (ðɛə*) bear (bɛə*)

20. ue poor (puə*) plural ('pluərəl) sure (juə*)

Consonant sounds

21. p pen (pen) up (ʌp) paper ('peipə*)

22. b be (bi:), abbey ('æbi) baby ('beibi)

23. t tea (ti:) at (æt) water ('wɔ:tə*)

24. d day (dei) add (æd) do (du)

25. k cake (keik) cow (kau) worker ('wɜ:kə)

26. g go (gou) egg (eg) bigger ('bigə*)

27. f foot (fut) offer (ɔfə*) wife (waif)

28. v very ('veri) river ('rivə*) give (giv)

29. θ there (θri:) nothing ('nʌθiŋ)

30. ð the (ðə) mother (mʌðə) with ((wið)

31. s son (sʌn) lesson ('less) yes (jes)

32. z zeal (zi:l) lazy ('leizi) is (iz)

33. ʃ she (ʃi:) station ('steiʃən) dish (diʃ)

34. pleasure ('pleʒə) measure ('meʒə)

35. tʃ church (tʃə: tʃ) teacher ('tʃ: tʃə*)

36. dʒ June (dʒu:n) enjoy ((in'dʒɔi)

37. m man (mæn) army ('a:mi) room (rum)

38. n no (nou) dinner ('dinə*) on (ɔn)

39. ŋ thing (θiŋ) singer (('siŋə*)

40. r right (rait) sorry ('sɔri)

41. h he (hi:) who (hu:) behind (bi'haind)

42. l letter ('letə*) cellar ('selə*) tell (tel)

43. w we (wi:) away (ə'wei) went (went)

44. j yes (jes) few (fju:) beautiful ('bju:tiful)

45. hw when (hwen) where ((hwɛə*))

- The sign **'preceded** by a syllable indicates that this is stressed, if same word occurs before the sign, it indicates that the following syllable has a secondary stress, pronounced with lower voice strength than the latter.
- The sign : after a vowel indicates that the vowel is long, but also a different kind of sound.
- The * indicates that the final R of the word having an asterisk may be pronounced when the following word begins with a vowel sound.
- When pronouncing diphthongs, much more emphasis must be put in the first element than in the second.

- The (ə) sound is extensively used in English and frequently constitutes a vowel sound more clearly detained in non-stressed words or syllables.
- In English, the link has a great use: that is, a word ending has to join the beginning of the next one when the sense of both is found intimately related, for instance: **not at all** sounds (notə'to: l)

VOWELS AND CONSONANTS (TABLE)

	VOICELESS		FRICATIVES		AFFRICATES		NASALS	LATERALS	SEMI VOWELS	
	Sordas	Sonoras	Sordas	Sonoras	Sordas	Sonoras	Sonoras	Sonoras	Sonoras	
CONSONANTS	Bilabials	P	b				m		W	
	Alveolars	T	d	S	z r		n	l (initial syllable)		
	Velars	K	g				ŋ	l (final syllable)		
	Dentals			f	ð					
	labiodentals			F	V					
	Alveo palatals			tʃ	ʒ	tʃ	dʒ			
	Palatals								J	
	Glottal			H						
VOWELS								Front	central	back
	Closed							i: , i		u: , u
	Mid closed								e: , e	
	Mid open							e æ	ʌ	o:
	Open									o: a:

Fuente: Everest Corona Dictionary

2.1.5. THE ENGLISH LANGUAGE AS A STUDENT PERFECTIONING TOOL

The contributions of the English language to the ideal profile of the student who wants to develop. First senior high school year may access his comprehensive development into cognitive, procedural, and attitudinal; and, specifically, make good use of the English language knowledge in order to develop mind agility, certain skills or tools that allow him/her to perform in the environment.

The profile of the general Ecuadorian graduate, evident in the Reform of this educational level considers that the student must learn to: KNOW, DO, BE, SHARE, COMMIT, that is, acquire knowledge; procedures, tools, skills, abilities or competences; acquire values, assuming attitudes which will allow him/her achieve a less conflictive and common-cause oriented human coexistence; and, get properly prepared for productive work.

In this context, the English language learning requires theoretical knowledge of the language, skills,

competences, and attitudes favorable of the student to achieve it.

Among the main abilities, skills, and competences recommended by pedagogy of foreign languages the following are found:

- Abstract thought capability.
- Ability to communicate orally in English.
- Ability to understand the foreign language
- Ability to understand the written foreign language
- Ability to express in written English
- Ability to speak and read easily in the foreign language
- Mastery of English reading and writing mechanisms

- Proper management of the English language in the communication field.
- Utilization of the language as a means of social and cultural interaction.

2.2. THE TEACHING-LEARNING PROCESS

In modern education the action of teaching has lost prevalence in front of the psycho-pedagogic innovation which sponsors autonomous and significant learning, as it is evident in the Curricular reform of basic education and baccalaureate, where the student converted in an apprentice only, requires the mediation or facilitation of opportunities in order to learn. However, in the case of learning the English language, it requires a means of transmission that in this case would be the teachers and the same students inside the high school or classroom .

2.2.1. THE LEARNING PROCESS

In a general manner, persons and particularly the students are able to learn many things, from practical experiences thought sophisticated theories, to such an extent that it could be said that life is a permanent learning. However, departing from that learning is individual, there are several ways of learning, as it is pointed out by the multiple intelligences theory when it poses that the students have **different a mind and consequently learn, remember, act, and understand differently. There is broad evidence that some people take a fundamentally linguistic focus in order to learn, while others advocate a spatial or quantitative focus. Likewise, some students perform better when they are asked to handle symbols of diverse types, while others can best show their understanding by a practical demonstration interaction with other individuals**¹²

Education on its side, **“is conceived a broad learning process (intentional or not intentional) which takes**

¹² GADNER Howard, *The Unschooled Mind: Hoaw Children Think and How Schools Should Teach*, New cork, Basic Books, 1991, p. 12

place during the whole life, a process which begins from childhood and continues in the systematic school activities the systemic activity to children and adults, till learning in companies and the return of adults to school, as well as the diffused action exerted by the mass media”¹³

Among the main theories of learning under current use, they are the following which coincidence stems on the expectation of the process outcome.

The behavioral learning focus defended during last recent times by MOWER, SKINNER and BLOOM supports the operative conditioning through a stimulus-response mechanism as a means to achieve the behavioral change in the student and the accomplishment of cognitive, affective, and psycho-motor objectives.

The cognizant learning focus based on Gestalt and the field theory represented by KOFFKA, LEWIN, TOLMAN,

¹³ AYORGA MORALES Julia, *El perfeccionamiento del sistema de superación de profesores universitarios*, Tesis de Grado, Habana, 1989, p. 43

BARKER, BIGGE, COMBS, among others, admit that in each perception of the totality of a new object, the cognizant structure reorganizes because there is a prior perception, determining that learning is an active process of selection and organization.

The Development Genetic Theory advocated by PIAGET, MERANI and others is based on assimilation and accommodation principles to which adolescents under formal and categorical stage would be keen.

AUSUBEL, NOVAK, JOHNSON, and others represent the conceptual theory, since they consider that learning must develop thought and intelligence based upon idea organizers, in order to achieve meaningfulness.

BRUNER contributes with his theory of discovery, recommending active participation of the student in the learning process of teaching to which, must have access to a variety of material, tools, and equipment which allow to observe, experience, and create new learning products.

VIGOTSKY, on his side, spreads out the proximal development theory based on social-cognitive, reflexive, and critical learning that the apprentice may achieve thanks to his potential capability and a process of approximation to understand objects, facts, phenomena from the external reality, translating them into concepts, experiences, and positive attitudes.*

Anyway, learning and its theories are universal and respond to the most recent advancements. Of its consequent application will depend the multiple learning to which generations, mainly the youth, in different countries and localities will have access.

2.2.2. THE ENGLISH LANGUAGE LEARNING

The English language learning may not isolate from universal theories, learning which are valid in order to access knowledge; however, the English language learning for Spanish speakers requires a specific treatment, because of the existing differences in structure, grammatical, and phonetic norms. The most successful

trials are in the so called programmed education, either through printings or audiovisuals which permit self-learning.

It is important to acknowledge the extraordinary education development as far as world communication is concerned, where the major part of information is recorded in English. Therefore, its apprenticeship turns essential to all people, chiefly young people who hope to get related in an increasingly complex and difficult world of a globalizing society.

Like other study and scientific investigation disciplines, the English language learning must be scientific, that is, **“New information is incorporated in a substantial, non-arbitrary way to the student cognitive structure. There is an intentionality of relating new knowledge to those more inclusive of higher level already existing in the cognitive structure. It relates to experience, facts or objects. There is an affective implication when**

establishing this relationship, manifesting a positive disposition at learning”¹⁴

In fact, when entering upon a theme of the English language learning, which could be Tourism, the students will have to have prior knowledge, as minimal as they may be about people who travel from one place to another with the intention of visiting special places, monuments, museums, cultural events, landscapes, mountains, plains, lakes, rivers, water falls, etc. which get into the individual conscience, or what modern pedagogues call pre-established cognitive structures.

This way, intellectual processes of assimilation, reflection and internalization of the learning material combine each other and students systematize in it, in an ordinate way with superior, mid, and lower significances then to be understood and utilized into the solution of information, communication, and information in English language problems, that is, a theoretical learning for practical action.

¹⁴ Fuente: VÁSCONES DE v. Grecia, *Teorías del Aprendizaje, Colección Pedagógica, Cuadernos Didácticos, Quito, 1995. pp. 23-67*

¹⁴ ONTORIA Antonio y otros, *Mapas conceptuales, Narcia, S.A. de editores, Madrid, 1996, pp. 16-17-*

The acquisition of meaningful learning is not only understanding the terms meaning or the sense grammar sentences and messages have, but the affectivity degree that the teacher and the learner have in their communication process, thanks to the interests and spiritual needs the student and all of us have that once they are satisfied they balance his/her emotional condition but if do get solved they provoke frustration and negative burden to his/her behavior. The first case deals with a motivation issue and the second one has to do with non-motivation.

It is important to take into consideration some elements which intervene into the teaching-learning process:

- Teachers specialized in Educational sciences with English language as a major.
- Interpretation levels of categories by teachers of the foreign language.

- Proper use of audiovisual resources, without abusing them.
- Language cognitive relationship to values and positive attitudes.
- Annual programming with didactical, sequencing, and gradual units.
- Uniform application of individual and group methods and techniques for the entirety of the contents.
- Action capability of teachers in order to solve special problems into the pedagogic process.
- Cognizant mastery of the teachers about the communication process and techniques.
- Proper use of official texts and instructional aids already programmed technologically.

- Permanent attention to social dynamics in the environment.
- Utilization of techniques that allow interaction between teacher and students and among the students themselves.
- Attention to individual differences of the students according to their receptive capability and their biological and psychological characteristics.
- Application of modern and varied evaluation techniques with a feedback characteristic providing the students personal development opportunities and not only the accomplishment of grading and qualification assignation.

