UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

PROJECT TITLE:

"FACTORS INFLUENCING LEARNER`S MOTIVATION IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF FITH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016"

Project prior to obtaining a Degree in Languages

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"Factors influencing learner's motivation in learning English language in the students of Fifth semester at language career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016"

- **RESPONSIBLE INSTITUTION**

Facultad de Ciencias de la Educación, Humanas y Tecnologías

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- **PLACE OF RESEARCH**

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- **ESTIMATED TIME OF RESEARCH**

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- **ESTIMATED COST**

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COMMITTEE MEMBERS CERTIFICATE

"FACTORS INFLUENCING LEARNER`S MOTIVATION IN ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF FIFTH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016". Written work for English Teaching Bachelor´s degree. The following Committee members at Universidad Nacional de Chimborazo have approved it in the month of November 2015.
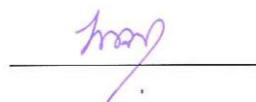
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COMMITTEE MEMBER

CERTIFICADO DEL TUTOR

Mgs, María Vallejo Peñafiel, Teacher of the Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo; in my capacity of director of this thesis, presented by the student: Mayra Mayra Maribel Quitio Pilataxi and Carlos Ernesto Morocho Tayupanda, prior to obtain the Degree of "Licenciado en Ciencias de la Educación, Profesor de Idiomas; Inglés ," whose theme is: "FACTORS INFLUENCING LEARNER`S MOTIVATION IN ENGLISH LANGUAGE LEARNING IN THE STUDENTS OF FITH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016"

I certify that this project has been completed to 100%, it fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

Riobamba, December 12, 2016.

It is all I can certify in honor of the truth.

MgS. Maria Dolores Peñafiel

TUTOR

Riobamba, 01 de Agosto de 2016

CERTIFICACIÓN

Certifico que los estudiantes: **Mayra Maribel Quitio Pilataxi**, con cédula No. 0604779157 y **Carlos Ernesto Morocho Tayupanda**, con cédula No. 0603846338; de la Facultad de Ciencias de la Educación Humanas y Tecnologías de la Carrera de Idiomas, han realizado el trabajo de investigación con el tema: **"FACTORS INFLUENCING LEARNER'S MOTIVATION IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF FITH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016".** Han revisado el documento en donde se encontró el 8% de plagio en su tesis.

Es todo cuanto puedo informar en honor a la verdad, facultando a los interesados hacer uso del presente para el trámite respectivo.

Mgs. María Dolores Vallejo
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AUTORÍA DE LA INVESTIGACIÓN

La responsabilidad del contenido, ideas y conclusiones del proyecto de investigación, denominado: "FACTORS INFLUENCING LEARNER'S MOTIVATION IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF FIFTH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016", corresponde exclusivamente a la autora: QUITIO PILATAXI MAYRA MARIBEL, y el patrimonio intelectual de la misma a la Universidad Nacional de Chimborazo.

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La responsabilidad del contenido, ideas y conclusions del proyecto de investigacion, denominado: "FACTORS INFLUENCING LEARNER'S MOTIVATION IN LEARNING ENGLISH LANGUAGE IN THE STUDENTS OF FIFTH SEMESTER AT LANGUAGE CAREER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2015-2016", corresponde exclusivamente al autor: MOROCHO TAYUPANDA CARLOS ERNESTO; yel patrimonio intelectual de la misma a la Universidad Nacional de Chimborazo.

Morocho Tayupanda Carlos Ernesto

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DEDICATORY

This research is dedicated mainly to God because he has blessed me every day and protected me in the most difficult moments of my life.

To my parents, who has been fundamental pillars in my life who have watched over my well-being, with much love, affection, for whom I have gone ahead goal after goal fulfilled, who has guided me and advised me to become someone important in life.

To my dear brothers for being my companies, my full support and my strength to keep going.

To my teachers who motivated me in the whole process of my career.

Mayra Maribel Quitio Pilataxi

DEDICATORY

I dedicate this research work, first to God Who have blessed me, taking care of me all the time and help me with the strength and ability to achieve any goal.

To my love Parents, whom have been my reasons and great source of motivation and inspiration of my life, for providing me with the best education and life lessons with their advice and guidance, for teaching me that with hard effort and perseverance anything can be achieved.

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Finally, an eternal gratitude to this prestigious University UNACH, which opens doors for young people like us, forming professional teachers for a best education.

