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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
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**FINAL PROJECT**

TEACHING RESOURCES INFLUENCE IN THE STUDENTS' MOTIVATION FOR ENGLISH LANGUAGE LEARNING IN 1ERO DE BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA “RIOBAMBA” IN THE CITY OF RIOBAMBA, PROVINCE OF CHIMBORAZO, DURING THE ACADEMIC YEAR 2015-2016.

**Author:** Lizbeth Nataly Sánchez Lunavictoria.

**Tutor:** Ms.C. Mónica Torres.

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Los miembros del Tribunal de Graduación del proyecto de investigación de título: TEACHING RESOURCES INFLUENCE IN THE STUDENTS' MOTIVATION FOR ENGLISH LANGUAGE LEARNING IN 1ERO DE BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA "RIOBAMBA" IN THE CITY OF RIOBAMBA, PROVINCE OF CHIMBORAZO, DURING THE ACADEMIC YEAR 2015-2016 **presentado por:** Lizbeth Nataly Sánchez Lunavictoria, y **dirigida por** Ms. C Mónica Torres.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito, en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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Mónica Torres C.

Miembro del Tribunal (nombre)



Firma

Luis Machado C.

Miembro del Tribunal (nombre)



Firma

## **AUTORÍA DE LA INVESTIGACIÓN**

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**Lizbeth Nataly Sánchez Lunavictoria, como autora de la investigación, a la Ms.C Mónica Torres como directora; y al patrimonio intelectual de la misma a la Universidad Nacional de Chimborazo.**

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## **DEDICATION**

This work is dedicated to God for being my strength and guidance in my life, my parents who with their love and example have taught me values for life and have been a mainstay for my personal and academic formation, to my sisters who have given me their support for the elaboration of this work.

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## **RESUMEN**

Existen diferentes tipos de recursos didácticos utilizados para desarrollar los procesos de enseñanza aprendizaje; a saber: Recursos Audiovisuales, Tecnológicos y Convencionales, que son utilizados en las aulas de clases en distintas frecuencias. La presente investigación se realizó para conocer qué efectos producen estos recursos en la motivación de los estudiantes para aprender la lengua extranjera y la adquisición significativa del idioma Inglés, según la percepción de dichos estudiantes. El estudio se realizó con una muestra de 92 estudiantes, de Primero de Bachillerato General Unificado en la Unidad Educativa Riobamba. Se efectuó una investigación de tipo exploratorio. Para la recolección de datos se utilizaron dos técnicas: encuesta y entrevista. La encuesta fue aplicada a los estudiantes que conformaron la muestra, y la entrevista fue dirigida a los dos estudiantes de cada paralelo con los más altos y más bajos puntajes es sus promedios para conocer sus visiones. La tabulación y análisis de datos nos permitió identificar cómo los estudiantes ven y perciben a los recursos didácticos y su utilidad en la motivación de los alumnos para el aprendizaje del idioma extranjero.

## **SUMMARY**

There are different types of teaching resources used to develop teaching and learning processes; namely: Audiovisual, Technological and Conventional teaching resources, which are used in classrooms in different frequency. This research was done to determine the effects that these resources produce in students' motivation to learn the foreign language and the meaningful acquisition of English language, according to the students' perceptions. The study was conducted with a sample of 92 students in the first General Unified Baccalaureate in the educational unit "Riobamba". An exploratory research was developed. For data collection two techniques were used, such as: interview and Survey. The survey was applied to students drawn from the sample, and the interview was aimed to two students from each parallel with the highest and lowest scores in their averages to meet the learners' visions. Tabulation and data analysis allowed us to identify how students see and perceive teaching resources and their usefulness in students' motivation for foreign language learning.

## INTRODUCTION

The research theme is entitled "Teaching Resources Influence in the Students' Motivation for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa "Riobamba", province of Chimborazo, during the academic year 2015-2016". Nowadays it is evident the significant deficiency of the use of teaching resources in the classrooms. It is of vital importance and transcendence to know the influence of different teaching resources for student's motivation and their effect for the English Language Learning, so that the teachers can take advantage from this knowledge to improve the English Language acquisition, using the most appropriate teaching resources that motivate students. The general content consists of five chapters, which synthetically are:

**Chapter I:** Referential Framework, it exposes the problem to be solved, the objectives to be achieved, the guiding questions as inherent basis for the development of investigation, and justification which contains the topic and its importance of feasibility for the development of research.

**Chapter II:** Theoretical Framework, it states the theoretical guidelines related to the two research variables such as: Teaching Resources and Motivation for Language Learning.

**Chapter III:** Methodological Framework, this section explains the design, the types and level of research, the methodology used for collecting and analyzing of data, and the number and type of participants for the research.

**Chapter IV:** It points out the analysis and interpretation of the results in accordance with Specific Objectives, Guiding Questions, and Theoretical Foundation.

**Chapter V:** This chapter states the conclusions and recommendations of the investigation.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1.PROBLEM STATEMENT**

The Unidad Educativa “Riobamba” begins its academic functions before 1941, when the notable people of the Sultana de los Andes seek to improve and provide better opportunities for young women who are avid of cultural and educational enhancement. The honorable Don Jose Maria Román and Luis Benigno Gallegos, who accomplish in Congress The Decree of Creation of Unidad Educativa Riobamba, in September 18, 1941. Then, with President Dr. Carlos Alberto Arroyo del Rio, is effected the Act of Opening and initiation of academic work at Unidad Educativa “Riobamba” with its first Rector Miss Rosa Emelia Galarza.

During the 50s, 60s, 70s and 80s, the memorable rectors and teachers: Clemente Dávalos Larrea, Rafael Guerrero Salazar, Jaime Vega and Sergio Quirola Alarcón who performed administrative and economic procedures, assume the functions into the institute. It started to work with the diversified cycle in North Campus in 1978.

The Unidad Educativa “Riobamba” has ten English teachers, who are distributed from 8vo, 9no, and 10mo de Educación General Básica, and Bachillerato General Unificado.

For the teaching-learning process is necessary to complement the use of teaching resources and motivation. It is essential that teachers to know, manage, and implement a variety of teaching resources which allows the students are interested and motivated to learn, improve significantly the students’ knowledge, their academic performance and mastery of language skills.

According to the experience gained in the pre-professional execution practices carried out in the Unidad Educativa "Riobamba" in Iero of Bachillerato General Unificado was evident that teaching-learning process is performed by using different kinds of teaching resources in different frequency. Even though, the teachers use all the resources, the use of a textbook and a notebook is more frequent than the use of technological and audio visual resources. Seeing that students get poor academic performance and low grades. Our worry is to know in which way it is because of the teaching resources used in the classroom. It is seemed that students are not well motivated to learn the foreign language and hence they have a deficient English knowledge.

## **1.2. PROBLEM FORMULATION**

Which way the use of various Teaching Resources Influence in the Students' Motivation for English Language Learning in Iero de Bachillerato General Unificado at Unidad Educativa "Riobamba" in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016"?

## **1.3. GUIDING QUESTIONS**

- What kinds of Teaching Resources are used For English Language Learning in Iero de Bachillerato General Unificado at Unidad Educativa "Riobamba" in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016?
- What effects do the Audiovisual Resources produce in motivation for English Language Learning in Iero de Bachillerato General Unificado at Unidad Educativa "Riobamba" in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016?
- What effects do the Technological Resources produce in motivation for English Language Learning in Iero de Bachillerato General Unificado at Unidad Educativa "Riobamba" in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016?

- What effects do the Conventional Resources produce in motivation for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016?

#### **1.4. OBJECTIVES**

##### **1.4.1. GENERAL**

To determine in which way the use of various Teaching Resources Influence in the Students Motivation for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016”

##### **1.4.2. SPECIFIC**

- To identify the effects that the Technological Resources produce in motivation for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016”.
- To determine the effects that the Audio Visual Resources produce in motivation for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016”.
- To identify the effects that the Conventional Resources produce in motivate for English Language Learning in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016”.

## **1.5. JUSTIFICATION**

For the English Language teaching-learning process, both the use of teaching resources and motivation are main factors that significantly allow students to acquire knowledge in this study area.

The importance of this research is laid on the teachers who will gain a clear understanding about how the students feel, how they perceive and how useful the teaching resources are for them. Based on this investigation, teachers can identify clearly the effects that the different teaching resources cause in student's motivation for language learning; which will be used as an insight for them to choose most appropriate ones to help learners to acquire the knowledge and practicing of language skills they need to be able to interact using the English language, and expressing what they want. The teaching resources should be used according to the student's needs and the advantages they produce in learning.

This project was feasible because I had easy access to School for the development of the research, the availability of time, economic resources and knowledge.

The main beneficiaries of this project are students of 1ro de Bachillerato General Unificado at Unidad Educativa "Riobamba", the teacher and the institution in which the acquisition of knowledge and the improvement of English language skills will emerge.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. INVESTIGATION ANTECEDENTS**

Reviewing information about research projects produced in the outside world, it can show that there are many similar investigations, thus: these researchers are founded at the Tecnológico de Monterrey, en la Escuela de Graduados en Educación and the theme is: TECHNOLOGICAL APPROPRIATION USING OPEN TEACHING RESOURCES IN THE PROCESS OF TEACHING ENGLISH.

It has found a similar research at the Universidad de Guayaquil, and the theme is: MOTIVATION AS A LEARNING STRATEGY IN THE DEVELOPMENT OF COMMUNICATION SKILLS OF STUDENTS OF I - II LEVEL OF ENGLISH OF CONVENCIÓN HEROES DEL CENIPA. ESPE, CITY OF QUITO IN 2012.

The research aim is the design of a Guide to Motivational Strategies, for researcher teacher, it exposes motivational strategies to arouse students' interest for English Learning as a second language.

Information was also found at the University Estatal de Bolivar, and the theme is: “INTRINSIC MOTIVATION AND ITS INFLUENCE ON ENGLISH LANGUAGE LEARNING, IN STUDENTS OF THE FOURTH CYCLE OF CAREER COMPUTER EDUCATION OF THE FACULTY OF SOCIAL EDUCATION, PHILOSOPHICAL AND HUMANISTIC IN THE UNIVERSIDAD ESTATAL DE BOLÍVAR, DURING THE PERIOD OCTOBER 2010 –MARZO 2011”

This research is aimed to know the Intrinsic Motivation Influence for English Language Learning.



Also, it is found another research with the theme: THE TEACHING RESOURCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE FOUR SKILLS IN ENGLISH LANGUAGE IN STUDENTS OF FIRST YEAR OF BACHELOR IN ACCOUNTING AND MATHEMATICAL PHYSICAL IN THE INSTITUTO SUPERIOR TECNOLÓGICO EXPERIMENTAL "LUIS A. MARTINEZ" CANTON AMBATO, SCHOOL YEAR 2009-2010".

This research is aimed to find strategies that encourage English Language Skills, these are: speaking, writing, listening and reading.

After reviewing the relevant literature to work research in the library of the Facultad de Ciencias de la Educación Humanas y Tecnologías, has found that there are similar investigations to that of this research work; and the theme is: THE USE OF TEACHING RESOURCES IN A MATEMÁTICAS INTERLEARNING AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT IN STUDENTS OF FIRST YEAR OF COLEGIO NACIONAL TÉCNICO"ALFREDO PEREZ GUERRERO" DEL CANTON GUANO CHIMBORAZO PROVINCE DURING THE SCHOOL YEAR 2010-2011.

This research is aimed to know: The use of Teaching Resources in a Mathematics Interlearning and its impact on the academic achievement.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1. TEACHING RESOURCES**

The teaching resources are means that facilitate the teaching-learning process through teaching approaches, which facilitate the establishment of effective communication between teacher and student.