2.2.3. EFFECTIVENESS INTO THE ENGLISH LANGUAGE LEARNING

Effectiveness is related to quality and is constitutes a supplement to efficiency. Effectiveness is a way of testing

learning outcomes which has to be definitively excellent into the academic valuation, but above all, into the practical application of the foreign language mentioned to daily and occupational needs of those who learn it.

The learning result will be effective in the extent that certain characteristics will be accomplished:

- Study thematic functionality with the aim of achieving in the student satisfaction of interests and needs.
- Rationality in processes of understanding, meaning discovery, judgments, reasoning, divergent thought, and creativity.
- Adequate procedures in order to achieve harmony in psycho-motor functions required for pronunciation, intonation, opportune pauses, mimic expression, word articulation, text reading and writing.

- Association of past experience and prior knowledge and with their new and similar experiences with enough coherence and pertinence sense into a concrete study theme.
- Valuation around formative attitudes which detach from learning of a particular part of the English language thus permitting to cultivate good feelings, controlled emotions, higher values and juvenile ideals aimed to decisions in their life projects.
- Investigation in the sense of conveniently making good use of intelligence and intuitive thought development into learning by discovering the unknown, particularly regarding to linguistics of the foreign language under study.
- Conceptualization on the extent of understanding meanings of terms and messages emitted in the English language, decoded into the Spanish language, and utilized in communication.

- Critical reflection in moments requiring value judgments about particular concepts and interpretations of the foreign language studied by the student.
- Transference in the sense of the mandatory student transfer to the practical application of the English language learned in his/daily, labor life or social, technical, scientific, or technological relationship with his fellow men, either countrymen or foreigners.

2.2.4. METHODOLOGICAL STRATEGIES WITH EMPHASIS ON MOTIVATION

a) Individualized Techniques

They are those which are utilized in personalized education, under the principle that, at the end, learning is more individualistic than collective. Among the main techniques of this group are:

- Individual reading in previously elaborated texts.
- Pronunciation practical personal exercises.
- Use of personal audiovisual resources.
- Autonomous translation from Spanish into English and English to Spanish.
- Results self-evaluation.
- Intrinsic motivation

b) Group techniques:

They are activities accomplished in operative groups of learning, mainly in often, dialogs, panels, round tables, symposiums, dramatizations, collective simulations.

In some high schools it is observed the formation of operative groups of learning: collations, triads, quartets, quintets, Phillips 66 in order to talk, drilling, comment, translate, or any other learning activity guided by the teacher (a) and it is common to find in the student relationship an ardent communication process, that was not seen in individualized activities.

c) Techniques for audiovisuals use:

They are activities which are supported on audiovisual equipment as retro-projector, recorders, movie and video. So that a big television set, a DVD, and other mentioned appliances may not be missing.

d) Techniques for the use of technological instruments:

They are activities that are accomplished with the assistance of computer and software programs specific to the English language learning. They are known as virtual education strategies.

2.2.5. LANGUAGE FUNCTIONS INTO THE ENGLISH LANGUAGE LEARNING

There are several ways of communication as an oral expression and the written expression by means of the utilization of understandable may be signs in words, phrases or sentences. The communication achieved is supported on factors which make it possible as emitter,

message, signs code, and the channel, which intervenes in a connected way, and the exclusion of one of them impedes actions of transmitting and receiving information:

Some functions are found in this context:

a) Listening

To know how to listen is a basic skill in order to establish proper communicative relations with interlocutors. This means respecting the conversation turn or also an individual exercise that is practiced by the use of the hearing perception.

b) Speaking

It basically requires certain articulating physiological conditions which permit movement of the phoning organs: vocal chords, tongue, palate, lips, teeth, larynx, normal breathing, and other elements of biological integration with which the human body counts on, which act together in order to achieve articulation of vowels and consonant that form words.

Speaking, in oral sense, has a relationship with learning the International Phonetic Alphabet. Consequently, it deals with right pronunciation of linguistic signs in the English language.

c) Reading

Reading must be considered a logical and psychological process that requires transversal participation of all the language functions and perception, motor, and affectivity psychical functions.

Phonological reading enriches vocabulary and clear word pronunciation is exercised.

The denotative reading, which has bi-univocal correspondence with objects represented by words.

The connotative reading closely related to the meaning of words, phrases which represent actions of persons,

animals, and describes natural, social, economical, political, cultural phenomena in the environment.

d) Writing

If the student knows how to pronounce with the necessary intonation and clarify, knows how to read in the word broad sense, it is logic that he/she will be able to write correctly too. This also means to know how to utilize properly and timely grammar rules, punctuation signs, and orthographic norms. The highest level of writing is to know how to compose and write texts over concrete thematic.

e) Interpret

As a detachment from the connotative or comprehensive reading of a text, the student will be able to interpret messages and transmit them to others during the communication process. Interpret also means comprehend oral messages of a language and translate them into English or vice versa.

f) Translation

It is an action similar to the above one, with the difference that a written text of a language is translated into another language or vice versa, in our case, from English into Spanish and from Spanish into English. This function is highly productive in reading and writing information that comes from books, magazines, newspapers, booklets, instructive papers, and labeling of common technological use character.

g) Linguistic Function

Texts in English have their own lexis which is syntactically articulated. The grammatical foundations contain explanations regarding to the English language structure, to which several exercises are used in the task of identifying contents in a context.

h) Conceptual Function

It eases texts understanding with specific purposes, that is, it deals with semantics that is proper from the English language, rich in connotative significances.

2.2.6. ENGLISH OFFICIAL PLANNING FOR FIRST YEAR OF SENIOR HIGH SCHOOL

ENGLISH

Objectives

a) Developing communicative skills of the language with the aim of enabling the student to obtain and recall objective and subjective information from a series of written and spoken sources and also give same type of information through written and oral communication channels.

b) Developing skills in communication and the critical thought and independent learning then to use English as an effective tool for personal and professional development for the country benefit.

Length: 175 periods

Didactical units

1. FREETIME

- Giving and asking for personal information
- Talking about free time activities
- Learning about places in Ecuador
- Describing places
- Making a Recipe

2. ALL ABOUT ECUADOR

- Exchanging information about Ecuadorian wildlife
- Writing a summary of a legend
- Learning about other countries in South America
- Describing past actions
- Making a poster

3. ALL ABOUT ENGLISH

- Learning about where English is spoken
- Finding out about the history of English
- Describing past event
- Learning how to be a better reader
- Writing a letter

4. THE CARIBBEAN

Finding out about countries in the Caribbean

- Learning about word stress
- Writing a comparison between two countries
- Learning about word stress
- Writing a comparison between two countries
- Learning about famous people from de Caribbean drink.

5. ALL ABOUT ELECTRICITY

- Learning about how electricity is made
- Making an electric switch
- Finding out about static electricity
- Describing cause and effect
- Giving and asking for information

6. THE NATURAL WORLD

- Learning about the rainforest and insects
- Describing illness
- Giving advice
- Making a poster
- Taking part in an experiment

7. MEN AND WOMEN

- Describing appearance and personality
- Learning about gender roles
- Describing imaginary situations
- Learning about women suffrage
- Conducting a survey

8. ECUADORIAN PEOPLE

- Writing a discursive composition
- Learning about racism
- Finding out about shamans
- Doing an Ecuadorian embroidery

9. ENGLISH SPEAKING COUNTRIES: THE UNITED KINGDOM

- Learning about the United Kingdom
- Writing a letter
- Describing similarities
- Writing a quiz

10. HEALTH

- Learning about the body system
- Identifying parts of the body
- Finding out about the effects of alcohol
- Describing quantity

11. ENTERTAINMENT

- Describing different kinds of entertainment
- Writing an informal letter
- Describing likes and dislikes
- Learning about Ecuadorian Culture
- Performing a magic trick

12. PEOPLE OF OTHER CULTURES

- Finding out about Egypt
- Learning about the Aztecs
- Describing what people are doing
- Learning about slash and burn agriculture

13. COMPUTING

- Identifying computer equipment
- Describing what things are used for
- Finding out about the history of computing and
The world
- wide web
- Learning how to write an e-mail

14. BUSINESS

- Writing a letter to apply for a job
- Making an appointment
- Learning about a successful business man
- Writing a CV

15. TOURISM

- Learning about ecotourism
- Using polite expressions
- Giving directions
- Taking part a role play ...

... Fuente: Programa Oficial del Ministerio de Educación

When an official programming is utilized we understand that people who elaborated the corresponding programs are scholars and technicians. However, the English language teachers have the obligation of incorporating contents having to do with family, social, economical, cultural, and ecological themes in the local community.

2.3. MOTIVATION

2.3.1. GENERAL FOCUS

The motivation concept generally accepted by the majority of pedagogues is that which results from the mutual and sequential relationship between the necessity and the impulse.

FINGERMAN Gregorio, (1980)

SALINAS Telmo (1985),

RIOFRIO Luis (1967),

SANCHEZ Efraín (1979) et al.

However, in motivation other elements intervene such as interests, tastes, beliefs, which are internal individual attributes that call the attention of the person who has them. On the other hand, there may not be needs and interests divorced from the psychical functions of perception and the attention the human individual utilizes in order to get related to the occasionally rich and varied environment, precisely to take from it possible solution to what we need or are interested in.

In accordance to MERANI Alberto (1982) “the readiness to motivation is inherited or learned for particular motivated activities and constitute a basic characteristic of personality”.

The psycho-analytical psychology of FREUD Sigmund (1895) and his followers, motivation is part of it, a sort of unconsciousness where repressed desires, impulses, and instincts are, which constitute causes of positive or negative behaviours or reactions.

SPENCER Rosa and GUIDICE Maria, (1979 “Motivation is a force which generates the initial impulse to act and it is

also an adequate incentive to continue learning, (...) the authors distinguish the intrinsic motivation that is found in the individual; in his/her own strengths in order to provide the impulse which moves intrinsic action and motivation which is the human interactions and social force that stimulates the individual the desire or interest of acting or learning.

The reflexio-logical psychology echoes from the positive reinforcement theory that may be any event, normally an action by the student, which provokes an increase in the probability of a just occurring preceding action , which SKINNER (1968) calls “reinforcing event ”.

To AUZUBEL (1968), he points out that “the casual relationship between motivation and learning is more reciprocal than unidirectional”. It is necessary, according to the author, to increase the cognitive need or motivation through the increase of intellectual curiosity, utilizing materials which draw the student’s attention.

PIAGET Jean (1978) points out that motivation is the fruit of stimuli which come from the physical and social environment. The individual reaction is given in the intellectual and valuing level, procuring a balance between the environment demands and their internal structure. Then, the main motivation is in the very same individual, in the operative structure. But learning also requires other efforts or reasons that come from outside and constitute external motivations. The internal and external ways contribute to maintain the balance between assimilation and accommodation”.