Carlos Ernesto Morocho Tayupanda

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Mayra Maribel Quitio Pilataxi

Carlos Ernesto Morocho Tayupanda

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RESUMEN

El presente trabajo investigativo analiza los factores que influyen en la motivación en los estudiantes del quinto semestre de la Carrera de Idiomas de la Universidad Nacional de Chimborazo, en la ciudad de Riobamba, provincia Chimborazo, en el año académico 2015-2016, ya que ellos no adquieren un aprendizaje significativo del idioma Ingles como segunda lengua. El problema estudiado fue que los factores de la motivación influyen en el interes de querer aprender el Idioma Ingles. La presente investigación tiene como objetivo analizar, describir, identificar y determinar los factores de la motivación en el aprendizaje del Iidoma Ingles. La misma que fue de tipo cualitativo y de nivel Exploratorio, la cual nos permitió una recoleccion de datos mediante la tecnica de la encuesta como instrumento un cuestionario, realizando una encuesta de 10 preguntas cerradas, que fue aplicada a los estudiantes para conocer los factores de la motivación que influyen en los estudiantes en el aprendizaje del Idioma Ingles. El método cualitativo empleado fue el etnográfico ya que nos permitio realizar el estudio en un contexto directo y natural. Obteniendo como resultado la identificación de los factores de la motivación en el aprendizaje del segundo idioma. Concluyendo que los factores de la motivación si influyen en el aprendizaje del Idioma Ingles.

ABSTRACT

Abstract

This research work analyzes the factors influencing motivation in the students of fifth semester at the Language Career at *Universidad Nacional de Chimborazo*, in Riobamba, Chimborazo, during the academic year 2015-2016, since they do not acquire a significant learning of the English language as a second language. The problem studied was that the motivation factors influence in the students' interest to learn English. This research aims to analyze, describe, identify and determine the motivation factors for the learning of the English language. It was qualitative and of an exploratory level, which allowed us to collect data through the survey technique whose instrument was the questionnaire, it consisted of 10 closed questions, which was applied to the students in order to know the motivation factors that influence in the students in English Language Learning. The qualitative method applied was the ethnographic; it allowed us to carry out the study in a direct and natural context. The result obtained was the identification of the motivation factors for the learning of the second language. It is concluded that the motivation factors really influence in the learning of the English Language.

Reviewed by: Armas, Geovanny

Language Center Teacher

INTRODUCTION

This research is entitled "Factors influencing learner's motivation in learning English language in the students of Fifth semester at language career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016".The majority of students do not like English language for lack of motivation in the classroom. The most teachers do not know the Factors of motivation that in each one of the students influence and for this reason student´s do not feel motivated to get a successful learning. The factors of motivation are important because through them the teachers can know and research methods, techniques to motivate them. It was confirmed that it is necessary that teachers and students must know about the different techniques, which are involved in the leaning of the English subject a right way and it help to acquire in a better way the new knowledge and practice the language.

The Universidad Nacional de Chimborazo (UNACH) is located in Chimborazo Province, city of Riobamba, it has three modern campuses, one of them is the Facultad de Ciencias de la Educación, Humanas y Tecnologías situated on the campus La Dolorosa; Eloy Alfaro avenue and 10 Agosto Street, which has several careers including the Language one. It has one hundred fifty nine students, thirteen teachers, seven classrooms, one lab and one multimedia classroom. Over the last two decades the Factors, influencing learner's motivation has taken on a growing importance in the field of philosophy, psychology, politics and education.

 The propose of this research is to explore why students do not know the factors of motivation to increase the interest in the English language learning in the students of Fifth semester at language career of "Universidad Nacional de Chimborazo". This study is to observe how the factors of motivation influence in the English language learning to acquire relevant or true information that let them obtain a true learning.

The problem is caused by students do not know the factors of motivation so there are students lack interest of motivation because students do not believe that their efforts will improve their performance, they are demotivated by the structure and allocation of rewards, they do not

perceive the classroom climate as supportive, they have other priorities that compete for their time and attention and individual students may suffer from physical, mental, or other personal problems that affect motivation. Some students seem naturally enthusiastic about learning, but many need their instructors to stimulate them.

For all of these motives the present research hopes to notice the factors of motivation for students uses to involve in the Engles language learning, that will permit to achieve a meaningful learning in which they domain the second language.

The general content is divided in five chapters, which are detailed below:

CHAPTER I: Referential Framework, it shows the problem posed by us that we are going to solve, outlining of the problem to verify the real situation or problem in our national context, question guidelines to facilitate the develop of the research, objectives to be achieved and justification which have the problem and its importance to be a feasible research.