Teaching Resources are also materials that teachers use as facilitators during the teaching-learning process to transmit the knowledge about specific content of study. They are also a set of elements which facilitate the realization of various tasks in a particular study area.

“Resources and materials of teaching are a set of elements, tools or strategies that teachers use to support, complement or help in their teaching.” (Lucea, J.1999a).

The Teaching Resources are those instruments or means used in education which are applied at different educational levels. The teaching resources are the link between knowledge and reality. The ideal would be learning takes place in a real life situation.

The teaching resources help students to achieve mastery of a specific content. Therefore, contact with knowledge, the acquisition of different skills, as well as the formation of attitudes and values. They are included in teaching strategies, and contribute to the acquisition of relevant information in a specialized area of study.

### **2.2.1.1. IMPORTANCE OF TEACHING RESOURCES**

The power of the teaching-learning atmosphere, influence and promote significantly the learning and teaching resources provide important chances for students to explore ideas, knowledge, solve problems, develop knowledge and skills.

The implementation of a curriculum requires the use of a variety of teaching resources that allow the student to learn through them.

“The importance of a teaching resource is to allow the development of productive skills such as speaking, writing, as of receptive skills: listening and reading comprehension.” (Pisonero, I. 2004, p.281).

It is necessary that teachers use a wide range of stimulating teaching resources to teach the concepts outlined in the curriculum to ensure that students are actively involved in their learning.

Through teaching resources students have the opportunity to explore, investigate, learn and practice. They provide ample opportunity for planning the students’ interactions and engagement.

The importance and usefulness of the teaching resources are explained in the following way:

- Teaching resources can support to student and teacher, they increase possibilities for students achieve their academic goals.
- To encourage students to acquire new knowledge.
- To encourage the students' interest.
- To facilitate the application of motivational strategies.
- To stimulate the imagination.
- They save time, in the teacher' explanations, the acquisition, understanding and development of knowledge.
- They stimulate the activities of the students, and their participation into the classroom.
- Teaching resources help students to understand the purpose of the task.
- To help the teacher to check whether the students have improved their understanding of a topic.
- Teaching resources enhance the participation of students.
- They promote the interest and motivation for the execution of the different academic tasks inside and outside the classroom.

Without teaching resources, the whole teaching-learning process could be boring, and there would not be information that backs up the topic that the teacher would be working on. Teaching Resources allow fulfilling the stages of the syllabus.

The basic purpose of a teacher is to transfer information and knowledge, from a book, a syllabus or themselves, to the student through the help of teaching resources.

Teaching Resources help teachers relate them with their students. Different teaching resources can also help to stimulate certain students. It can help to encourage the reading, writing, speaking and listening skills among weak and strong students. They can also help the reliability of a teacher to their student.

### 2.2.1.2. FUNCTIONS OF TEACHING RESOURCES

According to Lucea (1999b), the different materials and resources should primarily fulfill the following functions:

- **Motivating Function:** Teachers must capture the attention of students through attractive teaching resources with different shapes, colors, for students be motivated, they can also manipulate them, perform actions and show their feelings.
- **Structuring Function:** It is necessary to establish a relation between the reality and acquired knowledge.
- **Strictly didactic function:** It is essential that there is congruence between the teaching resources with content objectives and teaching purpose.
- **Facilitating role of learning:** Teaching-learning process would not be possible without the existence of certain teaching resources, considering them essential elements for education
- **Support for professor function:** It refers to the necessity that the teacher has to use teaching resources to facilitate the teaching process in aspects of knowledge diffusion, assessment, reinforcement and feedback.

The teaching resources help to guide teachers and students during the teaching-learning process for transmission of knowledge, for choosing them, it is important to keep in mind particular requirements, such as: curriculum, students' level and needs.

### 2.2.1.3. TEACHING RESOURCES CLASSIFICATION

Ogalde and Bardavid (1997) classified the teaching resources in the following way:

- **Resources Still Image:** Students need visual capacity to properly use these materials. For example: slide projector, photographs.
- **Graphic Resources:** People need visual capacity to properly use them. For example: acetate, posters, flip chart, pictures, etc.
- **Printed Resources:** Students need the visual capability to use these kinds of resources. For example: books.
- **Mixed Resources:** People need visual and hearing capacity to properly use them. For example: movies, videos.

- **Technological Resources:** Learners need visual and hearing capabilities to use them appropriately. For example: computers.

To Marchan (2001), there are some types of learning resources:

- **Curriculum materials:** They are implicitly immersed in the curriculum. They are useful for teachers and students in the teaching-learning process. They are considered curricular material: textbooks, worksheets, etc, which teachers and students use in schools for the development and implementation of the curriculum.
- **Material resources:** The aim is to facilitate the activities of teaching and learning. These resources are printed, audiovisual and computerized.
- **Printed materials:** They are: maps, dictionaries etc.
- **Audiovisual Resource:** Nowadays, it is very common to use short videos in the classroom. This type of material is very important for the development of auditory skills of the students, besides enriching their cultural knowledge about a country through the images seen. The teacher can choose from a variety of sources such as movies, music videos, short movies, documentaries and others. They are films, videos, slides, projectors.
- **Auditory Resource:** In this segment include all those tools that mainly develop listening skills of the student. In teaching manuals usually include dialogues and recordings to be heard in class; besides the opportunities that students have, for example: listen to radio programs through internet. Students need hearing capacity to properly use auditory resources. For example: tape recorder.
- **The playful element:** The games vary from traditional to modern technology. The teacher can use puzzles or crosswords, games in digital format. The games are an effective tool to support the teaching-learning process, because they provide variety, and enhance motivation.
- **Computer resources:** Some computer materials are: word processors, spreadsheets and software. Application programs the type of word processor, spreadsheet, database, drawing, editing, etc.

#### **2.2.1.4. GENERAL CLASSIFICATION OF TEACHING RESOURCES**

Rodríguez, M., Soto, J., and Garcia, M. (2014a), point out that the teaching resources have evolved over time and today are present with greater relevance in education. The need for students to experience and significant knowledge, enhance thinking skills and encourage the expression of ideas, attitudes and feelings; are some of the reasons that have led to incorporate these media in teaching learning process.

Scientific and technological advances have led to a new company, equally evolved various means of education, which have been designed to offer new and better resources that can be used by teachers and students towards active participation, student motivation, retention of information, concentration and self-learning.

It has considered the visual media, visual and auditory as generators of knowledge and support for the transmission of numerous reports, which have assumed a role of support and motivational adjuvants for the treatment of the contents of the curriculum framework.

#### **2.2.2. CONVENTIONAL TEACHING RESOURCES**

Conventional Teaching Resources are most commonly used along the time in education.

According to (Fry, H., Ketteridge, S., and Marshall, S. 2009) the conventional resources are classified into various categories, including:

##### **2.2.2.1. TYPES OF CONVENTIONAL TEACHING RESOURCES**

- **Print Resources:** Books, photocopies, documents, dictionaries, worksheets, etc.

This resource type allows, first, the development of reading skills in students; but is not limited to it, because, reading reinforces also written skill.

There are some categories in terms of shape and in content. As regards the format is based on physical characteristics of the resource, so there may be mentioned: teaching manuals, literary works (novels, short stories, poems, etc.), dictionaries, newspapers, magazines, sleeves or comics, and song books. Also, the use of proverbs and popular sayings, as well as jokes.

- **Teaching Boards:** Blackboard (classical, white, magnetic, electronic, and digital).
- **Manipulative Resources:** Cutouts, cardboards, logical blocks, strips, puzzles, dominoes.

- **Games:** Desktop, adapted toys, learning games, etc. The play resources offer many educational opportunities for their great motivator character, so teachers should draw on them in the schools and high schools, as they are usually quite easy to get and allow teachers to teach in an effective way. For example: puzzles, crosswords, etc. Also, these resources are more playful, attractive and motivating for students, if they are complemented with another teaching resource

### **2.2.3. AUDIOVISUAL TEACHING RESOURCES**

Audio-visual resources help the teacher to overcome physical difficulties of presenting a topic. (Gopal, V. 2010). They allow establishing a communication between teachers and students to transmission and acquisition of knowledge. Audiovisual resources facilitate the acquisition, the retention and the recall of lessons learned, because, they evoke the maximum response of the students to the situations in which learning is done.

The culture of different countries can be brought into the classroom with the slides, films, filmstrips and projectors. “Audiovisual resources are rich opportunities for students to develop speaking skill while actively engaged in solving meaningful problems”. (Natoli, C. 2011).

Audiovisual resources can significantly enrich the classroom giving opportunities to interchange of information. They in the classroom can enhance teaching methods and improve students’ comprehension. Audiovisual resources allow facilitating experiences with the visualization of concepts and to practice the acquired knowledge.

These kind of resources offer many choices to teacher and students. The audiovisual resource is perceived by the sense of vision as much as the sense of hearing.

The teaching resources are: The television, videos, radio, audiovisual productions, CD’s, MP3 players.

Television, film and video are powerful tools for learning in the educational context

TV shows, movies and appropriate videos are useful for learning, as well as retention and comprehension of knowledge, which is given from the language with the movement of images and attractive messages that awaken students' interest. They motivate the activity of knowledge, develop creativity, stimulate the imagination, and accelerate the pace of the class. The use of TV, film and video in the classroom offer a number of advantages to the teachers to fulfill their educational teaching process.

### **2.2.3.1. ADVANTAGES OF USING AUDIOVISUAL TEACHING RESOURCES**

- To present future situations.
- To integrate images, motion, color and sound to different situations.
- To maintain the students' attention.
- Teachers and students can perform analysis and comparisons with their own experiences.
- To allow interactivity and participation in the classroom.
- To integrate other teaching resources.
- To transfer information through explanation, clarification or reinforcement of contents that will be taught.
- To show events and situations.

Other advantages of using audiovisual resources are:

- To make learning process more effective and conceptual.
- To grab the attention of students
- To build interest and motivation teaching students learning process.
- To enhance the energy level of teaching and students. (Farooq, U.2014a)

### **2.2.3.2. TYPES OF AUDIOVISUAL TEACHING RESOURCES**

According to (Farooq, U. 2014b), they can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact.

Keeping this in view, it can be classified in to three main groups:



- **Audio Aids:** Radio, Tape-recorder, Audio cassette player. Language laboratory.
- **Visual Aids:** Pictures, Slide projector, transparency, flashcards, print materials etc.
- **Audiovisual Aids:** TV, videos.

### **2.2.3.3. OTHER KINDS OF AUDIOVISUAL TEACHING RESOURCES**

- **Textual or Print. Resources**

Nowadays is easy to find many printed resources that transmit information through written language they are: pictures, flashcards, catalogs, newspapers, magazines, historical documents, teaching guides, maps, posters, murals, etc.

- **Hearing Resources**

These resources employ sound as mode of information. The use of them in the classroom has led to the creation of language laboratories, which have helped to develop listening skills for learning foreign languages. The use of them to stimulate the imagination of students with recorded music or stories. This group includes all the resources that involve sound, some are: magnetic tape, cd`s, radio, mp3, tape recorder etc.

- **The teaching resources that use sound in natural ways**

It refers to all those sounds that are captured from the experience or interactions with the environment, some examples are: the sound of the birds, musical instruments, and sound of heart or breathing sounds.

- **The teaching resources that involve images and sounds**

The students are using a verbal procedure to create images, when a place is described or a story is told. Sound performances facilitate the processes of create situations, because the learners have to create the image, using their own experiences. They include: the TV.

## 2.2.4. TECHNOLOGICAL TEACHING RESOURCES

For (Wallace, P. 2011) in today's world, technology is ubiquitous. New opportunities and ways to integrate technology into the learning process are being created every day. Bringing technology into the classroom serves not only a tool, but also a resource for accessing information that further enables learning. In an age where the ways to integrate technology into the classroom are endless and daunting, New Horizons for Learning aims to evaluate technological methods and devices in an effort to provide educators with efficient resources.