2.3.2. THE STUDENT’S NEEDS

BARRIGA Silveri (1980), FINGERMAN G. (1980), FRANCONI Jacob (1978), VIDAL Jorge (1984) et al, refer to the needs, which are summarized below:

a) Biological Needs:

The students have hunger, thirst, sexuality, and in order to get them satisfied they need to be properly fed, take

liquids, excrete waste, grow, get physically developed, attend to anatomical, physiological, hormonal changes, proper of their sex. Adolescents need to breathe, rest, and sleep normally. All of what contributes to their balance, growth, and physical development.

b) Psychological Needs:

The students need security, approval, and acknowledgement from others, love, friendship, confidence, affable treatment, permanent stimulation to his life projects, communication, orientation, and guidance. They require attention differenced to their personality comprehensive development.

c) Social needs:

The students need relationships with their classmates, neighbourhood friends, learning and work groups, sporting teams, clubs, and other forms of social organization. It could be well to think about English language study circles.

2.3.3. STUDENTS INTEREST AND ATTITUDES

a) Interests

The psychological concept given by MERANI to the term interest is that **“attraction felt by the subject to an object or situation able to satisfy a need, tendency, either directly or because it represents a step toward that end”**¹⁵

The interests are associated to similar meanings as fondness, tendency, proneness, taste, desire, affection, impulse in order to realize some activity which satisfies individual needs of the student personality. This way, the interests act as internal stimuli which correspond to an intrinsic motivation, that if taken from positive, will be always agreeable to those who possess it.

¹⁵ Fuente: CASTILLO BERMEO Rogelio, *Compilador de Teorías del Aprendizaje*, CEPSTG UNL, Loja, 1997, pp. 16-93

¹⁵ MERANI Alberto, *Diccionario de Psicología*, Editorial Grijalbo S.A., México, 1980. p.85.

b) attitudes

They are expressions or behaviours of the students regarding values practice. Attitude in psychology is the readiness determined by experience over the behaviour and personality features that people have.

Consequently, the attitudes can be positive in the extent of the social acceptance or negative when the opposite happens.

2.3.4. TOOLS OF EXTERNAL MOTIVATION

a) Educational methodology:

It has to do with a set of methods, procedures, techniques, ways, forms, and attitudes of the teacher in order to ease the English language learning.

Universally, induction logical methods and double way deduction have been being utilized, which still remains till date, both in scientific investigation and the teaching-learning process of all disciplines.

Induction contributes to make clear study themes because it allows to divide the whole into parts; it favours the detailed analysis of a reality phenomenon; it establishes critical reflection points about a problem; while deduction is rather integrating of parts of a whole; it eases synthesis in minimal significant expressions.

The regular education tries to comply with the objectives of the learning process with the intention of providing the student a comprehensive development that permits him/her perform individually and socially in the community which he/she pertains. The comprehensive development therefore includes learning of the English language officially in the high school graduation .

This foreign language learning compromises not only grammatical language aspects but applies necessary means in order to achieve vocalization skills for social use in the immediate reality, depending on valuing factors that society has to this respect.

In order to achieve successful learning, it is required to perform some activities, apply certain techniques following a planning which has needs to be initiated with motivation both in pronunciation and other language functions which have been formerly described; this will allow to awaken the student interest to his/her bilingual linguistic production.

The exploration of former knowledge is a step which may be overseen, however, the issue is not schematic but creative, a point in favour of a motivation to diagnosis evaluation which permits to make the English class a happy, dynamic, and interesting experience.

The practice of a foreign language is the best guarantee of learning achieved, since in the extent application exercises are made, higher is the possibility of the programmatic contents to be truly understood and assimilated.

The educational methodology will not be effective, if the teacher does not perform psychological recovery activities as a function of self-esteem of his/her successful or failing students. Feedback in all cases stimulates constancy and

persistence in achieving learning objectives or overcoming goals reached into a constant perfecting process.

b) Didactical resources:

They are tools utilized in order to achieve foreign language learning, such as audiovisual equipment, textbooks, computer programs.

The use of interlocution booths, the English texts library proper use and the proper use of the teaching programmed by technological means, means an efficient administration of didactical resources an equipment existing in an educational institution of mid level.

Audiovisuals as expression of the educational technology are susceptible of different interpretations both at the reception of information and messages transmissions.

These interpretations produce certain rejection to use them, sometimes for comfort and routine use of texts and in other occasions, because of unknowing about their didactical handling.

In the proper use of audiovisuals which means taking into account time, space, circumstances is perhaps the best current didactical resource, without trying to minimize the use of sheets, textbooks, pictures, dramatizations, chats, where the most important is the participation of human resources involved in the process. In the teaching-learning process, different communication theories contribute, which prioritize dialog and the student active participation, thus overcoming the traditional pedagogy of simple mechanical repetitions supported only in the mind.

c) The environment:

The environment is a set of objects and natural, social, economical, political, cultural phenomena in the community where in which the student is immersed .

In other words, the environment is part and essence of the individual, it is a range of opportunities that can be used in different way in order to motivate student learning in countless circumstances.

In the official program of the English language subject there are themes related to the environment, such as free time, Ecuadorian environment, natural world, men and women, Ecuadorian people, English speech in the United Kingdom, people from other cultures, computing, people occupations, tourism which may well become self-motifs of the foreign language study, it depending on the teacher didactical ability in order to ease learning opportunities.

In short, the social, economical, political, cultural, and ecological reality at international, continental, national, regional, and local level form a unitary whole which allows the student to have a global vision of the objects, happenings, and activities that occur daily and constitute information sources that enrich him/her intellectually and ease the English language learning with greater judgment bases, making it more objective and practical.

2.4. SYSTEM OF HYPOTHESIS

ACTIVE HYPOTHESIS

Motivation influences the teaching-learning process efficiency of the English language in first year of Senior high school in the “Alfredo Pareja Diezcanseco” high school in Santo Domingo de los Colorados.

H: X is not equal to Y

NULL HYPOTHESIS

There is no evidence of motivation in the efficiency of the English Language teaching-learning process efficiency on students of the first year of Senior high school in the “Alfredo Pareja Diezcanseco” high school in Santo Domingo de los Colorados.

Ho: X is equal to Y

WORKING ON ALTERNATIVE HYPOTHESIS

H1: X influences significantly on Y

Motivation influences significantly on the English language learning efficiency in first year of Senior high school in the “Alfredo Pareja Diezcanseco” high school in Santo Domingo de los Colorados.

PART THREE

3. METHODOLOGICAL DESIGN

3.1. TYPE AND INVESTIGATION DESIGN

The present investigation merits a methodological treatment subject to QUANTITATIVE-QUALITATIVE design. It corresponds to a diagnostic-proposal ratio, both in its structure and content.

- a) FOR DEPENDENCY, it deals with investigation applied to educational sciences.

- b) FOR LOCATION, it is at the field because of registering the problematic situation in 4 courses or the High School investigated, that is, at the events place.
- c) INDUCTIVE-DEDUCTIVE because it is constructed from particular data in order to arrive to general conclusions and define a proposal based on diagnostic to make improving decisions.
- d) DESCRIPTIVE , because it is based on opinions.

3.2. POPULATION AND SAMPLE

The population will compound by 2 docents and 162 students divided in 4 courses:

$$A = 42$$

$$B = 41$$

$$C = 39$$

$$D = 40$$

A sample will not be necessary because the number of people does not merit it technically.

3.3. FIELDING

It will be carried out at the “Alfredo Pareja Diezcanseco” high school facilities, in the four classrooms corresponding to the first Senior high school, with the participation of authorities, docents and students, in data collection, which then will be processed by the Investigation.

3.4. INSTRUMENTS FOR DATA COLLECTION

3.3.1. METHODS: scientific, inductive, deductive, heuristic.

3.3.2. PROCEDURES: analytic-synthetic

3.3.3. TECHNIQUES: Scientific observation, Interview, Survey.

- Interview Guide focused to principals and English teachers in the Institution.
- Student survey
- Results of student assessment
- Improving proposal design

PART FOUR

4. OUTCOME PROCESSING AND ANALYSIS

The results at diagnosing stage will be presented through explaining charts and figures with their respective analysis, according to the investigation instrument applied.

The interview outcome analysis will be carried out qualitatively.

The survey analysis will be quantitative and qualitative.

Conclusions will be drawn from results of tests applied to students.

4.1. RESULTS OF THE INTERVIEW APPLIED TO PRINCIPALS AND ENGLISH TEACHERS IN THE EDUCATIONAL INSTITUTION INVESTIGATED.

From the interview carried out by the educational authorities at the “Alfredo Pareja Diezcanseco” High School: Headmaster, Deputy Headmaster and General Inspector; and, to English Language teachers in the institution;

some concordances and discrepancies are detached in each of the questions, which are shown below on illustrating charts.

Names of interviewed people are omitted upon prior request.

1. In your opinion: How important is the English teaching at the “Alfredo Pareja Diezcanseco” High School?

Qualitative analysis

CONCORDANCES	DISCORDANCES
<ul style="list-style-type: none">• It is imposed as one of the mostly spoken languages in the world.• It is a need at the present time.• It is part of people’s culture.	<ul style="list-style-type: none">• It is not indispensable because other languages may be also taught.

2. What is your opinion about the docent profile of teachers who direct the teaching of the English language process at your high school?

CONCORDANCES	DISCORDANCES
<ul style="list-style-type: none"> • The docents know their subject but are not updated. • Have methodological gaps, • Lack of initiatives to motivate their students. • Are text-dependent. 	<ul style="list-style-type: none"> • Their profile is good and their intentions too, but the high school cannot help them because lacking resources and their wages are low.

3. Have docents developed on English Language learning significant motivation?

CONCORDANCES	DISCORDANCES
<ul style="list-style-type: none"> • Unfortunately, not regarding to motivation, but they have had support from the CRADLE Project in two aspects of teaching-learning. • There is a degree resistance to development in psychological aspects, since 	<ul style="list-style-type: none"> • The docents are prepared to motivate, but the conditions the high school has to apply it do not match the teachers' good will to make more interesting and novel classes.

<p>it is the most suitable field to find motivation sources.</p> <ul style="list-style-type: none"> • We are striving in order to contribute from academic direction to improve docent profile. • There are conditions for English teachers to develop but they do not want to take advantage of them. 	
--	--

4. Do English teachers use modern, interesting, and motivating English material in their foreign language classes?

CONCORDANCES	DISCORDANCES
<ul style="list-style-type: none"> • No, because economical resources at the high school impede purchasing modern and suitable equipment. • The best is done with materials available in the institution. 	<ul style="list-style-type: none"> • Yes, because English teaching computerized programs are being utilized.

5. Do you think the learning outcomes have reached minimum effectiveness achievements on students?

CONCORDANCES	DISCORDANCES
<ul style="list-style-type: none"> • No, because there are complaints, mainly from universities. • In part, because our students have performed public demonstrations, namely vocabulary. • The results expected by the academic direction are not encouraging. 	<ul style="list-style-type: none"> • Yes, because during the grade meetings the reports of the language teachers and leading teachers are positive, according to the designated notes.