CHAPTER II: Theorical Framework, which contains previous research to this one. The research is related to both variables causes and effects through critical analysis of the problem. There is also the Theoretical foundation, which are concepts regarding to both variables of the research. It includes definitions of basic terms of this one and objective operationalization.

CHAPTER III: Methodological Framework, it contains the research design, type research and level research that will be used to obtain the information of investigation from the population, techniques and instruments of data collection, which are Survey and questionaries'

CHAPTER IV: It contains the interpretation and analyzes of all results of the research, the survey help to describe what do factors influence in learner's motivation.

CHAPTER V: It contains the conclusions and recommendations obtained from the result of survey applied.

CHAPTER I

REFERENCE FRAMEWORK

THE RESEARCH PROBLEM

Students do not know exactly what factors of motivation can influence them so there are students with lack of motivation or interest in learning because they do not believe that their efforts will improve their performance academic.

PROBLEM DEFINITION

The Universidad Nacional de Chimborazo (UNACH) is located in Chimborazo Province, city of Riobamba, it has three modern campuses, one of them is the Facultad de Ciencias de la Educación, Humanas y Tecnologías situated on the campus La Dolorosa; Eloy Alfaro avenue and 10 Agosto Street, which has several careers including the Language one; It was created in 1972, it has one hundred fifty nine students, thirteen teachers, seven classrooms, one lab and one multimedia classroom. Over the last two decades the Factors, influencing learner's motivation has taken on a growing importance in the field of philosophy, psychology, politics and education. The Fifth semester is conformed by 12 students. These students have interest to learn the English Language but they don't have enough motivation in the classroom by their teachers because some of them use the same techniques at the moment of teaching so this dislike to the students.

The problem is caused because the students do not know the factors of motivation that influence them so it means teacher must identified and facilitate the acquisition of the new knowledge or techniques in an intellectual way in academic process of the students. In fifht semester, it has been observed that they have a low level of English language, they are demotivated by the structure and allocation of rewards, they do not perceive the classroom climate as supportive, they have other priorities that compete for their time and attention and individual students may suffer from physical, mental, or other personal problems that affect

motivation. These are factors that influencing leaner`s motivation and do not allow to have a meaningful English Language Learning. Some students seem naturally enthusiastic about learning, but many need their instructors to stimulate them.

The propose of this research is to discover why students do not know the factors of motivation in which they can help to foster and increase the interest of English language learning in the students of Fifth semester at language career of "Universidad Nacional de Chimborazo" This study is to observe how the factors of motivation act in the students for acquire relevant or true information that let them to increase their English language learning so they can turn as a good students monitored by their teachers obtaining a siginficant learning in different educational nesessities.

Then, Factors influencing learner's motivation play an increasingly significant role, whereby this influence in their learning of foreign language at the same time in the development of teaching - learning methods for education. The factors of motivation have been noted that influence in the students at the moment to acquaire teaching so teacher are involve to motivate them.

For all of these motives the present research hopes to notice the factors of motivation for students to improve their learning and achieving a meaningful English learning in which they will domain the second language through surveys technique applied to the students, where this can help us to know about the factors of motivation used by teachers into the class. With this research we can have an idea about how the factors of motivation influence in the students helping to obtain the high interest in the English language learning.

FORMULATION OF THE PROBLEM

What factors influence in learner's motivation in learning English language in the students of Fifth semester at Language Career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016"?

QUESTIONS GUIDELINES

- ✓ What are the factors influencing learners motivation in English Language learning?
- ✓ How do the teachers influencing learner's motivation?
- ✓ What can a teacher do to improve learning?
- ✓ Why the students have problems to acquire knowledge in English Language learning?
- ✓ How do teachers can motivate students to learn English?

OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To analyze the factors influencing learners motivation in the English language learning in the students of Fifth semester at language career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016"

1.5.2. SPECIFIC OBJECTIVES

✓ To describe the factors influencing learners motivation in the English Language Learning.
✓ To identify the motivation techniques used by teachers influenced in English language learning.
✓ To determine the positive factors influence in the English Language learning.

JUSTIFICATION

The project was done, based on the "factors influencing learner's motivation in English language learning in the students of fifth semester at language career of Universidad Nacional de Chimborazo". Where will help to students for acquire relevant or true information that let them to increase their knowledge so they can obtain a significant learning to be competitive in different educational necessities that they need.

This research was feasible perform it because it had the bibliography, the approval of the highest authority of the institution to develop, we also had the financial resources, time required, and also to investigate in the library of the Universidad Nacional de Chimborazo, it was verified that there is no research conducted by students of the Language Career related variables, or the place where this research was develop.