Technological Teaching Resources can facilitate the communication between teachers, advisors, administrators, students, and parents or caregivers.

### 2.2.4.1. TYPES OF TECHNOLOGICAL TEACHING RESOURCES

According to (Ilomäki, L. 2008) Technological Teaching Resources are divided in:

- **Educational software:** Video games, learning activities, multimedia presentations, encyclopedias, interactive animations and simulations.
- **Telematics Services:** Web pages, weblogs, virtual tours, e-mail, chats, forums, lesson plans and courses on-line, cellular telephony. Internet and interactive videos. The use of computer technological resources such as: Internet and E-mail generate an educational environment that contemplates "a form of participation" by teachers in the teaching-learning process, which will consolidate the basis of teaching.
- **Information:** The news imparted by the teacher such as: email, can be an interactive input from contact with the students which can lead to suggestions, opinions and points of view.
- **Training:** The context of the Internet provides students with the necessary tools and elements for research which improve comprehension.
- **Communication-Integration:** Teachers and students interchange information through email and internet.

## **ELECTRONIC TEACHING RESOURCES**

- **Computer:** It can be used as the center of a system of instruction, it combines different means. For example, when a student reads messages on the screen, and then teachers receive similar instructions; if students see graphics or images, they can communicate their ideas about what they are watching.
- **Internet, email:** The internet is a resource to subject local notes and access a web page online. It contribute as academic collaborative tool for project websites, educational software (interactive games, exercises), tools to develop skills and / or specific curriculum areas.

### **2.2.5. CRITERIA FOR SELECTION AND DEVELOPMENT OF TEACHING RESOURCES**

The selection of teaching resources is an integral part of curriculum; it comes into contact with a varied selection of conventional, visual and technological resources in daily lives of students. Teachers also have the responsibility to choose the most suitable teaching resources which students will use to the achievement of learning outcomes. It is necessary to select the teaching resources, which are considered most appropriate and suitable for the particular learning activity.

According to (Rodríguez, M., Soto, J., Garcia, M., 2014b) some criteria to consider are:

- **Objectives:** The selection of teaching resources and teaching strategies should be determined in function from students; it depends on what teacher pretends to transmit. To help the students to practice and learn new content, perform an activity, etc. An essential objective in all educational levels is: to motivate students and teachers to examine their attitudes and behavior to comprehend their responsibilities, rights and privileges as citizens in the society.
- **Content:** To be communicative, it depend on the nature of the contents, they are more feasible to be transmitted by some other means. For example, if it is only present

information to students in a specific topic, teachers can use a video; if teacher otherwise needs to explain something complex, such as the operation of an apparatus or machinery, he/she can apply a discussion on transparencies, photographs, etc. Thus, the content must has sequence. It must be directly related to high school curriculum program which is based on standards.

- **Resources:** It is important to use appropriate teaching resources for the age of students, their emotional, intellectual, social and cultural development, as well as variety and adequacy of them, according to the needs, level and interest of learners. To adapt different teaching resources to generate learning process, through autonomous learning, discovery and construction of knowledge. To choose resources those enable teaching and learning of language skills, and help to transmission, acquisition and construction of knowledge. Some teaching resources such as: computers, videos, flashcards, etc.
- **Characteristics and needs of students:** The socio-cultural level, age, level of knowledge, etc. Helping students to gain awareness of their multicultural society and the importance of respectful relations with others, for example: people from diverse cultural and linguistic groups, people with disabilities and minority groups.

#### **2.2.6. TEACHING RESOURCES FOR ENGLISH LANGUAGE LEARNING**

According to (Madrid, D. 2001, p. 215) there are various types of teaching resources and they play an important role in certain situations. The most used are:

- The blackboard.
- The whiteboard.
- Transparencies, digital projector.
- Textbooks, books, notebooks, dictionaries, worksheets, puzzles.
- The language lab, computer and media room: recordings, films, radio, TV, videos, MP3 players, computer programs, internet, blogs, wikis, social networking, educational applications etc.
- Magazines and newspaper articles, "abstracts", news, reports, advertisements.

- The "flashcard" and mobile labels.
- Organization charts, posters, murals, films, etc.
- Photos, postcards, pictures

Some of them are visual or auditory, others integrate images and sounds. There are resources that require passive attitude, but others are interactive and require greater activity and participation. And finally, some teaching resources maintain the student in contact with reality when they travel another country or interact with English native speakers

#### **2.2.6.1. TEACHING RESOURCES AND STUDENTS MOTIVATION**

Teaching resources help to provide students' knowledge and motivation. They help learners to learn English Language. However their effectiveness will depend on the way the teacher guides their use and the students feel motivated. Thus, the teacher should use various teaching resources into classroom for students do not get bored.

For example if the teacher uses a textbook with the student, he/she can develop activities related to themes of study, according to the cultural context, using striking illustrations, flachcards, pictures, etc and audio recordings, that are of interest of the student, this will allow the student to concentrate and motivate in class.

To develop exercises is very important in the teaching-learning process, as they are related to objects, dating or actual descriptions that clarify the ideas and concepts that attempt to explain and facilitate the transmission of learning; some students assimilate the ideas, if they are done through examples or practical demonstrations. The selection of these examples must be very careful, so that they are interesting and stimulating the imagination. They must be related to the context of teaching, and the real-life of student. The teacher can include references to events or things, analogies between what is known and studied, anecdotes that illustrate the ideas, stories of human interest, images, drawings, graphics, tables, audiovisual materials, real objects, etc.

Also, motivational reinforcements should intersperse throughout the class, in order to maintain the students' interest, especially in the most difficult learning content for students. It is also encouraging to formulate questions with easy answers, to develop some activity or exercise that allows the student to practice the language skills.

### **2.2.7. AUDIOVISUAL TEACHING RESOURCES FOR STUDENTS MOTIVATION**

(Al Mamun, 2014, p.13-14) states:

The use of audiovisual resources made the class interactive and dynamic. It brought variation in the class. These also helped the teachers to draw the attention of the students. Teacher could clarify the subjects to the students clearly and easily with the help of the audio-visual aids. It made the class alive and participatory. Moreover, it lessened the pressure of the teachers. Teacher could easily convey the message to the students by using different audio-visual aids which would otherwise be difficult. Besides, different audio-materials helped the teacher to check the listening skills of the students which could also be difficult in additional ways. Thus, the use of audio-visual aids helped the language teachers in teaching language skills. Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly.

Use of audiovisual resources in teaching different language skills is becoming popular nowadays among teachers and students. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life.

(Çakir, D. 2006, p.67).

Visual Resources can contribute to students' learning experiences. They contain illustrations with vivid colors and details allow students' imaginations to travel to other times and places (Diamond, B and Moore, M. 1995). Illustrations also can provide cultural information, meaningful experiences, and promote dynamic exchanges among diverse students, because each student shares his or her interpretation of the story.

For (Voltz, D. Sims, M and Nelson, B. 2010a): visual teaching resources motivate the readers when:

- Providing indicators in the story line to help them anticipate and predict the content of the text.
- Improving their comprehension with visual information that can be more accurately interpreted than language-based information.
- Supporting their ability to recall and retell the story. Many students remember illustrated information for greater lengths of time than text-based information.
- Graphic novels are another print resource to use with struggling readers. These novels are similar to comic books, but they have longer and more complex stories. Graphic novels provide the same benefits as illustrated books and are available in electronic formats.

### **2.2.7.1. AUDITORY TEACHING RESOURCES FOR STUDENTS' MOTIVATION**

Auditory Teaching Resources use sounds to transmit information. The auditory students learn better when they receive the information orally. These teaching resources help the student to develop the listening skill. Some auditory resources are: tape recorders, cassette, compact disk of audio, CD's.

According to (Voltz, D. Sims, M and Nelson, B. 2010b):

Auditory materials come in an increasing number of formats and can be classified in multiple ways. MP3 players are very popular, pocket-sized devices that play music and other types of audio recordings. Students can use them to play podcasts such as archived recordings from their classes or information transferred from other sites. MP3 players provide flexible access and give students the ability to repeat recordings to clarify and add information. Many electronic books are available as downloads in MP3 formats to extend learning opportunities..

### **2.2.7.2. TYPES OF AUDIOVISUAL TEACHING RESOURCES FOR ENGLISH LANGUAGE LEARNING**

Classroom learning is enhanced through the use of visual resources. Visuals promote a student's ability to organize and process information (McKendrick and Bowden, 1999)".

"Visual Resources can also be utilized to challenge students to think on levels that require higher order thinking skills". (Smith and Blankinship, 2000).

#### **➤ VIDEOS**

According to Çakir (2006b), the use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and reflect about a topic. Besides, learners can concentrate on the use of language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use. (p. 67).

They might motivate students in the context of short video presentations, such as:

- Creating an atmosphere and setting the scene for a task.
- Providing a stimulus for students to help them empathize with others as well as develop their understanding of the subject.
- To introduce a new topic.
- For the creation of quizzes.
- To explain and demonstrate a concept.
- Celebrating achievement, recording experiences such as fieldtrips etc.
- To widen the experience for students and present things in other ways.

#### **➤ CASSETTE PLAYER, VIDEO, RECORDERS**

Generally high schools are equipped with various audio-visual resources such as cassette player, recorders, videos, and many others, teachers should use these resources to teach. Indeed, they should include the appropriate resource to use while they planning their lessons. For instance, teacher should include a cassette player in a lesson based on listening, Whereas,



teachers can use an overhead projector in presenting writing drafts for classroom correction or to read. (“Ways of motivating EFL/ESL Students in the classroom,” 2004a)

### **2.2.8. THE USE OF ICT FOR LEARNING**

Today teacher can not speak of education in the XXI century without placed to the information and communication technology (ICT) and the possibilities offered by the media, with the support of a computer and virtual training environments.

New learning environments that are not likely to replace the traditional classroom, but they come to complement and diversify educational offer. Nowadays advances in the field of telecommunications are opening new perspectives to the concepts of space.

Since the conventional classroom teaching could also describe a process of convergent evolution, since ICT and especially the networks are used as means of teaching. Therefore, it is necessary to reflect on the elements and the relationships established and that come into play in these new forms of teaching and learning. (Marques, G. 2000).

#### **2.2.8.1. POSITIVE ASPECTS OF ICT FOR ENGLISH LANGUAGE LEARNING**

- Students can interact with other classmates and teachers, without being situated in the same place.
- Improving the development of language skills, and the imagination.
- To access to multiple educational teaching resources and learning environments, learning in less time and with the possibility of self-assessment.
- Flexibility in studies, to extend education students that can not access to conventional classrooms. (Rodriguez, E and Siverio, F. 2002).

According to (Blackmore, J., Hardcastle, L., Bamble, E., and Owens, J. 2003) some positive aspects of ICT are:

- Motivate and Stimulate learners.
- To solve some problems of students’ motivation for academic work and competence with literacy.
- To encourage problem solving, analytical and creative thinking.

- To improve students' understandings, assimilation and creation of new knowledge;
- To provide new modes of communication to network locally and globally.
- To provide access to data bases, websites and discussions that were previously unavailable.
- To assist in the development of independent learning and research skills.
- To reduce failure for at risk students.

For (Ciroma,Z.2014), some advantages of ICT for teaching-learning process are:

- Trough ICT, images can easily be used in teaching and improving the retentive of memory of students.
- Trough ICT, teachers can easily explain complex instructions and ensure student's comprehension.
- Trough ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve students' attendance and concentration.