4.2. RESULTS FROM THE STUDENT SURVEY

STUDENTS

Question N°1

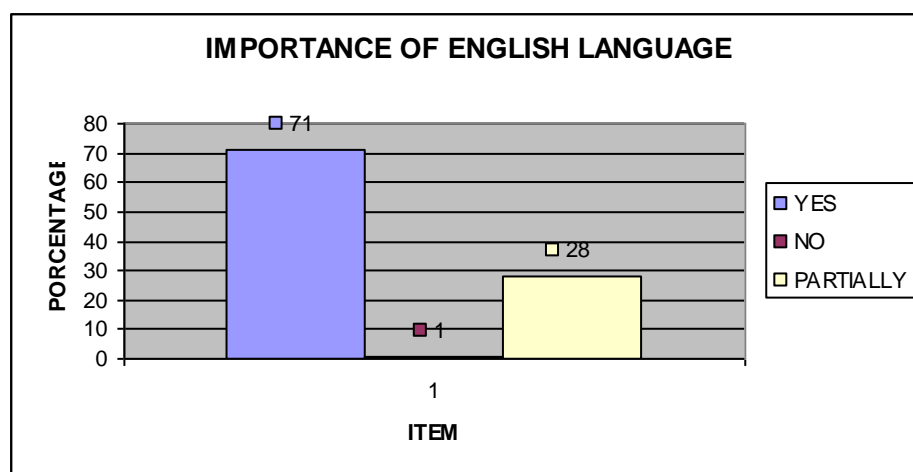
Do you believe that English is an important in the daily activities of people and at work?

Table N° 1

ITEM	FREQUENCY	PORCENTAGE
YES	127	71
NO	2	1
PARTIALLY	49	28
TOTAL	178	100

Source: Survey applied to students

Figure N° 1



DISCUSSION:

The majority of students surveyed, the English Language is an important language and a minority points out that is not important.

The agreement answer to Why? Has the following reasoning: in the actual world, to know English is a guarantee in order to be able to work and communicate among countries and people all over the world. It is also necessary to be able to continue university studies.

It is not so important because they are Ecuadorians and will not have the chance to travel to the United States.

Question Nº 2

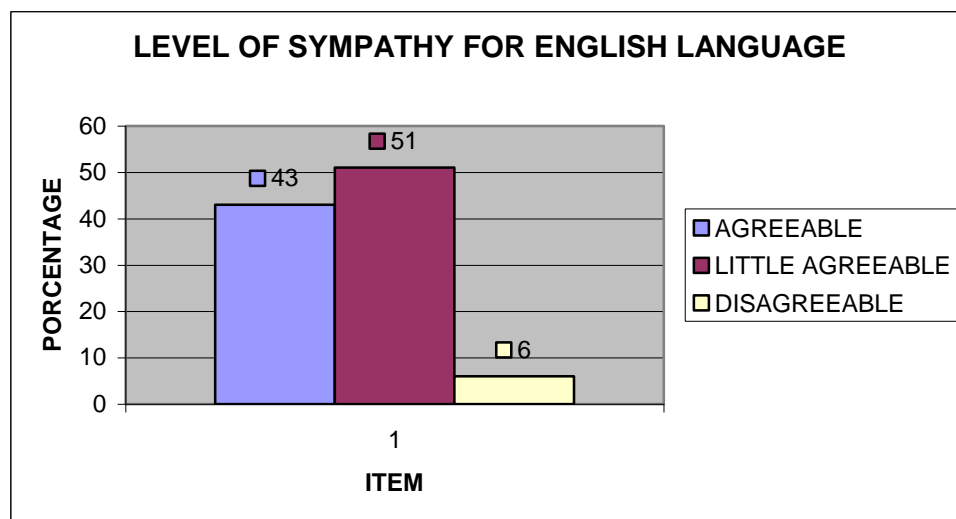
Do you think the English subject is:

Table Nº 2

ITEM	FREQUENCY	PERCENTAGE
AGREEABLE	76	43
LITTLE AGREEABLE	91	51
DISAGREEABLE	11	6
TOTAL	178	100

. Source: Survey applied to student

Figure Nº 2



DISCUSSION:

Summing up agreeable and disagreeable data, more than half of students surveyed have little or no affectivity to the English Language.

In short, arguments of the majority indicate that their learning is difficult; teachers do not teach well; they do not like the subject; they do not pronounce it properly.

The ones from the minority answer positively feel satisfaction of being learning this language, despite their difficulty, mainly in pronunciation.

Question N° 3

Do you consider your (A) English teacher knows the foreign

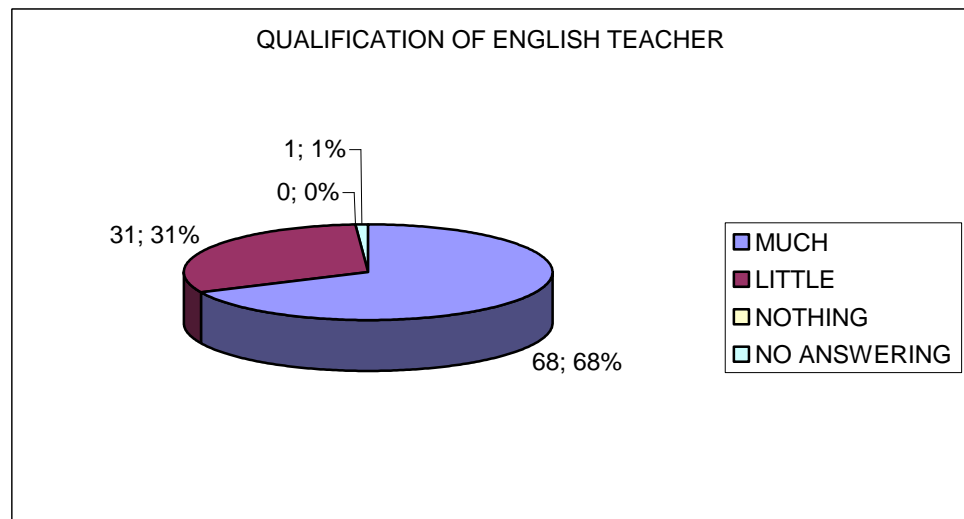
language well?

Table Nº 3

ITEM	FREQUENCY	PERCENTAGE
MUCH	121	68
LITTLE	56	31
NOTHING	0	0
NO ANSWERING	1	1
TOTAL	178	100

Source: Survey applied to students

Figure Nº 3



DISCUSSION:

A significant majority appreciates the English Language knowledge their teachers have.

32% of students with a contrary valuation is however worrying.

Question N° 4

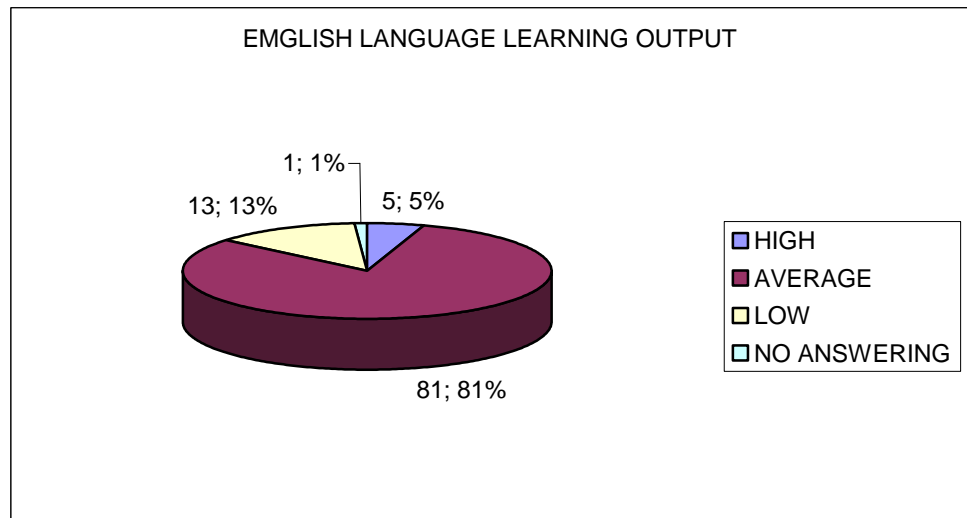
How do you grade your performance in learning the English Language?

Table N° 4

ITEM	FREQUENCY	PERCENTAGE
HIGH	9	5
AVERAGE	144	81
LOW	24	13
NO ANSWERING	1	1
TOTAL	178	100

Source: Survey applied to students

Figure N° 4



DISCUSSION:

According to the preceding information, roughly 5% of informants recognize that their English Language learning is high.

Question N° 5

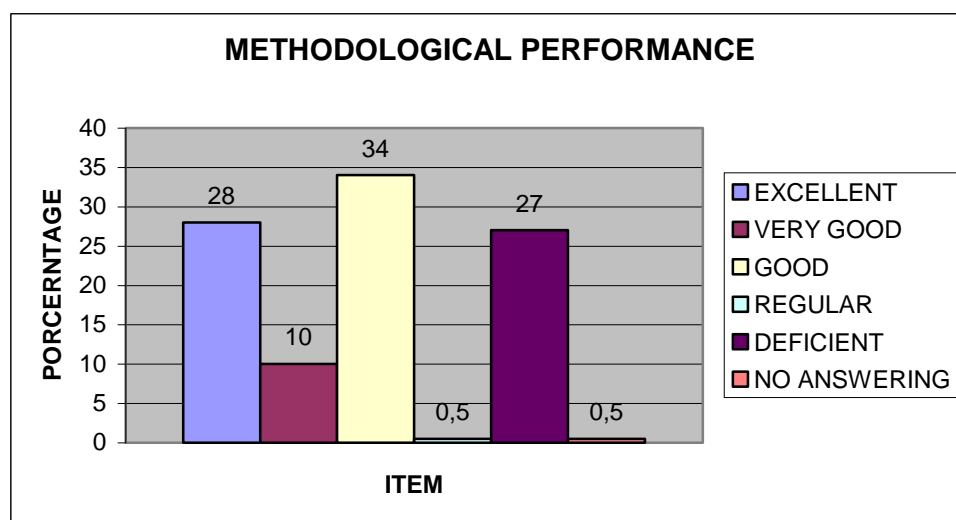
How would you grade the methodological performance of your English teacher?

Table N° 5

ITEM	FREQUENCY	PERCENTAGE
EXCELLENT	50	28
VERY GOOD	16	10
GOOD	62	34
REGULAR	1	0.5
DEFICIENT	48	27
NO ANSWERING	1	0.5
TOTAL	178	100

Source: Survey applied to students

Figure N° 5



DISCUSSION:

It is worrying that 62% of docents are actually questioned for their methodology, according to averaged information from the students.

But, it is meritorious for English Language teachers in High School, that 38% value positively their methodology.