The direct beneficiaries of this research work will be twelve students of 5th semester; Language Career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016" because through of this investigation it will give an important information to identify the factors influencing learners motivation.

This general research project helped to analyze the factors influence learners motivation in the English language learning: to identify the motivation techniques used by teachers influenced in English language learning because motivated students are more likely to pay attention and try to understand the material and determine the positive factors influence learners motivation Thus, motivation is vital of success in learning teaching process.

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The major importance is to identify the factors influence learners motivation in the English language learning, it is caused as responses the low performance of the students in the learning process, the environment is not comfortable, the lack of motivation to learn the new language, subject and the techniques or methods used to teach are not applied the good way and to have a high level of English learning is necessary to know the factors affecting

student's motivation; already that motivation is an influential factor of the high or low motivation of students because of it depends the success of teaching learning process.

Also this research must help us because we are going to be teachers and all this information must assist us to facilitate the learning teaching into the learning process at English subject to find up what kind of factors of motivation is useful for most of students to get a significant English language learning.

Finally, it helps to the students and the teachers to get good information about the factor of motivation according their necessities.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

It is reviewed the library's files of the Facultad de Ciencias de la Educaciòn, Humanas y Tecnologìas at UNACH. It is verified that there are not similar research; but it has found some workable researches considering words of the first variable such us: Factors learner is motivated. The researchers are:

"Influence of motivational dynamics in the English language learning in the students of 10th of education general básica, parallel "a" at "Camilo Gallegos Toledo" high school, of Lizarzaburu parish in the city of Riobamba, Chimborazo province, in the academic year 2014 – 2015" by Mayra Alexandra Pérez Gunsha and Maria del Pilar Tenemasa Sayay. This project has a participatory and investigative nature as it has a didactic purpose and integrated development in teaching and student learning process.

Incidencia de las dinámicas motivacionales en el proceso de aprendizaje del idioma Inglés en el noveno año de educación básica del ITES Carlos Cisneros, año lectivo 2010-2011 by Caiza Carolina and Quito Jenny. Este proyecto consiste en la afectividad y motivación que los estudiantes necesitan para cumplir con su misión y formarlos integralmente.

De qué manera influyen las técnicas de motivación de los docentes en el aprendizaje del idioma Inglés en los alumnos de los terceros años del colegio tomas oleas de Cajabamba- años 2012-2013 by Karen Plua and Deysi Damián. This project is to stimulate learning and spark students' interest to keep the estimation of teacher and student or oneself.

"La Motivación como estrategia de aprendizaje en el desarrollo de competencias comunicativas de los estudiantes de i-ii nivel de Inglés del convenio héroes del CENEPA-ESPE de la ciudad de quito en el año 2012. Diseño de una guía de estrategias motivacionales para el docente.", by Jorge Édison Pila Chipugsi. This project exposes the educative strategies that let the student to show interest to learn English.

2.2. THEORETICAL FOUNDATION

2.2.1. FACTORS INFLUENCE LEARNERS MOTIVATION

**2.2.1.1. What is motivation*?* An internal process makes a person move toward a goal. Motivation cannot be observed directly as intelligence. Therefore, motivation can only be detected by noting a person's behavior.

Consist to create the need to want to learn something new about any topic or activity also is important for good studying because when students are motivated, they will find it easy to stay dedicated all the time in the class. When learners are not motivated, they will not only find it difficult to stay focused, but you will find it hard to acquire started in the first moment (Fernandez, 2007).

Motivation involves goals that provide impetus and direction to action. It requires activity— physical or mental. Physical activity demands, patients, persistence, efforts and other over actions. Mental activity contains cognitive actions as preparation, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students involve in are geared toward achieving their purposes.

2.2.1.2. IMPORTANCE OF LEARNERS MOTIVATION.

Sevtap Karaoglu (1998) argues that, the significant role that motivation plays in learning for how to keep language learners motivated in the classroom.

Motivation plays a substantial role in the process of learning. If the students that do not understand the relationship between motivation and its effect of the language, the teacher do not have the facility to teach a language. The indispensable of motivation is what might be called passion, which tells to a person's intrinsic aims and wishes. The students know their desires, their strengths and weaknesses, and successfully utilize strengths and recompense to weaknesses. The success of language learning is linked to connect the student´s passion.

The students need quality instruction, input, interaction, and chances to improve their knowledge and to keep motivation for language learning.

Motivation oscillates is used to keep language learners´ motivation at a high level all the time. In the English course, teachers must take into consideration that each learner has different interests, style learning and expectations. The motivation is important of success in learning process.