#### **2.2.8.2. TECHNOLOGICAL TEACHING RESOURCES FOR STUDENTS' MOTIVATION**

According to (Reiners, Renner and Schreiber, 2005a. p, 3): Technology improves motivation, engagement and interest, when students use multimedia programs and software designed to develop skills and knowledge. Using different kind of technologies brings content to real life and stimulates learning. Thus, "Multimedia presentations help increase interest, attention and inquisitiveness".

If a teacher encourages the students' attention, they will get learning and motivation, which will lead to better performance in academic scores. Educational software can positively impact student motivation, engagement and interest.

According to Maushak (2001), cited by (Reiners, Renner and Schreiber, 2005b. p,4) educational software can provide highly interactive technology that keeps students engaged with nonstop actions, realistic sounds and vivid colors while providing educational instruction. Educational software captures and holds the students' interest, it can engage students to think and learn.

Motivation, engagement and interest improve when students have easy access to mobile and/or computer technologies in and out of the classroom. Using portable computing devices such as laptop and handheld computers enables mobile learning that allows learning to extend beyond the traditional classroom. Within the classroom, laptops and handhelds give learners increased flexibility and new opportunities for interaction that leads to increased engagement in student learning. (Reiners, Renner and Schreiber, 2005c.p,4).

“When students have access to laptops, they feel more successful and motivated to learn.” (Lewis, 2004). A teacher that uses technology to motivate students is more potent and productive than a teacher that is conditioned to the use of a single teaching resource.

According to (Irvin, Meltzer and Dukes, 2007) the use of technological teaching resources is often highly motivating to adolescents in terms of getting them to read and write more carefully and with more effort. The ability to revise on the computer, add effects (color, graphics, sound) to presentations, and code or mark text using word processing features such as highlighting, this motivates students, especially when this capability is combined with an authentic purpose to read and write. Some students are much more likely to persevere with skill development if it is presented through a computer program or to complete an inquiry assignment.

PowerPoint presentation contains striking options for students; it motivates students when the study topics are presented through it. The technology is a useful tool that helps to communicate the teachers' knowledge to their students.

Technology can be utilized to create a motivating classroom environment where students are engaged in learning.

### **2.2.8.3. TYPES OF TECHNOLOGICAL TEACHING RESOURCES**

- **ELECTRONIC BLACKBOARD**

Beeland, W. (2002c) describes the whiteboard in the following way: The whiteboard can be used to deliver instruction in a variety of ways that may be categorized based on three modalities of learning. The first modality is visual learning. Visual learning through the use of a whiteboard can range from the use of text and pictures to the use of animation and video. Auditory learning is the second modality. Activities that involve auditory learning include the use of words orally for pronunciation, speeches, and poems. The use of auditory learning might also include listening to sounds or music. The third modality of learning is tactile. Allowing students to physically interact with the board can assist with meeting the needs of tactile learners. Numerous software programs can be used that involve user to stay in contact with the whiteboard. The extent to which each of these three modalities are incorporated into a lesson may determine the extent to which students are engaged in the learning process and, thus, are motivated to learn.

Of the many forms of technology now available for use by teachers with their students in the classroom, interactive whiteboards may provide a significant potential for meeting the needs of students with diverse learning styles and for engaging students during the learning process. Whiteboards allow teachers and students to interact with technology in a manner that was not previously possible. The touch-sensitive board allows users to interact directly with applications without having to be physically at the computer which is projecting the image onto the board. Elements of text, graphics, sound, animation, and video help teachers to create lessons that interest and engage students during the learning process. This also encourages the students' participation into the learning environment. Whiteboards also have an asynchronous function, allowing captured material to be shared on paper or electronically at a later time. Student engagement is critical to student motivation during the learning process. The more students are motivated to learn, the more likely it is that they will be successful in their efforts. Numerous factors influence in the student's motivation including, teacher skills and effective use of Teaching resources.

Singh, S. (2011a) specifies some definitions about some technological teaching resources:

It is also known as smart boards are the latest tools in the methods of modern teaching. These need a computer, an overhead projector and preloaded educational software.

- **COMPUTER**

Computers have become of the most important learning resources of the modern times. Today's education is considered incomplete without computers. This is the basic machine on which all other electronic media of learning depend. These can be bought in various forms like desktops, lap tops, notebooks and simply e-readers. Computers are used to play the computer based educational games which can now be played also through television screens.

The computers have been playing an important tool for teaching from the last few years of the 20th century and since then it has brought about a revolution in the methods of teaching which our future teachers will be using. They make use of multimedia program which include attractive colors, clear graphics, wonderful sounds, the fascinating animations and enjoyable videos discharging to the students the various elements of their subjects of study.

- **EDUCATIONAL APPS**

Videos, portable technologies and interactive activities to motivate and providing students with a nearly endless supply of information and resources.

**Use of the educational technologies including:**

- Online lesson plans.
- Educational apps.
- Interactive games.
- Online video and graphics.
- Accessing books and articles via tablets and e-readers. (“5 Positive Effects Technology Has on Teaching & Learning,” 2015).

According to (Voltz, D. Sims, M, and Nelson, B. 2010c), some technological resources are:

- **Web 2.0 Tools**

It refers to a group of Internet applications that promote the use, contribution and creation of information. Blogs, wikis, podcasting, and social networking are the most popular tools.

- **Blogs**

Students can use blogs for discussions with friends or other groups of people. Students can share, self-evaluate, and participate in group evaluations and feedback sessions. Students can also include art and photography on their blogs.

- **Wikis**

Wikis are Internet-based collections of information, for example: Wikipedia. Teachers can use wikis for adding information to research topics, posting outstanding student work, or reporting news to parents.

- **Podcasting**

Podcasts are practical audio recordings of activities or presentations that students can listen in MP3 players. Students can use podcasts to access new information, record their own presentations, and review content that is presented in this format.

- **Social Networking**

Social networking sites such as MySpace and Facebook provide great opportunities for students to link and communicate with students from all over the world. For diverse students, these sites can promote and improve their writing abilities. As always, teachers need to monitor students' participation for Internet safety issues. (O'keeffe, G., and Pearson, K. 2011).

#### **2.2.8.4. ADVANTAGES OF USING TECHNOLOGICAL TEACHING RESOURCES**

According to Moeller, B and Reitzes, T. (2011b), the most important benefit of using Technological Teaching Resources is:

- **Help diagnose and address individual needs**

Technology can equip teachers to assess an individual student's strengths and needs. Two main approaches to technology-supported assessment exist. One is a mastery learning approach tied to accountability systems. This enables teachers to benchmark students as they progress through a standards-based curriculum. The other assesses understanding which produces a picture of student thinking. Both approaches help establish a clear baseline from which teachers can then serve as coaches and focus on mastery of skills and knowledge, and align with current research on how people learn. Equip students with skills essential for work and life in a 21st century global society. Using technology for purposes, such as writing, research and analysis—rather than simply drills and, and align with current research on how people learn. Steering students to the right mix of resources and projects that meet curricular requirements. Equip students with skills essential for work and life in a 21st century global society. Using technology for purposes, such as writing, research and analysis—rather than simply drills and practice— can enhance student competencies that surpass the knowledge and skills typically measured in achievement tests. These competencies include problem solving, creativity, collaboration, data management and communication. Many employers find these skills lacking among today's college graduates. Technology enables many innovative practices. For example, to aid classroom learning, schools.

To provide an active experience for students. Technology can equip students to independently organize their learning process. So, instead of being passive recipients of information, students using technology become active users. At the same time, technology transfers some responsibility for learning to students. Through online learning (which provides increased access to course content, more scheduling flexibility, and better access to alternative education choices) and alternative media (such as digital games and project-based learning), students have the flexibility to direct their individual progress. Some models are already in place

clearly, student-centered learning places new Technology can equip students to independently organize their learning process. So, instead of being passive recipients of information, students using technology become active users.

### **2.2.9. CONVENTIONAL RESOURCES FOR STUDENTS MOTIVATION**

The usual conventional teaching resources are blackboards, whiteboards, books, notebooks, photocopies, brochure, dictionaries, cardboards, worksheets, puzzles, quizzes, storytelling, dictionaries, and encyclopedias.

Singh, S (2011c), states definitions of some conventional teaching resources:

- **THE BLACKBOARD**

Blackboard is one of the very old and most used teaching aids in the schools along with the text books. The blackboard has been the most handy and useful tool of a teacher in the classroom. The teacher has to take a white chalk to describe the things on the blackboard or for writing the notes of lesson on it for the children to copy them.

It is usually the resource most used and teachers and students would feel helpless if there was no a blackboard in class. It is a useful tool for teaching-learning process. The students can see all on the board.

It helps to maintain an agile rhythm during class. It's easy to add, delete and change the information.

It lends itself to the use not only of the written word, but also diagrams, charts and drawings.

The students can use the board and actively taking part in the class.

- **BOOKS**

The prescribed books of studies for particular classes in a school have been other useful tool for the teacher for centuries whereby a teacher uses book to read and explain to the students everything contained in the book lessons. The teacher asks the students to mark or underline important ideas appearing in the lessons and the difficult words or the concepts which the students may have problems to comprehend them easily. It is a good idea, while students are



using the book, the teacher moves away from the subject to tell the students anecdotes, stories or personal experiences concerned with the topic in the book that is being taught to the students.

- **FLASHCARDS AND PICTURES**

Eslahcar, M. (2012) stated that:

Flashcards are used as a learning drill to improve memorization by way of spaced repetition. Flashcards are useful for labeling letters, syllables, words, and other information. They are regularly used in a classroom, but can also be used informally outside the classroom. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides. Flashcards allow learning vocabulary, historical dates, formulas or any subject matter that can be learned through questions and answers.

Budden, J. (2004a) states:

Flashcards and pictures can be bright and colorful and produce a real impact and motivation on visual learners. Flashcards are a really handy resource to use, due to they can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary. When students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. For example:

The teacher demonstrates several ways of how to memorize vocabulary and simple phrasal structures (colors, body parts, fruit and vegetable). The teacher can choose a picture of an animated character that is of interest of the students (according to their age) to teach the parts of the human body. This will make students feel motivated from the beginning to the end of the task.

Flashcards are considered as important tools for motivate students in the teaching-learning process, especially in a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc. Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items.

- **POSTERS**

They usually illustrate scenes taken from textbooks. They are very helpful in presenting new units; to create expectation of a topic, for example: the city, the sea, sports, etc.

Posters can be used as introductory material or during the practice of speaking, writing, reading and listening skills. They allow the presentation of vocabulary into a context, help to interrelate themes, structures, and vocabulary, permit the student to stay focused because these resources facilitate understanding, and learning through the issues that are interesting for students.

- **CROSSWORD PUZZLES, QUIZZES AND STORYTELLING**

Crossword puzzles and other quizzes held in the school from time to time also serve as a sort of teaching resources. Learning games which the students play in the classrooms are also one of the teaching resources. Children may be asked to write stories from the pictures shown to them. They may also be given incomplete stories to complete.

- **DICTIONARIES, ENCYCLOPEDIAS**

Dictionaries, encyclopedias and always come to the help of the teachers and the students when they want to find out the meaning of any word or an idea. Books containing facts of knowledge and important data books help the teachers and students to find them easily in these books.

### **2.3. MOTIVATION**

Motivation is a central topic in any pedagogical theory since it is not possible to think of learning without motivation. In fact students' learning potential increases when they invest more and make a greater effort when they are well motivated. (Torres, M. 2010a. p, 124).

It is a systematic process that permits a person achieves a goal through the satisfaction.

However, the motivation can not be achieved without a motivating proper behavior. Motivation is a circumstance that makes person to behave in a certain way given him/her the opportunity to take the control on the development of an activity.

The motivation is the desire to achieve goals, conditioned by the need to satisfy some individual need.