Question Nº 6

During class your English teacher utilizes the following materials in order to achieve better learning of the English Language

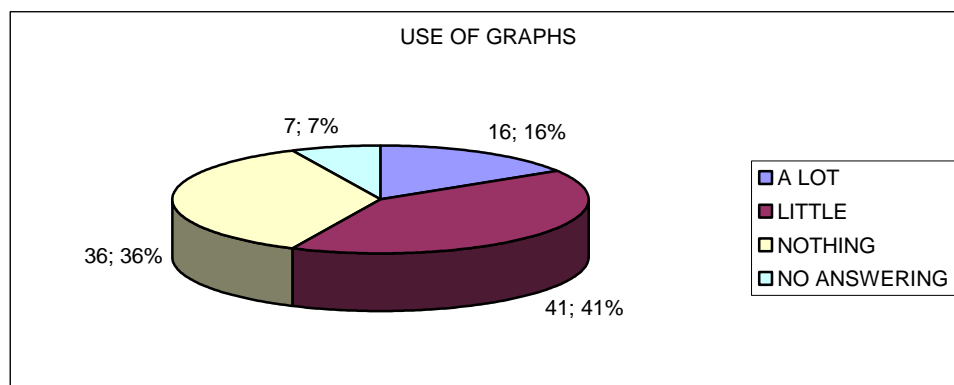
Table Nº 6

a) Graphics

ITEM	FRECUENCIA	PORCENTAJE
A LOT	29	16
LITTLE	73	41
NOTHING	63	36
NO ANSWERING	13	7
TOTAL	178	100

Source: Survey applied to students

Figure Nº 6



DISCUSSION:

The answers give the impression that, for the English Language teaching-learning process, the majority of teachers, according to those surveyed affirmation, utilize little or no didactical Graphs which awaken the student motivation and interest.

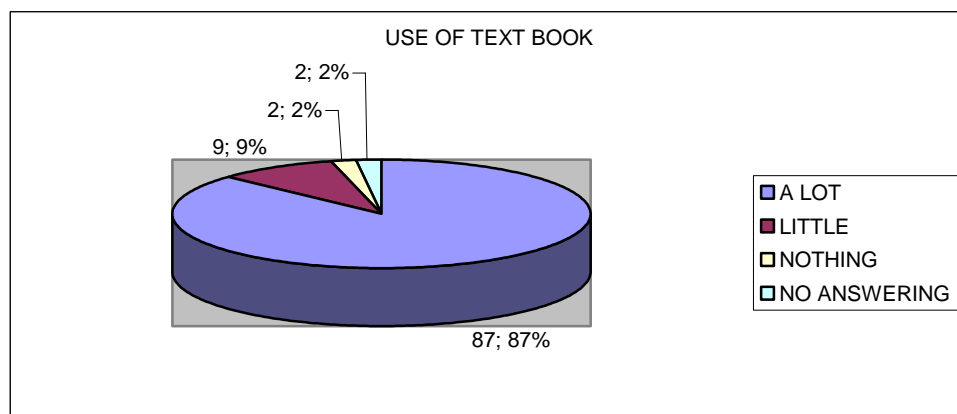
c) Textbook

Table Nº 7

ITEM	FREQUENCY	PERCENTAGE
A LOT	156	87
LITTLE	16	9
NOTHING	3	2
NO ANSWERING	3	2
TOTAL	178	100

Source: Survey applied to students

Figure Nº 7



DISCUSSION:

From the information it is drawn that the textbook is a frequently utilized material by teachers and students, which lets us see that there is a formal habit in the teaching-learning process of this language.

It is not set if textbooks are motivating.

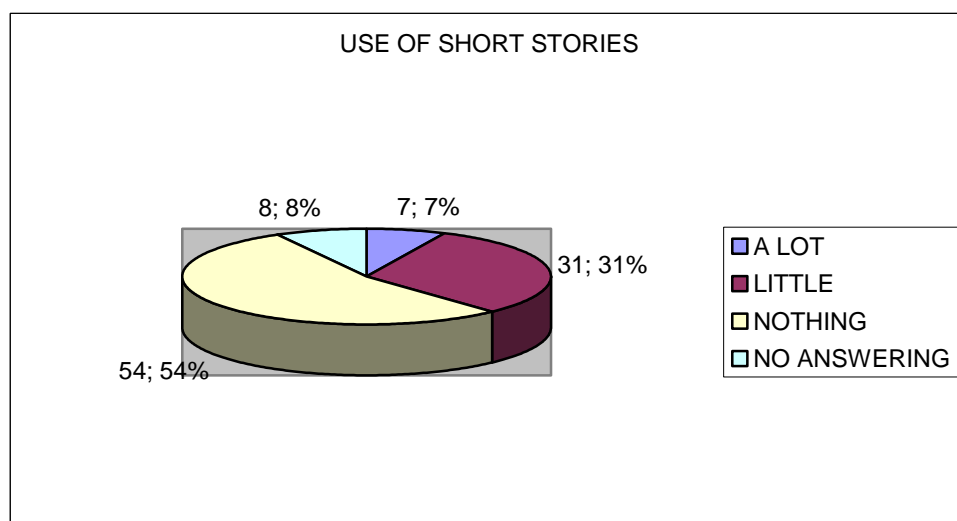
c) Short stories

Table Nº 8

ITEM	FREQUENCY	PERCENTAGE
A LOT	12	7
LITTLE	55	31
NOTHING	96	54
NO ANSWERING	15	8
TOTAL	178	100

Source: Survey applied to students

Figura Nº 8



DISCUSSION:

The information here is discouraging because such a motivating resource as short stories is little or no utilized in the foreign language teaching-learning process.

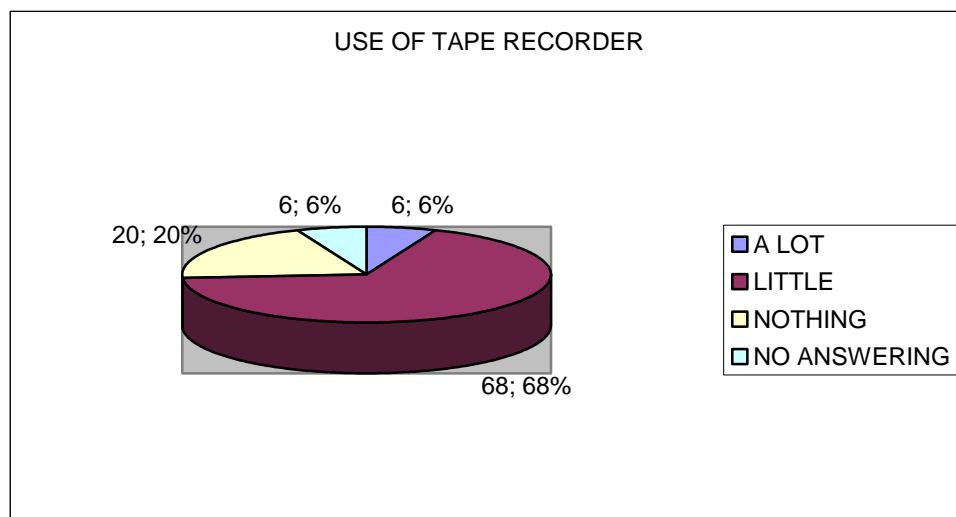
d) Tape recorder

Table N° 9

ITEM	FREQUENCY	PERCENTAGE
A LOT	11	6
LITTLE	120	68
NOTHING	36	20
NO ANSWERING	11	6
TOTAL	178	100

Source: Survey applied to students

Figure N° 9



DISCUSSION:

In accordance to this information, the tape recorder, as a dynamic resource is little or no utilized in the teaching-learning process.

The argument presented by the students is that the high school or the teachers do not have it.

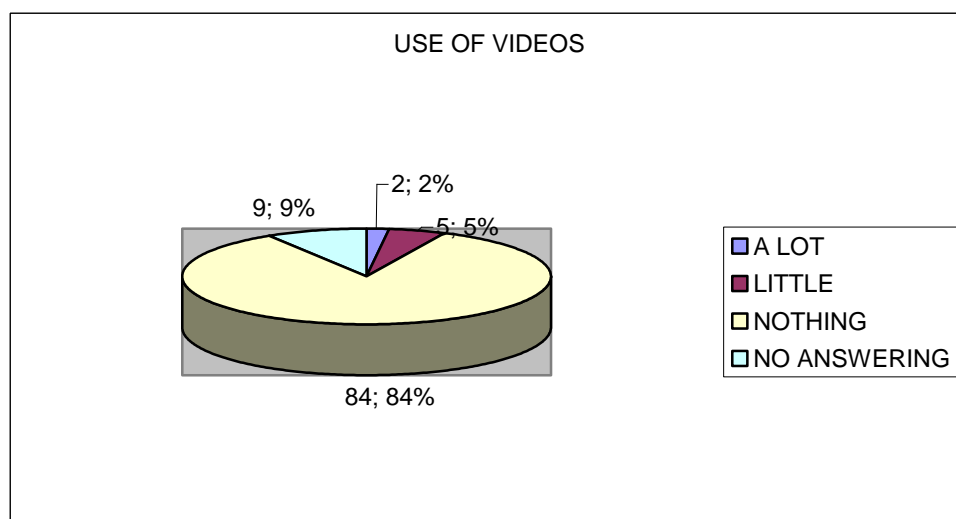
e) Videos

Table Nº 10

ITEM	FREQUENCY	PERCENTAGE
A LOT	4	2
LITTLE	8	5
NOTHING	150	84
NO ANSWERING	16	9
TOTAL	178	100

Source: Survey applied to students

Figure Nº 10



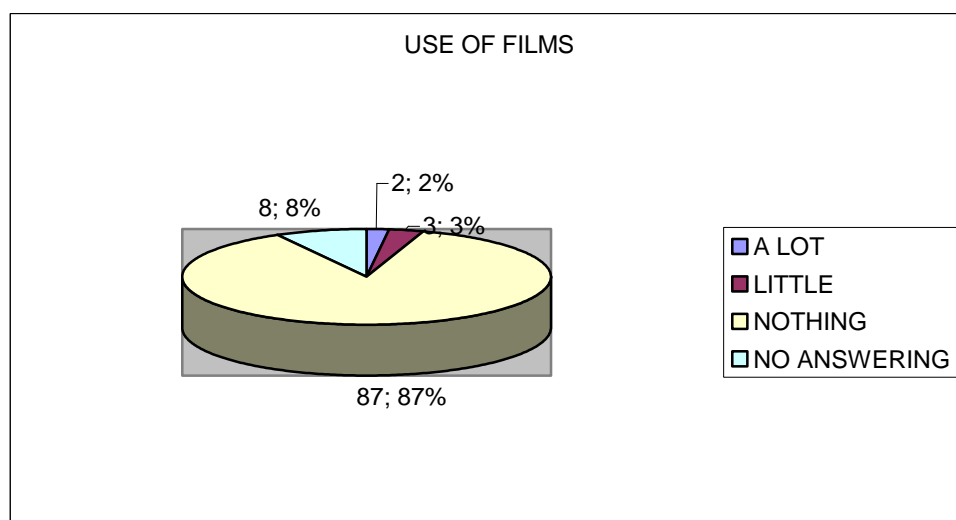
f) Films

Table Nº 11

ITEM	FREQUENCY	PERCENTAGE
A LOT	4	2
LITTLE	6	3
NOTHING	153	87
NO ANSWERING	15	8
TOTAL	178	100

Source: Survey applied to students

Figure Nº 11



DISCUSSION:

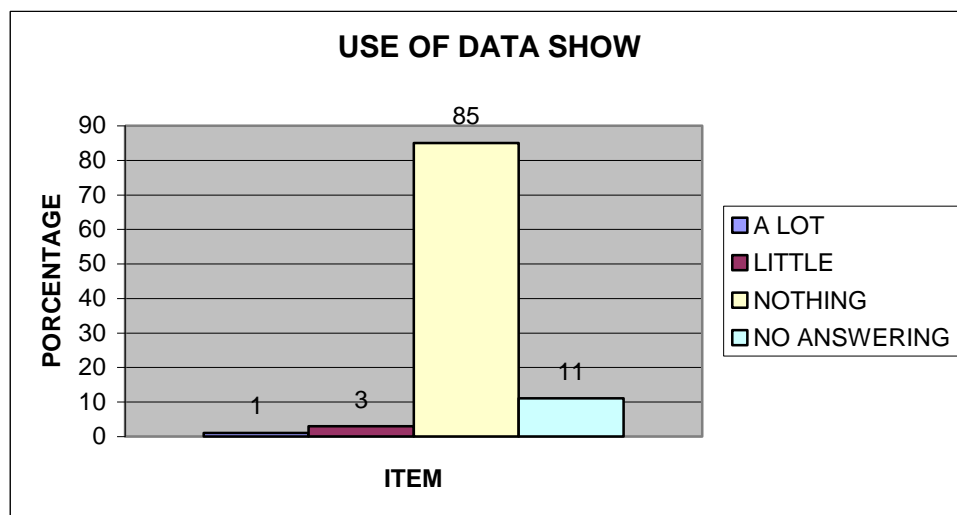
According to preference, the above mentioned audiovisual resource, except rare occasions, is not utilized in the English teaching-learning process.

g) Data Show**Table Nº 12**

ITEM	FREQUENCY	PERCENTAGE
A LOT	2	1
LITTLE	6	3
NOTHING	151	85
NO ANSWERING	19	11
TOTAL	178	100

Source: Survey applied to students

Figure N° 12



DISCUSSION:

Except honorable exceptions, the audiovisual resource is not utilized because the High School does not have it.

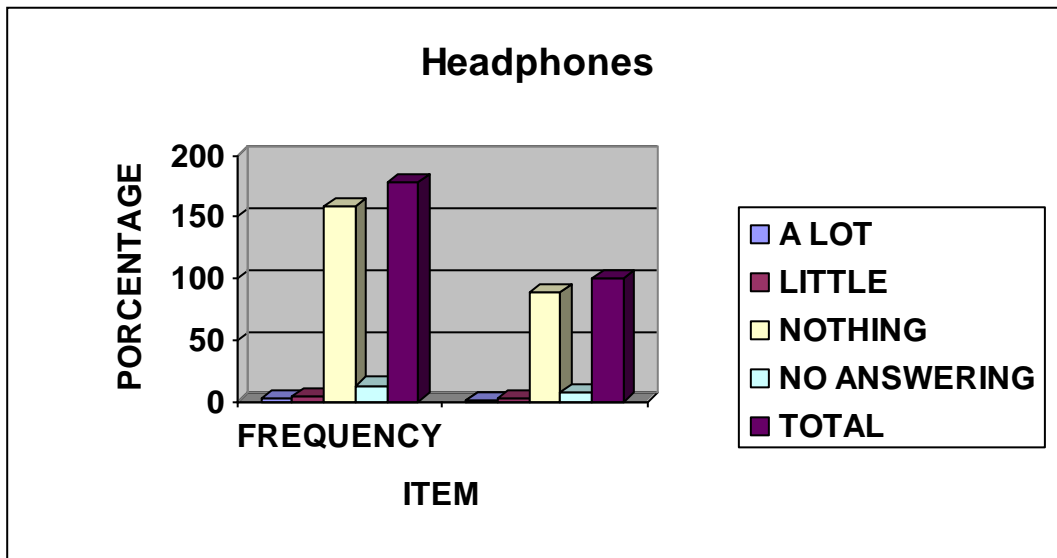
h) Headphones

Table N° 13

ITEM	FREQUENCY	PERCENTAGE
A LOT	2	1
LITTLE	4	2
NOTHING	158	89
NO ANSWERING	13	7
TOTAL	178	100

Source: Survey applied to students

Figure N° 13



DISCUSSION:

It is not utilized because the High School does not have these instruments.

Questions Nº 14

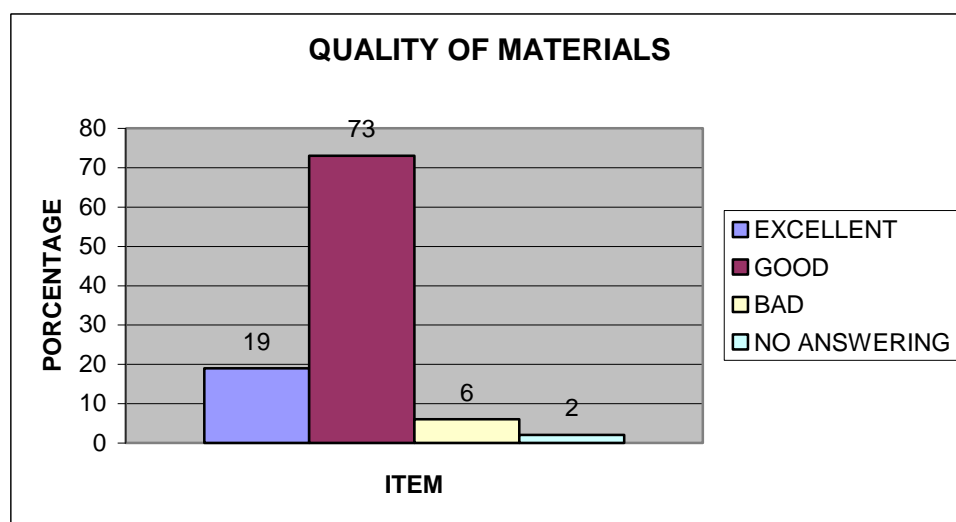
The quality of materials utilized is:

Table Nº 14

ITEM	FREQUENCY	PERCENTAGE
EXCELENTE	34	19
GOOD	130	73
BAD	11	6
NO ANSWERING	3	2
TOTAL	178	100

Source: Survey applied to students

Figure Nº 14



DISCUSSION:

The great majority of those surveyed grade the quality of didactical resources as good.

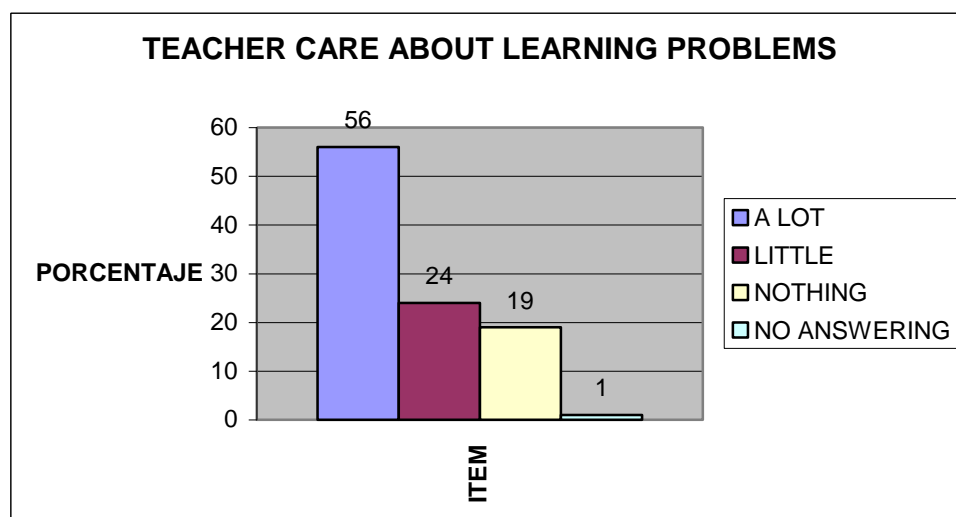
Question Nº 15

Does your English teacher care about student personal problems and learning difficulties?

Table Nº 15

ITEM	FREQUENCY	PERCENTAGE
A LOT	101	56
LITTLE	42	24
NOTHING	33	19
NO ANSWERING	2	1
TOTAL	178	100

Figure Nº 15



DISCUSSION:

The majority of English Language teachers do care about student problems.

Question N° 16

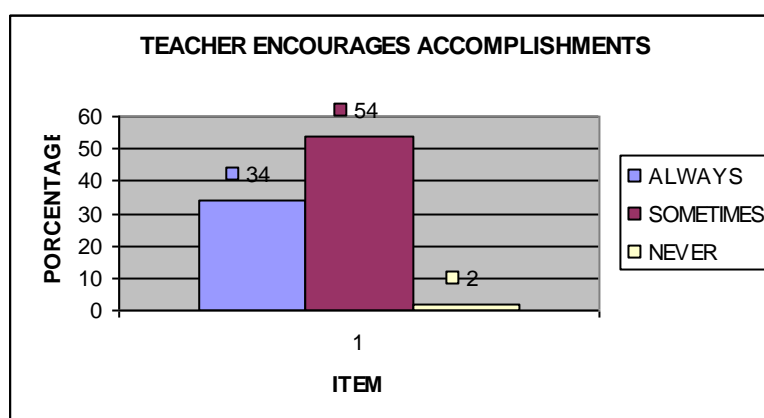
Does your English teacher appraise your progress reached into the foreign language learning?

Table N° 16

ITEM	FREQUENCY	PERCENTAGE
ALWAYS	60	34
SOMETIMES	96	54
NEVER	22	12
TOTAL	178	100

Source: Survey applied to students

Figure N° 16



DISCUSSION:

Most of the informants recognize that their teachers eventually appraise their student's achievements.

Source: Survey applied to students

Question Nº 17

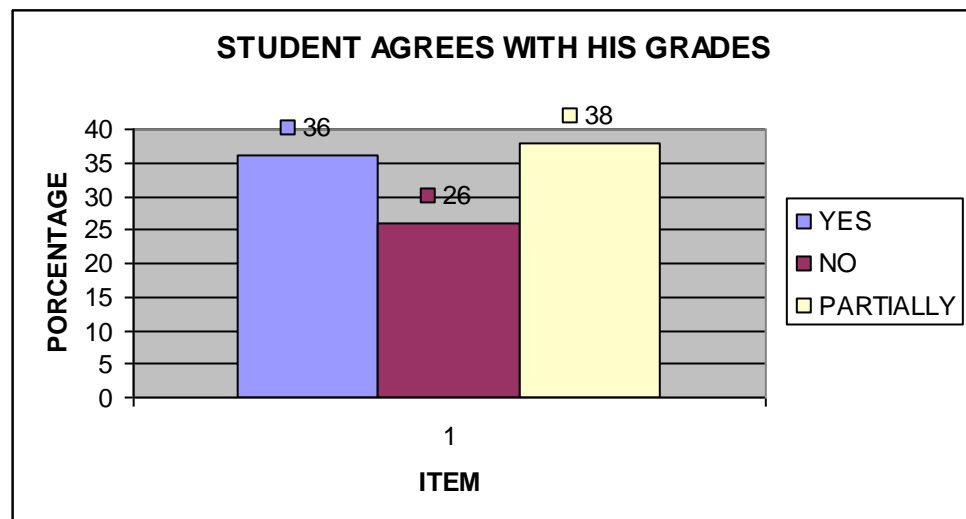
Are you happy about your grading in the English subject?