The motivation is the result of the contact between the people and the environment around them. For a person is motivated, it is necessary an interaction between the person and a particular situation, when the consequences of this process are negative the person feels unmotivated. Motivation is the force that moves people to do activities. It is the process of encouraging people in an action that will satisfy their needs and the accomplishment of a goal.

In education, motivation can be applied to promote students' participation in class, encourage motivation to learn and develop talents, support the desire to stay in school, and encourage teachers to motivate their students into the classroom.

### **2.3.1. TYPES OF MOTIVATION**

#### **2.3.1.1. INTRINSIC MOTIVATION**

Intrinsic Motivation comes from internal sources that are from within the learners themselves which push them to engage in a learning activity. It comes from inside the learners because they want to pass the class/course. (Torres, M. 2010b. p, 125).

It arises spontaneously from the psychological needs and the innate growth efforts. When students have an intrinsic motivation, act in their own interest.

Students experiment intrinsic motivation because they have psychological needs within themselves. These psychological needs are influenced when they receive support and are cultivated by the environment and other people such as: teachers, classmates and students with whom they have relationship.

Intrinsic motivation comes from the experience of being autonomous, competent. There is something in the activity that allows the people to feel free (autonomy), efficient (competence) or nearby in emotional terms (affinity).

### **2.3.1.2. EXTRINSIC MOTIVATION**

Extrinsic motivation draws from external sources, it means that it comes from outside the learner. Extrinsic motivation arises when the person is moved for external forces like doing activities where they are personally engaged. (Torres, M. 2010c. p, 125).

Extrinsic motivation comes from rewards and consequences in the environment, such as food, money, praise, attention, stickers, gold stars, privileges, chips, approval, scholarships, sweets, trophies, bonus points, certificates, awards, smiles, public recognition a pat on the back, awards and various incentive schemes.

When students act for a high academic level, winning a trophy, impress the classmates or end before a deadline, the behavior has an extrinsic motivation.

In this particular study, we are referring to extrinsic motivation that is caused by the teaching resources.

### **2.3.2. MOTIVATION AND STUDENT OUTCOMES**

According to Bernard, J. (2010), the motivation and students' outcomes are related in the following way: Studies of various groups in a variety of study areas support the idea that students intrinsically motivated to perform better in the classroom. Evidence suggests that these students, as well as students who receive autonomy-support from teachers to enrich their intrinsic motivation, perceive themselves to be more competent and have more interest. Autonomy-support refers to instructors who understand and empathize with students' perspectives and allow students to make choices and initiate activities. Also, those students with high perceived competence receive better grades in some subjects. Those who are more intrinsically motivated are more involved and persistent, participate more, and are curious about school activities, but more students extrinsically motivated report feeling of angry, anxious, and bored at school and therefore tend to avoid school tasks. Motivation quality has also been linked to high school retention rates, with extrinsic motivation and a lack of autonomy-support from teachers and authorities. Motivation has been linked to higher grades and success in school and intrinsic motivation and autonomy-support to perseverance, test

performance, and deeper processing of contents. Specific goal contents can be intrinsically or extrinsically directed. On the other hand, controlled behavior has been associated with negative consequences of learners and extrinsic goal framing was found to undermine conceptual learning. Intrinsic motivation is generally considered superior in terms of interest-enhancement and learner outcomes, though. An extrinsic goal can contribute to motivation in the classroom.

### **2.3.3. FACTORS AFFECTING MOTIVATION**

Fabien, J. (2015), states some factors that influence in the students' motivation for learning:

- **Home Environment**

A student who comes from a home environment which is caring, comfortable and supportive brings to the classroom, motivation arising from his conducive home environment. On the other side of the coin, an unfavorable home environment produces a pupil who arrives at school perhaps hungry, angry, resentful, bitter, depressed, lethargic or just simply stressed out. Such a student would require really strong school motivation to prod him out of his malaise and cause him to perform.

- **Classroom Environment**

A positive school environment will reinforce the student's motivation and cause him to achieve at even higher levels or it will create motivation where there was none from the home.

- **The School System**

The school system itself can influence students either to excel or to rebel. A school system which is extremely regimented can impact negatively on students. The converse is true; one which is too lax will eventually have discipline problems and lose reputation. Nobody wants to be associated with a school whose reputation is poor, thus students who attend such schools feel that nothing good is expected of them and so they are not motivated to do well.

- **Role of teacher and student**

This relationship-role between teacher and students is open and cooperative, where the teacher guides the students in the teaching-learning process and provides them information to learn according to their capabilities. The teacher facilitates knowledge and students act according to their own abilities.

The importance of the teacher as active mediator of socialization, capable to stimulate the students' motivation to learn. It explains that one reason is that students have not been helped to motivate and engage in their own learning, or to be self-sufficient. Possibly, the students do not devote their effort to learn a foreign language, if they have the need and desire to learn. However, when the students are motivated and interested, they can do all academic activities autonomously. On the other hand, teachers must certainly admit that "in the school teachers value more effort than students' skills. Thus, while a student hopes to be recognized for her/his ability, in the classroom are recognized their efforts. The ability as self-motivation is often ignored.

- **Learning style**

For example, an analytical student who feels that he/she cannot explain every single point to analyze a given topic, suffer a drop in motivation, feels often discounted, or has some fears to ask questions.

Similarly, a student with interpersonal characteristics will be very motivated and enjoy working with others, while student with intrapersonal characteristics prefer to work alone, because he or she can feel invaded his/her personal space to work in teams, which can negatively affect the performance. (Gedera, D., Williams, J., and Wright, N.2015).

### **2.3.4. STUDENTS MOTIVATION FOR ENGLISH LANGUAGE LEARNING**

Karaoglu, S. (2008a), points out the significant role that motivation plays in learning and provides suggestions for how to keep language learners motivated in the classroom.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be

called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations.

Many of the desirable characteristics of motivation make students to describe them as directing their own learning. It is referred to learners who are responsible and aware of their learning goals. Those students evaluate themselves and they are aware of their achieved learning, besides having a reasonable idea of their level of competence.

Students take an active role in their learning and take every opportunity that they have to understand, practice and learn. Therefore, the motivation implies obligation in the teaching-learning process.

### **2.3.5. STRATEGIES TO MOTIVATE STUDENTS FOR ENGLISH LANGUAGE LEARNING**

The first step to understand the motivational strategies is to recognize the importance of motivation for learning.

- **Pair work or Group work**

One of the successful ways to motivate students to participate in the lesson is to use “pair work” or “Group work” correctly. Language is learned through the collaboration and communication among students. This type of collaboration results in benefits for all learners. In fact, learners can help each other while they are working on different types of tasks such as writing dialogues, interviews, drawing pictures, dramatizing, etc.

Researches have shown that learners have differences in mastering skills. While one student is good in writing, another can be good in expressing ideas orally; other student can be good at role play and imitation. All of these features can be discovered when students work in groups.

- **The seating of the students**

The way the students are seated in the classroom will often determine the success of the lesson. A simple change in seating can make a huge difference to student’s satisfaction, there are cases where seating has been a vital element in the success or failure of the lesson.

Teachers have different preferences for seating arrangements groups seated round small tables is one choice. This is the best option for the larger classes but for small classes and with adult or teenager students, the horseshoe shape is the best option, students in a semicircle on chairs, or students seated around three sides of a large table.

- **To maximize eye contact.**

Both teachers to student and student to student. If a person who is speaking does not have eye contact with the others, the attention will break.



- **Make sure students are seated at a comfortable distance from each other.**

Teachers do not have one student sitting alone or outside the groups. Besides, try to leave an enough space between students, because large distances between the students will lead to a “uncomfortable” atmosphere, and less active students participation in the class.

- **Think in advance about how teacher will organize the class (change of classmates or groups of work)**

This process must be firmly controlled, otherwise there will be a chaos, if students do not understand the rules.

- **Role play**

Teachers are suggested to use the role play in order to motivate their students and help the less motivated learners. Frequently tasks showed in different books contain role play activities. The teacher can state: dramatizing an interview of customer, shop assistant, doctor and patient conversation, etc.

- **Using the L1 in the English Language Teaching**

Teacher can motivate students to use the mother tongue, when there is a gap of communication or total misunderstanding, since it can prevent wasted time on incomprehensible explanations and instructions. It can be used to point out problems of comprehension of Grammar.

It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them. When students need to combine the two languages, for example in those lessons that focus around translation and interpreting. (“Ways of motivating EFL/ESL Students in the classroom,” 2004b).

- **Create Situations in Which Students Will Feel a Sense of Accomplishment**

Karaoglu, S. (2008b), points out some ways to motivate students:

A sense of accomplishment is a great factor in motivating students. Teacher should give a positive feedback and reinforcement. It can increase students' satisfaction and encourage positive self-evaluation. A student who feels a sense of accomplishment will be better able to direct his or her own studies and learning outcomes. Positive as well as negative comments influence motivation, but students are more affected by positive feedback and success. Approval builds students' self-confidence, competence, and self-esteem.

However, giving positive feedback should not be mistaken for correcting mistakes without giving explanations. Some teachers correct students' mistakes without explaining the reason for doing so. It is very important for teachers to point out the good aspects of a student's work and to provide a clear explanation of his or her mistakes. Students value the teacher's ideas when they feel that their good work is appreciated, and this encourages them to start evaluating themselves.

- **Encourage Students to Set Their Own Short-Term Goals**

Language learners can achieve success by setting their own goals and by directing their studies toward their own expectations. Students can help themselves achieve their goals by determining their own language needs and by defining why they want to learn the language. Having goals and expectations leads to increase motivation, thus it leads to a higher level of knowledge and mastery of skills.

- **Provide Pair and Group Activities to Develop Students' Confidence**

Students learn by doing, making, writing, designing, creating, and solving. Passivity decreases students' motivation and curiosity. Students' enthusiasm, involvement, and willingness to participate affect the quality of class as an opportunity for learning. Small-group activities and pair work are excellent sources of motivation. Group work can give quiet students a chance to express their ideas and feelings on a topic because they find it easier to speak to groups of

three or four than to an entire class. Once students have spoken in small groups, they usually become less unwilling to speak to the whole class. Group activities allow students not only to express their ideas but also to work cooperatively, which increases class cohesion and thus motivation.

- **Connect Language Learning to Students' Interests Outside of Class**

Encouraging students to relate their classroom experience to outside interests and activities makes developing language skills more attractive. For example, to play games through computer, or computer programs that the students are interested in using. Listening English language songs, watching English language films or videos, and reading English language in web sites can lead students to expand their perspective on their language acquisition process.

- **Enhance students' values**

Teacher can motivate the student valuing not only their knowledge, also their class participation, creativity, discipline, etc. These values are important in the formation of the student as human being.

Also, teachers will support students' efforts to improve the interest in the subject; interest and the assessment of their attitudes will impact positively on the acquisition of English language knowledge.

It is important that teachers know what things the students are interested in, what keeps them active, it is important that students are the protagonists of their own learning: teachers can motivate learners in a subject, if teacher asks students to help them find teaching resources to practice Grammar through exercises.

- **Educational Games**

They should combine amenity and grammatical content. Educational games should not be used in an indiscriminate way, but their use must be accompanied and reinforced through grammatical structures or functions given in English class.

Games and activities are vital to the teacher of a foreign language because they provide an opportunity for students to use the language skills in meaningful situations. It is important for

students to know that the game is part of the class and not just a game, but should not be interrupt the discipline of the class and at the end of the task each student should have fun but also must have learned.

- **Active exercises**

High school students are full of vitality, and strength. There are exercises that provide dynamic concentration through: short communicative activities that require active participation of students in the class, thus avoid the student to remain inactive. Such activities are effective in achieving interest. They are usually well accepted by students who thus achieve a dual purpose: to have fun and learn English.

Providing “input” .It is very important to provide appropriate “input” to students in the classes. Input (i+1) refers to learn a little beyond of current knowledge, for example: listening and reading comprehension are two skills related with input as well as the ability to speak or write fluently in a second language: English teachers do this by adding visual teaching resources. All teacher needs to be sure the students understand what is being taught or what they are learning.

So the “input” can be applied through auditory or visual resources that teacher uses in classroom.

- **Give students opportunities to speak English**

One of the problems facing the English Language Learning is that teacher talks a lot and give little bit opportunity for students to speak English.

It is important to create self-confidence in students for they can communicate their ideas, teacher should prevail “fluency” over “accuracy”, this will give the students an opportunity to talk about things that are familiar for them: for example: “my family”, “my house”, “my bedroom”, etc. The teacher should congratulate their achievements. It is important not to interrupt while students are speaking. The teacher can overcome the most serious and repeated

errors and look for a moment, to indicate what should be the aspects of pronunciation or syntax to improve.

The students must be able to express their ideas, they will not be perfect, but they will be understood and therefore there is communication.

- **Positive atmosphere in the classroom**

Students should feel comfortable in English class, people learn more if the climate that is created is supportive, with the lack of anxiety: both students and teacher achieve higher levels of efficiency. The best thing to the acquisition of the English Language is avoiding anxiety in students.

- **Show achievable objectives**

To develop students' self-confidence by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement, making sure that the students experience the success and achievement.

- **Show a personal interest in the students**

Students should feel interested before, during and after a task. The student will show a positive attitude towards the teacher and the subject if teacher shows his/her interest in students as human beings, their health, their family problems, their relationships with their classmates and friends.

The learners need to feel secure in their knowledge of the foreign language and culture, also in the understanding and respect for teachers and classmates, it means motivating in the understanding of feelings, desires of students.

It is important that students feel accepted and appreciated as human beings, regardless of their results in English.

- **Correct errors in general**

There is a tendency to return the exams, compositions, homework, etc. with corrections in red. This technique requires a huge effort teacher, it has been shown not to be effective and positive in many cases, because they transmit the student a sense of failure (teacher must distinguish between “errors” and “mistakes”, (the first one is worst, the second does not affect the fundamental value of knowledge). Teachers’ corrections should be addressed to the "errors" rather than minor "faults". On the other hand, it is important that teachers motivate to their students, they should applaud their achievements and progress. For example: a dialogue or English composition may contain errors (which should be identified and corrected), but they can have a number of positive factors that teacher can not forget: teachers can be funny, original, well organized, etc. All these factors must be considered by the teacher and a written note at the end of year encouraging students in their later tasks. Students appreciate comments like: "I like your work, it is very original". There are some ways of correction that teacher can state: self-correction, peer correction and teacher correction.

- **Understanding the values and skills of each student**

Students have some strengths and weaknesses in different subjects; they have values and skills that can be used as a complement to the English classes. For example, students who can play the guitar or other instrument may intervene in school musical groups, who likes collecting stamps can bring a presentation to the class and talk in English about some of the topics of their stamp collection, etc. In this way teacher will encourage ability or enthusiasm in their students to study and learn English.

The motivator teacher is admissible to provide positive "feedback" to students, to encourage enthusiasm for the learning and self-esteem. This can be achieved through small posters stick on the walls of the classroom. The messages try to incite the interest of the students.

## **2.3.6. NECESSARY CONDITIONS IN CLASSROOMS TO ENCOURAGE MOTIVATION**

Walters, J and Frei, S. (2007) points out numerous strategies to help students gain confidence, valuing learning and stay in peace with the subject:

- The classroom should have good organization without interruptions or deviations.
- The teacher must be a patient person who gives support and not punish, criticize or embarrass students by their mistakes, thus teacher should give individual grades for students learn from their mistakes.
- The work must be challenging but reasonable. If the work is very easy or quite difficult, students will have little bit motivation to learn and just focus on completing the task, instead of learning.
- The work must be consistent, which must be based on clear objectives. It is also important to keep in mind the needs of students.

### **2.3.6.1. STRATEGIES TO FOCUS STUDENTS' ATTENTION**

Reeves, D. (2015) pints out some relevant strategies to focus students' attention

- **Include Physical Activity**

Students who have attention often do better if they are given brief breaks for active play. Taking a break to bounce on an exercise ball, breaking up learning into chunks, and outdoor play times, or providing a quick stretching or jumping jacks break in the classroom, can all help the attention-challenged student stay focused. Starting with 15 minutes of active play before a task can also help a students to stay more involved.

- **Have "Attention Breaks"**

Teach the students what "paying attention" means and how it looks. Practice attentive behavior in non-threatening, non-crucial times during the school day. Then, at periodic intervals, have practice attention breaks. Using a timer or an app on the phone, have a signal

go off during the work period, and have the student mark whether he/she was paying attention. This can help train a student's brain to understand what attention looks like.

- **Adjust Time Frames**

If teacher notice that the students can't seem to stay on task, it may be time to pause content into smaller time intervals. Children can concentrate on one task for two to five minutes. Using timers, have the student who is struggling with attention show his/her work after a short period of time. This breaks up the task and allows the child to keep working without feeling completely overwhelmed. Consider calling the student to teacher's desk for these checks. This provides the physical movement that the student needs in order to stay engaged, and also gives teacher the opportunity to monitor his/her progress. A simple question, asking for a raise of hands, can be what is necessary to keep students on task.

- **Remove Visual Distractions**

When a students is stressed with a difficult task, disorder in the classroom or on the desk can make it impossible to keep his/her brain where it needs to be. Remove unnecessary things and visual experiences from the workspace. This gives the student fewer excuses for not focusing on the task.

- **Play Memory Games**

Memory games help students to be concentrated in a task in a fun way, so that they are able to focus when something challenging is presented. Have regular times in the normal school day where the class plays memory games, or work with the attention-challenged students outside of normal class time to play concentration games. It is a good idea to use memory games into the classroom; they do not have to be complicated. Even a simple game, for example: "Simon Says" forces a student to concentrate.



- **Break Tasks into Pieces**

Have the child focus long enough to perform part of the task, then take a break, coming back to the project to finish. Students with attention struggles may perform the requested task faster with this strategy.

## **2.4. TERMS DEFINITION**

- **Audiovisual:** It refers to the teaching material for the development of auditory skills of the students, through images, and according to the students' culture.
- **Auditory:** It refers to the teaching resource for the development of auditory skills.
- **Authentic:** It is a feature of a teaching resource that describes something that is real or genuine and not has imitation of other one.
- **Application:** It is a program that uses of computer's operating system.
- **Conventional:** It refers to teaching traditional resources.
- **Extrinsic and Intrinsic Motivation:** Intrinsic motivation is when someone performs something because enjoy it or find it interesting. In Extrinsic motivation a person makes something for external rewards or to avoid negative consequences.
- **Flashcards:** A card that has words, numbers or pictures that are used by a teacher with students, usually as a learning resource.
- **ICT:** Information and Communication Technology.
- **Realia:** They are authentic resources of the real life , such as photographs, menus, brochures, receipts, maps, movies, television shows, commercials, etc. that are used to teach and learn languages.
- **Web site:** The definition of a website is a page or collection of pages on the World Wide Web that contains specific information.

## **2.5. VARIABLES**

### **2.5.1. INDEPENDENT**

Teaching Resources.

### **2.5.2. DEPENDENT**

Motivation for English Language Learning.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

The research was aimed to achieve the Specific Objectives.

#### 3.1. RESEARCH DESIGN

This investigation was performed in 1ero de Bachillerato General Unificado at Unidad Educativa “Riobamba”, province of Chimborazo, during the academic year 2015-2016. At the beginning, it was established a conceptual framework, which contains relevant information as basis for the development of the research. To know the Influence of Technological, Audiovisual and Conventional Teaching Resources in the students’ motivation, it was used a survey in order to know the students’ perceptions when using different types of teaching Resources. Then, an interview to two students with the best and lowest scores was performed, with the aim of collecting deep information about the students’ view in this topic.

Finally the results were, tabulated, and analyzed truthfully to verify the objectives and guiding questions.

#### 3.2. RESEARCH TYPES

- **Descriptive research**

Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. (Aggarwal, 2008).

- **Field Research**

It is the collection of data directly from the reality in which events occur, without manipulating or controlling variables. (Arias, 2004).

- **Qualitative Research**

It is a research strategy that indicates the relationship between theory and research (Bryman and Bell,2007). Significant information about students’ views on the use of teaching resources was obtained

### 3.3. RESEARCH LEVEL

#### Exploratory Level

Exploratory research is the initial research, which forms the basis of more conclusive research. It can even help in determining the research design, sampling methodology and data collection method” (Singh, 2007, p.64). This research will be used later by other researchers for deeper future investigations.

### 3.4. POPULATION AND SAMPLE

#### 3.4.1. POPULATION

The population was integrated by 354 students of 1ro de Bachillerato General Unificado at Unidad Educativa “Riobamba”, divided in parallels from A to F.

#### 3.4.2. SAMPLE

Since the population is high, a sample has been taken, using the following formula:

$$n = \frac{m}{e^2 (m-1) + 1} \quad e^2 = 9\%$$

$$n = \frac{354}{0,09^2 (354) + 1}$$

$$n = \frac{354}{0,0081 (354) + 1}$$

$$n = \frac{354}{3,8674}$$

$$n = \frac{354}{3.8674}$$

$$n = 92$$

For exact distribution of the sample, it will apply the calculation of the sampling fraction:

$$f = \frac{n}{m}$$

$$f = \frac{92}{354}$$

$$f = 0,26$$

What has been stated can be seen in the below table statistic:

<b>STRATA</b>	<b>F</b>	<b>%</b>
STUDENTS	92	100
TOTAL	92	100

**SOURCE:** Table 1

**DESIGNED BY:** Lizbeth Sánchez L.

### **3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

#### **3.5.1. TECHNIQUES**

**Interview:** It has chosen two students with the highest and lowest grades of each parallel respectively.

**Survey:** The survey was aimed to students of 1ro de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during academic year 2015-2016.

### **3.5.2. INSTRUMENTS:**

**Interview guideline:** The data was collected through open answers provided by the interviewed students, following some guidelines prepared in advance.

**Questionnaire:** This instrument was structured by 13 open questions establishing cues for each one of them, to facilitate their tabulation.

### **3.6. TECHNIQUES FOR ANALYSIS PROCEDURE**

- Sorting instruments
- Tabulating data
- Performing statistical tables and graphs
- Analysis
- Interpretation

## CHAPTER IV

### 4. DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS OF THE SURVEY DATA TO THE STUDENTS OF 1RO DE BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA “RIOBAMBA” IN THE CITY OF RIOBAMBA, PROVINCE OF CHIMBORAZO, DURING THE ACADEMIC YEAR 2015-2016. IT SHOWS THE FOLLOWING RESULTS:

**Table N° 1: Gender**

ITEM	FREQUENCY	PERCENT%
MALE	11	12 %
FEMALE	81	88 %
<b>Total</b>	<b>92</b>	<b>100 %</b>

**Source:** Survey applied to 1ro de Bachillerato General Unificado  
**Elaborated by:** Lizbeth Sánchez.

**Analysis:** The table above shows that 11 students equivalent to 12% are men and 81 students equivalent to 88% are women.