Table Nº 17

ITEM	FREQUENCY	PERCENTAGE
YES	64	36
NO	45	26
PARTIALLY	68	38
TOTAL	178	100

Source: Survey applied to student's

Figura Nº 17



DISCUSSION:

In general, the majority of students agree with the scores obtained.

11. How would you like your English teacher be?

- * Patient to explain in class
- * Dynamic, understanding
- * Amiable
- * Use audiovisual materials
- * Friendly
- * Funny
- * Have the students like English
- * Respect his students
- * Help when we do not know
- * Be understandable
- * Interesting classes
- * Non-boring classes
- * Good tempered
- * Non-favoring
- * Realize dynamics (motivating techniques) in class

DISCUSSION:

The criterion of the majority of students is the expectancy that their teachers will change their methodological attitude with a learning motivating style based on a docent profile different from the traditional

style of the English Language teaching-learning process that is undoubtedly present in the teacher's professional practices.

OUTCOMES FROM THE TEACHERS' WORK OBSERVATION GUIDE

NUMERICAL SCALE

5 = Motivation and excellent effectiveness

4 = Very good motivation and effectiveness

3 = Good motivation and effectiveness

2 = Moderate motivation and effectiveness

1 = Discouragement and ineffectiveness

INDICATORS	5	4	3	2	1
1. Has an Annual Curricular Plan (m)		2			
2. didactical plan (m)		2			
3. Prepare Lesson Plans					2
4. Include motivations in planning		2			
5. Constantly motivate in the process					2
6. motivations correspond to his students' needs		2			
7. Interest degree awaken on the students			2		
8. Motivation variety				2	
9. Motivation quality				2	

10. Creativity to motivate				2	
11. Degree of attention caused by motivation			2		
12. Order and discipline produced by motivation			2		
13. Degree of individual student participation in the process			2		
14. Degree of groups participation				2	
15. Get the students to speak the English Language correctly.			2		
16. Get the students to read the language correctly			2		
17. Get the students to write what they learn in English correctly			2		
18. Get the students translate from Spanish into English and vice versa				2	
19. Gets the students to translate texts effectively			2		
20. Control properly teaching-learning process results		2			
21. The teaching evaluation permits demonstrating objectively the process effectiveness.				2	
TOTAL 42 observations		10	16	12	4
	0%	24%	39%	27%	10%

DISCUSSION:

From the observation of professional practices of English Teachers existing in the High school under investigation, it is provided that:

- a) There is no excellent effectiveness.
- b) Roughly 10% of professional practices have achieved a very good effectiveness.
- c) 45% of professional practices are good.
- d) 30% have obtained moderate effectiveness.
- e) And 15% have not achieved effectiveness.

This lets us point out that the main cause of these results is the motivation degree provided by the English Language teachers to their students in order to achieve effective learning.

4.3. HYPOTHESIS VERIFICATION

It is explained through variables logic ratio by means of the basic formula X influences Y which corresponds to the working hypothesis posed the following ratio:

- a) From the interview with principals and the English Language teachers in the High School investigated, it comes out that there is a relationship between the first four questions referring to motivation and the fifth one referring to learning effectiveness in the following logic sense:

QUESTION No 1. - It is known that the English Language has a high degree of importance for principals and teachers (MOTIVATION INDICATOR)

QUESTION No 2. - There is a negative result in terms of teacher development (DISCOURAGEMENT INDICATOR)

QUESTION No 3. - The docent's profile of English Language teachers in the high school is not at the level of current educational requirements. (DISCOURAGEMENT INDICATOR).

QUESTION No 4. - The provision of didactical resources is poor and traditional. (DISCOURAGEMENT INDICATOR)

QUESTION No 5.- Results of performance expressed in minimal achievements and grading do not fill effectiveness expectancies claimed by the educational system and society, (LACK OF EFFECTIVENESS INDICATOR IN THE ENGLISH LANGUAGE LEARNING).

Consequently, if answers to questions 2, 3, 4 indicate motivation weakness, it corresponds to motivation strengths; and, if the answers a question 5 evidence scarce effectiveness in the English Language learning, then the motivation influence (X) on the English Language learning effectiveness in first year of Senior high school in the "Alfredo Pareja Diezcanseco" High school (Y) is evident.

Then, X influences Y

The hypothesis is confirmed,

b) From the survey applied to students it comes out:

- 71% considers the English Language learning important (if there is motivation)
- 56% points out that the English Language learning is little or nothing agreeable. (It diminishes the motivation degree)
- 68% recognizes the teachers know well the subject (there is motivation)
- **95% recognizes that their performance is average and low (there is no performance demonstrating effectiveness in learning)**
- 71% recognizes that modern didactical resources are not used (motivation diminishes)
- 71% judges negatively the quality of materials utilized by teachers in order to teach the English Language. (the degree of motivation diminishes)
- 56% indicate that the teachers care about student problems. (there is motivation)
- 66% points out that the teachers do not stimulate their achievements. (the motivation degree diminishes)

- **64% of students are unhappy about their grading in the English Language subject. (There is no effectiveness in learning).**

Consequently, 43% of answers to questions in the survey indicate that there is motivation in the English Language teaching-learning process; and 57% of them confirm just the opposite.

In answers to the questions referring to learning effectiveness, indicate on the one hand, that 20% feel satisfied for learning effectiveness achieved, while 80% of answers show the little or no effectiveness of learning acquired by the students.

Logic Conclusion: Results corresponding to Motivation (X) variable are related to results corresponding to the learning effectiveness (Y) variable

Then, X influences Y

The Hypothesis gets confirmed.

- c) From professional practices observation results of teachers it comes out that 24% of students have achieved motivation and effectiveness in the English Language learning, effectiveness being understood as excellent and good levels, while 76% of observations reveal a poor relationship between teaching

motivation and learning effectiveness. In both cases it is evident that a greater degree of motivation achieved by teachers in professional practices (X) corresponds in a higher level of effectiveness to (Y) learning and vice versa.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- 5.1.1. The English Language importance to interpersonal, technological, and communication relations in the family, community, financial, and cultural context of the actual historical moment mankind is going through, is unarguable.
- 5.1.2. There are factors which influence learning effectiveness such as: planning, teacher's profile, teachers' professional methodological practices, didactical resources, student interests and needs that in short, also constitute motivation elements.
- 5.1.3. The diagnostic of motivating strategies and learning outcomes practiced at the "Alfredo Pareja Diezcanseco" National High school in Santo Domingo de los Colorados is not at the level of the national educational system requirements and expectations created on the student ideal profile in first senior high school.

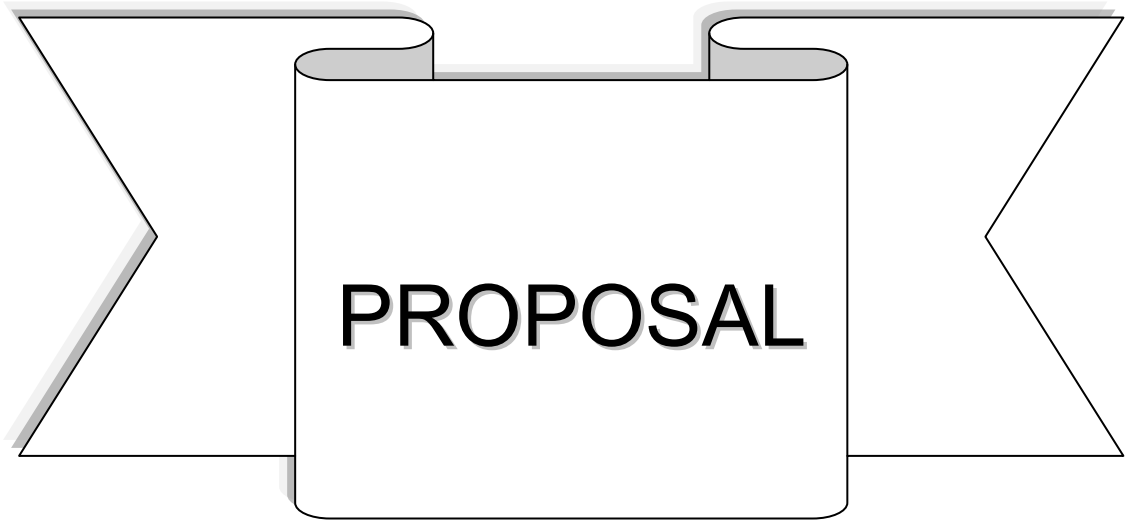
5.1.4. Motivation is a variable which influences directly effective learning production in the students from basic education and senior and the knowledge of strategies and motivating means, thus contributing to non-encouraging learning results.

5.1.5. Modern audiovisual didactical resources equipment is also an external motivating element which influences the process and product of student performance.

5.2. RECOMMENDATIONS

5.2.1. Elaborate a proposal for internal and external pedagogical and psychological motivation improvement at the “Alfredo Pareja Diezcanseco” High School.

5.2.2. Socialize the investigation at the High School under study.



6. PROPOSAL

6.1. DENOMINATION

“ENGLISH LANGUAGE TEACHERS TRAINING COURSE”

6.2. JUSTIFICATION

One of the problems in the “Alfredo Pareja Diezcanseco” High School, that could extend to other high schools in Santo Domingo de los Colorados, in order to obtain minimum effectiveness achievement in the English

Language Teaching-Learning process is that of lack of motivation, as it comes out from the diagnostic investigation which serves as premise for the present proposal.

The main cause to this problem stems on the ignorance of motivation intrinsic and extrinsic sources which underlies in the psychological sciences and audiovisual technology management, therefore, it is necessary to implement an intensive training course with the CRADLE program support which is sponsored by the Education and Culture Ministry and contribution from professionals in educational psychology and audiovisual technology existing in our environment.

Given the importance of motivation in terms of significant and effective learning, these are the reasons to design the proposal,

waiting for it to be considered and executed by the principals of the “Alfredo Pareja Diezcanseco” High School.

6.3. FOUNDATION

Successes reached by CRADLE program instituted by the Education and Culture Ministry, on may 12th 1993, No 2511 Ministerial Agreement, and merit to take into account following foundations:

- The English Language is a fundamental means of universal communication for science and technology development to serve education and productivity.
- The English Language is a main element of the educational transformation process which is being developed in Ecuador.
- Permanent motivation is a main element in the teaching-learning process. It is founded on evident and latent student interests and interpersonal relationship, curiosity to the new and unknown, and permanent desire of communicating into an ineludible social and cultural context.
- Minimum achievements approaching to the first senior high school ideal profile require to be consolidated in the acquisition of language principal functions: listening, speaking, reading, describing,

narrating, employing grammatical structures, interpreting, and translating, by applying the socio-cognitive pedagogical model, rich in motivation and creative development possibilities of motivating initiatives considered at present as key elements of efficiency and effectiveness of theoretical, practical, and significant learning.

- The teacher's self-esteem in general and the foreign language teachers in particular, elevate to economical incentives and professional improvement opportunities provided to them through training events.

6.4. OBJECTIVES

6.4.1. GENERAL OBJECTIVES

- Provide the English Language teachers with a personal and professional development opportunity.
- Enrich their professional competences by means of motivational training.

6.4.2. SPECIFIC OBJECTIVES

- Design the training course
- Socialize the training course by broadening the radius of the teacher's actions from other high schools in the city.
- Lead the training course execution.
- Monitor the course.
- Assess the course and its transference to professional exercise

6.5 LOCATION

The proposal will be applied in the Province of Pichincha, Santo Domingo District, Santo Domingo de los Colorados City, premises of the Catholic University of Ecuador.

6.6. FEASIBILITY STUDY

- There is predisposition from principals and teachers in the High School in order to implement the proposal.
- The Catholic University, Santo Domingo Extension, is keen to provide their facilities for the training course to be carried out.

- CRADLE and Pichincha Education Provincial Direction staff and two educational psychology and audiovisual technology professionals existing in the environment are ready to participate as instructors.
- Course tuition will be funded by the “Alfredo Pareja Diezcanseco” High School’s budget and solidary contributions from other participating high schools.
- There are external support conditions from the Embassy of England in order to accomplish this purpose.

6.7. PROPOSAL DESCRIPTION

The proposal will be developed through stages:

FIRST STAGE – Sensitization

The following activities will be accomplished:

- Convocation to all teachers from the sponsoring High school in order to receive the thesis socialization of the adjoining proposal.
- Socialization workshop realization.
- Making prior decisions
- Invitation to English Language teachers from urban and rural high schools in Santo Domingo and proposal socialization.

- Decision-making from the invites through the signature of an inter-institutional agreement with the presence and endorsement of CRADLE and officials from the Santo Domingo Education District Direction.

SECOND STAGE – Promotion

- Printing and delivery of a triptych to possible attendees.
- Printing and delivery of a poster to the participant educational institutions.
- Diffusion of the proposal through the written, spoken, and television local media.
- Prior inscriptions with the starting and finishing date, specifying length, calendar, and work schedule.

THIRD STAGE – Execution

Responsible person: Headmaster the sponsoring high school.

Academic Coordinator: Deputy Headmaster of the sponsoring high school.

Number of credits: 120 HOURS

Incentive: Professional Diploma and category promotion.

Modality: Semi- present

In person workshops: 16 Saturdays in the first quarter corresponding to the 2007 – 2008 school year.

Remote homework, as indicated by the instructors.

Registration and delivery of materials to the participants.

- Course inauguration event.
- Course framing by CRADLE.
- Development of curricular planning elaborated by the instructors, according to their methodological criteria.

FOURTH STAGE – Evaluation

- Course integral participative evaluation.
- Evaluation of performance and competences of the participant teachers.
- Evaluation of transference “in situ” models.
- Didactical resources evaluation.
- Closure and delivery of certificates.

6.8. RESOURCES

Human: High school principals, English Language teachers, Instructors

Materials: Data Show, computers, PUCE’S language lab, printings, office supplies (paper, markers, stapler, hole puncher, folders, others).

Economic: *Funding Source:* High School’s Budget: \$3514.77

Other High Schools: \$2000.00

Total Funding: \$5514.77

6.9. BUDGET

ENGINEERING AND ADMINISTRATION

PERSONNEL

NUMBER	TITLE	Months-H	FEES Month-H	TOTAL FEES
1	Psychologist	1	250	250
1	Technician	1	250	250
2	1 CRADLE'S instructor	1	250	250
TOTAL 1.1				750

MISCELLANEOUS

Materials	35.00
Office supplies	42.00
Paper sheets (1500 sheets)	8.25
Ball-pens (10)	2,50
Copies (1000)	30.00
Internet Hours (500)	80.00
Printings (100)	100.00
Folders (30)	7.50
Binding	12.00
Transportation Fares	20.00
Food	50.00
Other expenses	100
Unforeseen expenses (5%)	24.36
TOTAL 1.2	511.61
SUBTOTAL 1.	1307.61

DIRECT COSTS

WAGES TO NON-PROFESSIONALS

NUMBER	TITLE	Months-H	FEES Month-H	TOTAL
1	Clerk	4	100	400
TOTAL 2.1				400

MATERIALS AND EQUIPMENT PURCHASE

QUANTITY	DESCRIPTION	UNIT COST	TOTAL COST
1	Laptop Computer	2000	2000
	1 data show	1500	1500
TOTAL 2.2			3500
SUBTOTAL 2			3900

UNFORESEEN EXPENSES

UNFORESEEN 3 (Max. 10% of the 1 and 2 addition)	207.16
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GENERAL TOTAL

GENERAL TOTAL	5514.77
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Funding source: High school budget: 3514.77
 Other high Schools 2000.00
Total funding _____ 5514.77

6.10. TIMETABLE SCHEDULE.

ACTIVITIES	MONTHS																											
	January				February				March				April				May				June							
1. Sensitization stage		X	x																									
2. Promotion stage						X	x			x	x																	
3. Execution stage														x	X	x		x	x	x								
4. Evaluation stage																										x	x	X

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GLOSSARY

Active: Diligent, effective.

Audiovisual didactic resources: Reproduce the image and the sound of objects of real facts and their use in the teaching process.

Audiovisual education teaching method that uses supports related with the image and the sound, as movies, videotapes, audios, transparencies and CD-ROM, among others.

Computer it acts like a classroom notice board on which people pin messages. There are computer programs which “teach” in the sense that they explain things and then give you tasks. The computer checks your answer and if you have mistake you are given extra explanations and practice. One way in which the spread of desktop computers has had a profound impact on education is through their use as word processors, so the quality of presentation of your finished document gives an uncanny authenticity to the words you have tentatively formulated.

Computer programs: Programs that allow the knowledge and training of a certain activity.

CD- ROM which looks like an audio CD but holds digitalized data, such as text, audio or video files or computer programs.

Didactic resources: Materials usage for the learning process.

DVD (digital video/versatile disc) a medium that has a much greater storage capacity and can hold a full length film on a single disc.

Epistemology: Scientific knowledge method, theory of sciences.

Failure: The quality or ability is not great or good enough. Mistakes.

Internet: and international network of fiber- optic cables that transmits digitized information at high speeds, allowing users to exchange digitized data files, including e- mail, also allow individuals to access materials enabling them to view and download audio and video materials.

Transmission satellite, received for a computer with a modern installed for access to the net and that it can be connected with any part of the planet, especially with the biggest libraries.

Lack of Vocabulary: There are not enough words for a particular purpose.

Low Academic Score: They are near the bottom of a particular scale or system. Lower grades. Bad scores.

Method: It is the way to build with order what is followed in sciences to investigate and to teach the truth.

Methodology: Set of didactic technical directives directed to get the profit benefit of objectives.

Mispronunciation: It is a wrong pronunciation of a word.

Screen: Blank surface onto which pictures are projected.

Second Language Acquisition (SLA) according to Chomsky, the innate mental mechanism designed uniquely for the acquisition of language.

Skills: They constitute knowledge to do, to act, to think.

Slide projector: An apparatus that shows pictures on a screen.

Technique: Special knowledge that a person of science or art has. Set of procedures in art or science, skill or ability to use those procedures.

TV: Is potentially immensely powerful .Its power makes TV appear a very attractive medium for teaching specially for presenting and explaining complicated subjects where many different aspects of the world need to be considered at the same time. It is particularly valuable in understanding the dynamics of processes. Thus TV can develop and convey a different kind of knowledge from “book knowledge” a more rounded and dynamic understanding.

TV Cable: Satellite transmission, received for a connected television to this service and it can reproduce facts carried out in other sides of the planet and in different languages.

Technical Methods: Of interactive teaching: Alternative to develop a class in which the student is involved.

VHS: Audiovisual electronic means that can be used in the teaching learning process. Video Recording System.

Video Cassettes: Are often designed for an “interactive” mode of study.

They may for instance, set exercises to do, where you switch off the cassette to write some notes, or look something up in a book, or carry out an experiment before returning to the cassette for further discussion. The audio cassette is a relatively an uncomplicated technology and as

such is useful for informal interactive exercises. An audio cassette can also be used. Using cassettes “interactively” with texts helps to vary the texture of your studies offering a change of activity and a change of pace.

Video recorder machine which is used for recording programs from the television. It can also be used playing back programs.

ANEXES

ANEX No 1

INTERVIEW

ANEX No 2

INTERVIEW GUIDE ADDRESSED TO THE HIGH SCHOOL PRINCIPALS

Distinguished authority of the “Alfredo Pareja Diezcanseco” High School.

As a student of the Army Polytechnic School I permit respectfully request from you conceding me the present interview which I require for scientific investigation ends.

OBJECTIVE: To obtain clear ideas about the results of the teaching-learning process reached by the students as a result of the motivating pedagogical conduct of their specialized teachers.

Thanks for your valuable contribution.

ANEX No 3

SURVEY QUESTIONNAIRE

Objective: To consolidate information from student valuation of the English Language teaching-Learning process at the “Alfredo Pareja Diezcanseco” High School, mediated by the teacher’s motivation.

INSTRUCTIONS: Mark with an X over the empty dotted line according to your criterion. Think your answers over when necessary.

ITEMS

1. - Do you think English is a very important language for people at work and daily lives?

YES _____ IN PART _____ NO _____

Why?

- Do you think the English subject is :

AGREEABLE _____

LITTLE AGREEABLE _____

DISAGREEABLE _____

Why?

- Do you consider that your English teacher knows well the foreign language?

ENOUGH _____ LITTLE _____ NOTHING _____

- How do you grade your own performance into the English Language learning?

HIGH _____ MID _____ LOW _____

WHY?

- How would you grade your English teacher's methodological performance?

EXCELLENT _____ VERY GOOD _____ GOOD _____

MODERATE _____ DEFICIENT _____

- During class, your English teacher utilizes the following materials in order to achieve better English Language learning :

	ENOUGH	LITTLE	NOTHING
Graphs	_____	_____	_____
Textbook	_____	_____	_____
Short stories	_____	_____	_____
Tape recorder	_____	_____	_____
Videos	_____	_____	_____
Films	_____	_____	_____
Data show	_____	_____	_____
Headphones	_____	_____	_____

The materials quality is:

EXCELLENT _____ GOOD _____ BAD _____

- Does your English teacher cares about student personal problems and learning difficulties?

ENOUGH _____ LITTLE _____ NOTHING _____

- Does your English teacher appraise your progress reached into the foreign language learning?

ALWAYS _____ SOMETIMES _____ NEVER _____

- Are you happy about your grading in the English subject?

YES _____ IN PART _____ NO _____

Why?

11. How would you like your English teacher be?

THANK YOU FOR COOPERATING AND YOUR CRITERIA WILL BE TAKEN INTO ACCOUNT IN ORDER TO IMPROVE THE QUALITY OF TEACHING THE ENGLISH LANGUAGE IN OUR BELOVED HIGH SCHOOL.