**Interpretation:** The results show that there are more women than men in the 1ro de Bachillerato General Unificado at Unidad Educativa “Riobamba”

**Table N° 2: Teaching Resources that are used in the classroom**

<b>TEACHING RESOURCES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>AUDIO VISUAL</b> (videos, MP3 player, CD player, CD's, TV)	12	13%
<b>TECHNOLOGICAL</b> (Internet, electronic blackboard, computer)	7	8%
<b>CONVENTIONAL</b> (dictionaries,books,notebooks,worksheets, blackboard,pictures, flashcards,posters)	73	79%
<b>TOTAL</b>	<b>92</b>	<b>100%</b>

**Source:** Survey applied to 1ro de Bachillerato General

**Elaborated by:** Lizbeth Sánchez L.

**Analysis:** It is being notice in the table No 2 that the teaching resources used in the classroom are audio visual 27 %, technological 12% and conventional 61%.

**Interpretation:** The results show that the most used learning resources are conventional resources, leaving an infrequent use to audiovisual and technological resources which undoubtedly produce significant effects in students' motivation.

The technological teaching resources are less frequently used in the lessons, such as: internet, electronic blackboard and computer, even though as everybody knows, nowadays, the Technology is a useful tool for learning. Moreover for the new generations its use is relatively simple.

The technological resources provide many facilities and benefits for learning, for example: they help to improve understanding of a subject, reinforce knowledge through practice and find information that will support to the performance of students' educational tasks.

The audio visual teaching resources like MP3 player, CD player, CD's, TV, as we can see are more used than the technological ones. As Lizbeth Sánchez declares their use hold the attention of students as they integrate image, movement, colour and/or sound.

On other hand, in the table it is illustrated that book, notebooks, blackboards, dictionaries, pictures, flashcards, posters, worksheets which are Conventional teaching resources are more frequently used by students. Therefore, the use of oldest conventional resources is very popular for English Language teaching, which allows us to deduce that in some schools, there is still a deficiency of application of audiovisual and technological teaching resources, that causes the poor management of motivation to learn; and as a consequence more difficult to have a significant mastery of different language skills from the students.

**Table N° 3: What effects do the teaching resources cause when you are learning English?**

Items	Technological		Audio-Visual		Conventional		Total Percent
	Frequency	%	Frequency	%	Frequency	%	
I like to use these resources to develop English Tasks	74	81%	15	16%	3	3%	100%
I learn different aspects of the language using these resources	75	82%	13	14%	4	4%	100%
I am interested in learning when I read or listen information in English	69	95%	16	3%	7	2%	100%
I am encouraged to look for new words and meanings	62	93%	17	4%	15	3%	100%
I feel motivated for learning words and their pronunciation	65	71%	19	21%	8	8%	100%
I have improved my pronunciation by listening to native speakers	19	21%	58	63%	15	16%	100%



I can relate the words with the images to understand the meaning in an easy way	17	18%	63	69%	12	13%	<b>100%</b>
These resources remind me things of my real life	30	33%	55	60%	7	7%	<b>100%</b>
I can identify Grammar Structures easily	19	21%	15	16%	58	63%	<b>100%</b>
I have fun when I use these type of resources	84	91%	6	7%	2	2%	<b>100%</b>
I learn about other people's life style	64	70%	26	28%	2	2%	<b>100%</b>
I want to learn English when teacher uses these resources	89	97%	2	2%	1	1%	<b>100%</b>

**Source:** Survey applied to Iero de Bachillerato General  
**Elaborated by:** Lizbeth Sánchez L.

**Analysis:** It is being noticed in the table that 74 students corresponding to 81 %, like to use technological teaching, 15 students equivalent to 16% like to use audio-visual teaching resources to develop English Tasks and 3 students that correspond to 3% like to use conventional teaching resources to develop English Tasks.

75 students equivalent to 82% learn different aspects of the language using Technological resources, 13 students that correspond to 14% learn different aspects of the language using audio-visual teaching resources, 4 students that correspond to 4% learn different aspects of the language using Conventional Teaching Resources.

69 students equivalent to 95 % are interested in learning when they read information in English using Technological Teaching Resources. 16 students that correspond to 3% are interested in learning when they read information in English using Audio- visual teaching resources, 7 students equivalent to 2% are interested in learning when they read information in English using Conventional Teaching Resources.

62 students that correspond to 93% are encouraged to look for new words and meanings using Technological Teaching Resources, 17 students correspond to 4% are encouraged to look for

new words and meanings using Audio-visual teaching resources, 15 students that correspond to 3% are encouraged to look for new words and meanings using Conventional resources.

65 students that correspond to 71% feel motivated for learning words and their pronunciation using Technological teaching Resources, 19 students corresponding to 21% feel motivated for learning words and their pronunciation using Audio-visual resources, 8 students equivalent to 8% feel motivated for learning words and their pronunciation using Conventional resources.

19 students that correspond to 21 % have improved their pronunciation by listening to native speakers using Technological Teaching Resources, 58 students equivalent to 63% have improved their pronunciation by listening to native speakers using Audio-visual teaching resources, 15 students that correspond to 16% have improved their pronunciation by listening to native speakers using Conventional resources.

17 students equivalent to 18% can relate the words with the images to understand the meaning in an easy way using Technological Teaching Resources, 63 students that correspond to 69% can relate the words with the images to understand the meaning in an easy way using Audio-visual teaching resources, 12 students that correspond to 13% can relate the words with the images to understand the meaning in an easy way using Conventional Teaching Resources.

30 students that correspond to 33% said that Technological teaching Resources remind them things of the real life, 55 students that correspond to 60% said that Audio-visual teaching resources remind them things of the real life, 7 students equivalent to 7% said that Conventional Teaching Resources remind them things of the real life.

19 students that correspond to 21% can identify a Grammar Structure easily using Technological teaching Resources, 15 students that correspond to 16% can identify a Grammar Structure easily using Audio-visual Teaching Resources, 58 students that correspond to 63% can identify a Grammar Structure easily using Conventional resources.

84 students correspond to 91% have fun when they use Technological teaching Resources, 6 students that correspond to 7% have fun when they use Audi-visual Teaching resources, 2 students equivalent to 2 % have fun when they use Conventional Teaching Resources.

64 students corresponding to 70% learn about other people's life style using Technological Teaching Resources, 26 students that correspond to 28% learn about other people's life style using Audio-visual Teaching Resources, 2 students equivalent to 2% learn about other people's life style using Conventional Resources.

89 students equivalent to 97% want to learn English when teacher uses Technological teaching Resources, 2 students that correspond to 2% want to learn English when teacher uses Audio-visual Teaching Resources, 1 student that correspond to 1% want to learn English when teacher uses Conventional teacher resources.

**Interpretation:** The results show that the majority of students like to use the Technological teaching Resources to develop English Tasks. In fact, it is evident that the technology has become a popular and motivating tool for teaching –learning process among students who have a good handle on computer technologies to performance their tasks. On the other hand, the audio-visual resources are also motivating for them especially to auditory and visual leaners because they're interested and focused in the things they are listening and watching. However, the conventional resources even though have some meaningful functions in learning; they do not motivate students for development of educational tasks and learning itself.

The outcomes also show that majority of students learn different aspects of the language using Technological and Audio-visual teaching Resources because the technological resources have special functions which allow students learn and practice Pronunciation and Spelling of the words, as well as the four language skills. However students do not feel that they learn different aspects of the language using conventional teaching resources. It means that the technological and audio-visual teaching resources are more relevant for teaching learning process, since the students feel encouraged to learn when they use these resources.

Moreover, many students are interested in learning when they read or listen to information in English through technological teaching Resources for example in internet through a social networking, it is because the internet and a social networking contains information that is of their interest, it also provides them great opportunities for students can interact with other people around the world and improve the English language knowledge. It also shows that percentage students are motivated in learning when they see or listen information through audio visual teaching resources. On other hand, majority of the students are not interested in learning when they read information through conventional teaching resources.

The results also show that majority of students are encouraged to look for new words and meanings through Technological resources since the technology is a helpful tool that helps students to acquire wide knowledge as well as to get relevant information to learn new vocabulary and use it them in meaningful situations for teaching-learning process, as well as learners are encouraged to look for new words through audio-visual learning resources since these means have special features such as: movement and/or sound which are very attractive for young students.

It is evident in the results that technological teaching resources motivate students to learn words and their pronunciation, besides there is also a meaningfully impact with audio-visual teaching resources with students' motivation to learn words and their pronunciation through audio-visual teaching resources. As author mentions these resources help them to learn the different aspect of speech easily.

Students also have improved their pronunciation by listening to native speakers using audio – visual teaching resources for example: Mp3 players since they can listen to the pronunciation and spelling of the words several times until they understand the information and practice it. But, there is a less percentage of students that have improved their pronunciation by listening to native speakers through technological teaching resources, the reason is why some students do not have access to technological resources. On other hand, a minimum percentage of students have improved their pronunciation by using conventional resources since these kinds of resources have not the functions to allow students practice the listening skill.

According to the outcomes majority of students can relate the words with the images to understand the meanings in an easy way through Audio-visual teaching resources: for example videos because the images, the movement and sounds which contains the videos allow students to relate what they are watching and listening and hence to learn vocabulary and pronunciation of words. On other hand, majority of students can not relate the words with images to understand the meaning in an easy way using conventional teaching resources, since these kinds of resources are not comprehensible especially for auditory students because they need to listen the words through audio recorders to relate the words with the images to create situations.

For majority of students the audio-visual resources remind them things of the real life. For example videos and TV because these resources allow students to relate experienced situations with the things those students are watching. On other hand, a lower percentage of students indicate that technological teaching resources remind them things of their real life, for example a social networking because students can find information about real experiences about their environment. However a minimum percentage of students remind things of the real life through conventional teaching resources since these resources do not expose situations for students remember experienced situations.

Conversely, the majority of students indicate that they can identify a Grammar Structure easily through conventional teaching resources for example: flashcards or the course book, which does not mean that they are taking advantage to improve their learning of the language because learning grammar is not enough for being able to use the language for expressing what they want and feel. On other hand, a minimum percentage of learners can identify Grammar Structures using audio-visual teaching resources since the students do not have enough knowledge to understand complex Grammar Structures through auditory resources, however these resources help students to develop the listening skill through practice.

Students also have fun when they use technological resources because of their interesting and attractive functions for young students. On other hand, most of the students learn about other people's life style using Technological and audio-visual teaching Resources because they can

establish relations with other people and learn different cultures and life styles. Thus, a high percentage of students also learn about other people's life style using audio-visual teaching resources for example through videos due to this tool allow students to know information of different places, people, customs, etc.

Regarding to the motivation of students with the use of conventional teaching resources; students do not show interest when they are using these resources, consequently this produces that students do not participate in class and get a poor academic performance. On other hand, students have fun when they use technological teaching resources which increase the students' motivation for English Language Learning and hence in their academic performance.

Great majority of students also enunciate that they want to learn English when teacher uses Technological Resources; and a minimum percentage of students want to learn English using conventional ones. In fact technological teaching resources due to their motivating functions and learning are the most appropriate tools for students are motivated for learning of a foreign language.

#### **4.2. ANALYSIS OF THE INTERVIEW**

Along the interview to two students with the highest and lowest grades of each parallel of Unidad Educativa Riobamba in 1ero de Bachillerato General Unificado, we could realize the reasons students have for their preferences.

Students indicated that the use of videos is an important tool for English Language Learning, because they learn the pronunciation of words, increase their vocabulary, and learn about other cultures through these kinds of teaching resources. They are aware that these resources allow them to relate what they see with the words, what makes them understand the vocabulary and the content easily. They also stated that videos are of their interest and pleasure since all the time videos keep them motivated, more attentive, and focused. They also said that when the educator uses them in the classroom students participate and understand better a topic.

Regarding the use of videos and social networking to learn about the people's lifestyle of different countries, students pointed out that using these resources they can establish relations between what they are learning and their own lifestyle, customs and culture.

In another question related to their interest in learning, they announced that when they listen to native speakers through audio-visual teaching resources for example: MP3 players, they are really incentive to learn, they also pay more attention to the information that is communicated through the spoken language rather than written, due to they remember and learn better the words that they hear, their intonation and pronunciation. They also mentioned that when using these resources they are able to relate the words with the images to understand the meaning in an easy way. Therefore, audiovisual and technological teaching resources have a significant influence on the English language learning.

In the results, it is evident that when students use Technological Resources for example: Internet to learn different aspects of the English language such as: pronunciation, grammar, vocabulary, helps students to gain a better knowledge level and practice language skills. The learners also like to use the Internet as a source of support to perform their tasks. According to them the Internet is a useful tool that enables students to acquire wide information for the development of their work. Those enable and motivate students to find words and their meanings.

Regarding the conventional teaching resources used in the classroom such as: flashcards, dictionaries, books, notebooks, blackboard, and worksheets, it is shown that there is an insignificant impact about their use for students' learning.. According to the results cited students do not like to use Conventional Teaching Resources for English language Learning, because on their own words they are bored and they feel tired since they foster to develop exercises and sentences which are mechanical and very rigid.

When learners use a book, for example, they rarely remember and learn words but they can identify grammatical structures clearly. However, the learners do not like to develop Grammar exercises in worksheets because they say that it is too boring. They also mentioned that when the teacher uses traditional resources the lessons are monotonous.

It can be concluded that although various types of teaching resources available to teachers, the most commonly used ones are: books, notebooks and blackboards even though as we can see, they don't cause a positive impact in students' motivation.

### **4.3. FINAL RESULTS**

According to this research, it is evident that students do not feel motivated when they use conventional teaching resources. On other hand, they feel encouraged to learn when they use audio-visual and technological teaching resources. Thus, when a student is motivated he/ she performs the tasks correctly because he/ she has the stimulus to participate in class, her/his comprehension improve and hence the academic performance has good results and the objectives are reached. This is evidenced in the founded outcomes in the investigation. Consequently, teacher rarely uses audiovisual and technological teaching resources inside the classroom. The resources used are video, CDs, MP3 players, TV, internet, social networking, blackboard, computer, which are shown in the tables No. 3. This information allows deducing that in some schools, there is still a deficiency of application of audiovisual and technological teaching resources, which causes a low level of knowledge of English and motivation, since the poor management of motivating educational resources in the classroom does not allow students to have a significant mastery of different language skills.

However the students point out that the use of audiovisual and technological teaching resources has a significant influence on the English language learning. It is showed in the table No 3 that the use of videos and social networking allow students to learn about the people's lifestyle of different countries, so this encourages students to extend their knowledge, since their knowledge goes beyond their prior knowledge, as well as to relate the prior knowledge with new one. It is evident in table No. 3, students are motivated to learn the language when they hear English words and their pronunciation through technological resources, since they have features and special functions that are of interest of students and encouraged them to learn the English Language.

It also can be noticed in table No 3; students are interested in learning the English Language when they listen to native speakers trough audio-visual teaching resources for example: MP3



player. This is because the auditory learners feel attracted by the information that is communicated through auditory means, since the young people feel interested so it is new for them. In the table No. 3, it shows that the use of audio-visual resources allow majority of students to learn and remind things of the real life and remember words easily. The reason is why these resources fulfill auditory and visual functions that allow audio-visual learners to learn in a better way, because they can watch y/o hear at the same time.

In the results in table No. 3, it shows that, students like use Technological Resources for example: Internet to learn different aspects of the English language such as: pronunciation, grammar, vocabulary, which helps students to have the capacity to answer in appropriate way during the teaching-learning process of English Language. The learners also like to use the Internet as a support to perform their tasks..

Therefore any kind of Technological Teaching Resources including electronic equipment, multimedia presentations, software, educational applications, stimulate students' motivation, this definition is supported by (Lewis, 2004) who states: when students have access to laptops, they feel more successful and more motivated to learn. Motivation and interest improve when students have access to computer technologies inside and outside the classroom to achieve that learning to extend beyond the traditional teaching. Adolescents have an innate ability to manage different technological resources, and their use motivates students to learn while they are using them.

The results of this investigation indicate in the table No. 2, that the conventional teaching resources are the means more used in the classroom and they are: dictionaries, flashcards, pictures books, notebooks, blackboard, and worksheets. This shows that there is a significant impact on the use of conventional teaching resources. However, they do not have a meaningful influence in the students' motivation and hence for English Language Learning. However, the use of flashcards is related with the learning of a Grammar Structure as shown by the results of the table No.3, in which several of students can identify clearly a Grammar Structure through Conventional Resources for example: book.

According to the results cited in table No. 3, students do not like to use Conventional Teaching Resources for English language Learning. Though students use dictionaries to learn different aspects of the English Language, as well as the course book to learn Grammar, they do not feel motivated using them. Consequently, the dictionary is a key to English language learning but it is not of interest of students.

Majority of students do not learn the English language, when the teacher uses worksheets in class due to students feel tired and disinterested when they develop exercises and sentences mechanically in the worksheets.

It has been diagnosed that the use of audio-visual and technological teaching resources positively influence in the motivation and learning of English Language; reason for which, it is vital that various types of teaching resources are managed inside the classroom for achieving motivation and learning, since the results of this investigation indicate that conventional teaching resources are most commonly used for teaching and learning of English Language. Therefore, it is necessary that teaching resources more frequently used in the classroom are complemented with other kinds of teaching resources in a permanent and daily way to stimulate students' interest for learning.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

Allowing to analysis and interpretation of results. The researcher determines the following:

- The use of Technological Teaching Resources produces meaningful effects in the students' motivation for English Language Learning, since technological resources engage and motivate students to learn, and the motivation produces students to perform their tasks and activities with pleasure, and they feel interested in learning different aspects of English language, as well as to practice and reinforce the different language skills.
- The use of Audiovisual Teaching Resources cause significant effects in the students' motivation for English Language Learning since audiovisual resources have powerful motivating functions for pupils, which allow students to learn in a meaningful way the language skills, they help to transfer, practice and strengthen the knowledge, as well as the improvement of participation, predisposition, and cooperation inside the classroom.
- The use of Conventional Teaching Resources do not cause good effects in motivation of students for English language Learning. Even though they learn some aspects of English language when the teacher uses flashcards, the course book or posters, but they are not as significant as the audio visual and technological resources for students' motivation, because students feel bored and disinterested with those resources that have traditionally been used for the teaching-learning process.

## 5.2. RECOMMENDATIONS

- It is important that Technological Teaching Resources are used to encourage students' motivation during the teaching-learning process of English Language so that students feel motivated to learn the different aspects of English Language and practice the language skills.
- It is essential that teacher uses various audio visual resources for English Language Learning and students' motivation since these kinds of audio-visual resources allow students to feel interested and encouraged to learn and therefore acquire meaningful knowledge.
- It is necessary that that teachers use the different types of teaching resources besides the conventional resources in order to achieve students feel motivated throughout the teaching-learning process. On other hand, it is important to identify the useful conventional resources for English Language learning in order to avoid discouragement, lack of interest, and poor academic performance.

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## ATTACHMENT 1

### INTERVIEW

#### UNIVERSIDAD NACIONAL DE CHIMBORAZO

#### FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

#### ESCUELA DE IDIOMAS

#### INSTRUMENT

**Día:** \_\_\_\_\_

**Hora:** \_\_\_\_\_

**Lugar:** \_\_\_\_\_

**Tema:** Teaching Resources Influence in the Students Motivation for English Language Learning in 1ro de Bachillerato General Unificado at Unidad Educativa “Riobamba” in the city of Riobamba, province of Chimborazo, during the academic year 2015-2016.

- 1.- Do you use videos for learning the English language?
- 2.-How often do you use videos?
- 3.-Where do you use videos?
4. -Have you ever used videos in class?
- 5.- Do you participate in class when teacher used videos?
- 6.- What do you learn when you use videos?
- 7- Do you feel interested in the subject when the teacher uses videos?
- 8.- How often do you feel bored in the English Class? Why ?
- 9.- How do you feel when you speak English in the class?
- 10.- What is your favorite Teaching Resource for learning English? Why?
- 11.- Do you increase your vocabulary when you watch videos?
- 12.- Do you learn a Grammar Structure when you complete the activities in the book?

- 13.- Do you learn a Grammar Structure when you develop activities in a worksheet?
- 14.- Do you understand the English words when you listen the activities in the CD ?
- 15.-Do you learn vocabulary when you develop written and listening activities using both the book and the CD?
16. - Do you like to participate in class when teacher uses various teaching resources?
17. - Do you like to participate in class when teacher uses flashcards?
18. - Do you like to use internet for developing English Tasks?
19. - Have you ever used a Social Networking to practice the English Language?
20. - Do you learn vocabulary and pronunciation of the words when you listen a song in a cellphone?
21. - How do you feel when you use internet for developing English Activities?
22. - How do you feel when you speak English in class?
- 23.- Can you remember a Grammar Structure when you use worksheets?
- 24.- Do you increase your vocabulary when you read newspapers, magazines, etc.?

**ATTACHMENT 2**

**SURVEY**

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS**

**ESCUELA DE IDIOMAS**

**INSTRUMENT**

**SURVEY**

**INSTRUCTIONS:** This survey does not require identification (name) because it is anonymous, carefully read each question and mark in the square that you consider true. Place a tick ( )

**GENERAL INFORMATION**

**Sex**

**Age:** \_\_\_\_\_

**Female ( ) 2. Male ( )**

**1. SPECIFIC INFORMATION**

**TEACHING RESOURCES**

Put a tick ( ) in the square of Teaching Resources that you use for English Language Learning.

Videos	<input type="checkbox"/>	CD player	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	Posters	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	CD's	<input type="checkbox"/>
Postcards	<input type="checkbox"/>	Social Networking	<input type="checkbox"/>
Mp3 players	<input type="checkbox"/>	Computer	<input type="checkbox"/>
TV	<input type="checkbox"/>	Cellphone	<input type="checkbox"/>

Blackboard	<input type="checkbox"/>	Books	<input type="checkbox"/>
Worksheets	<input type="checkbox"/>	Electronic blackboard	<input type="checkbox"/>
Dictionaries	<input type="checkbox"/>	Internet	<input type="checkbox"/>
Notebooks	<input type="checkbox"/>		

1. - Do you like to use these kinds of teaching resources to develop English tasks?

Technological Resources     Audio-visual resources     Conventional Resources

2- Do you learn different aspects of the language using these resources?

Technological Resources     Audio-visual resources     Conventional Resources

3.-Are you interested in learning when you read information in English using these resources?

Technological Resources     Audio-visual resources     Conventional Resources

4.-Are you encouraged to look for new words and meanings using these resources?

Technological Resources     Audio-visual resources     Conventional Resources

5. - Do you feel motivated for learning words and their pronunciation using their resources?

Technological Resources     Audio-visual resources     Conventional Resources

6.- Have you improved your pronunciation by listening to native speakers using these resources

Technological Resources     Audio-visual resources     Conventional Resources

7. - Can you relate the words with the images to understand the meaning in an easy way?

Technological Resources

Audio-visual resources

Conventional Resources

8. - What kinds of teaching resources remind you things of your real life?

Technological Resources

Audio-visual resources

Conventional Resources

9.-Can you identify Grammar Structures easily using these resources?

Technological Resources

Audio-visual resources

Conventional Resources

10. - Do you have fun when you use these types of resources?

Technological Resources

Audio-visual resources

Conventional Resources

11. - Do you learn about other people's life style using these resources?

Technological Resources

Audio-visual resources

Conventional Resources

12. - Do you want to learn English when teacher uses these resources?

Technological Resources

Audio-visual resources

Conventional Resources

### ATTACHMENT 3

### PHOTOS