One of influential factor in English learning is the motivation and it is a factor of high or low of the goal but the motivation in the students depend how they feel them (Brown, 2001:75). It is fundamental in the success of learning process because without motivation, the objective of learning is hard to be reached and the motivation of students will be enthusiastic so they will be pushed to study English with effort.

2.2.1.3. MOTIVATION IN LANGUAGE LEARNING ENGLISH AS A PARTICULAR WAY OF LEARNING

According Hussin (2001), says that, "To the success of language learning could contribute the positive self-concept, high self- esteem, the positive attitude, clear understanding of the objectives, active participation in the language learning process and the relevance of environment." He admit that factors influence motivation in language learning are: attitudes, belief about self, aims, environment and personal attributes also three specific elements are strongly believed to build motivation as: self-confidence, experience, success, satisfaction and good relationship teacher-student as relationship between learners. These factors are connected in the process of motivation development.

2.2.1.4. MOTIVATION IN STUDENTS OF UNIVERSITIES.

Anamaria Dutceac Segesten (October 27, 2011) says that, the motivation is synonymous of a powerful incentive, and the question on how to motivate students is about how to assemble

their interest and their energies, so that they complete any activities that he teacher has set out for them during a course or semester.

Some of these techniques are so familiar, but let check them anyway:

- Deliver incentives for the type of activity you as a teacher want to see more of class participation, or original presentation.
- Deliver well-defined instructions and a logical structure, so there cannot exist room for misunderstanding topics.
- Use effective communication during dialogues, design exercises and exams that are creative and interesting for them.

In our opinion, in order to respond the student's problems, we as teacher, we must know what are the students need for motivate and what they are taking the courses, motivation is the first meaning, as "motive".

2.2.1.5. FACTORS OF LEARNER'S MOTIVATION

Eccles (1998) identifies a number of factors influencing learner's motivation, briefly presented below.

Numerous specific motivational factors have come to have in recently educational research from the social intellectual approach including: intrinsic Goal Orientation and Extrinsic Goal orientation. (Eccles)

- Intrinsic Goal Orientation is getting an objective orientation toward an academic task that indicates the learner's participation in the assignment for this reasons such us challenge, curiosity and mastery the topic. Garcia (1991)

- Extrinsic Goal Orientation refers to the level of degree, which students recognize themselves to be participant in a task for strong reasons such as, rewards, grades, performance evaluation of others and competition. Learners with high in extrinsic goal orientation engage in learning tasks as the mean to an end. The main concern here is the students with high extrinsic goal Orientation report to issues instead of those directly participating in the task itself. Garcia (1991)

2.2.1.5.1 Self-effectiveness and competence perceptions

Firstly, the role of self-effectiveness in the guideline of motivation must be defined as; Perception of self-efficacy means that the learners believe about their ability and effort to successfully accomplished task that they are given, and have been connected to successful engagement and persistence students in tasks.

Learners who believe itself to do better are much likely to be motivated in terms to approach the persistence, effort and their own behavior than students who thinks that they are less able to have succeed now to acquire knowledge.

2.2.1.5.2. Attributions and control beliefs

Pintrich & Schunk (2002) says that, the basic construct refers to how the causes of success and failure change their emotion and how acquire its control now that they need outcomes or to control one's behavior. Students must know how capability they are to lead the success of learning. This assurance enables them to manage their activities and emotions. Students who believe they are in control of their own learning and behaviors are more likely to do well and perform at high levels than students who do not feel in control**.**

2.2.1.5.3 Higher level of interest

According Eccles (1998), argues that, the high levels of interest are associated with engagement, learning, and higher levels of accomplishment.

Students 'interest refers to the pleasure that the students have at the moment to do the activity.   We as students can only judge if the task is interesting or not. This depends on how teacher dictated the different class.

2.2.1.5.4. Classroom environment

Linnenbrink and Pintrich (2001) make a distinction between the goal qualities of a classroom atmosphere that might effect on motivation and students subjective perceptions of those at the same environmental conditions. They assume that the stronger links have been found between achievement and students perceptions of classroom than accomplishment and objectively defined classroom qualities. Thus, it seems that the teacher can influence learning processes and results by structuring learning environments. Teachers must attend to how students perceived or regard those environments situations to achieve the intended effects.

2.2.1.5.5. Home Situation.

Home situations affect student's motivation in the classroom. Many students come from their habitual homes where they are adored and appreciated then they will come to classroom with enthusiasm and with passion to learn. If the students do not have a positive home environment, they arise to school with a lack of motivation because they could have physical or emotional problems.

2.2.1.5.6. Teaching approach.

Learning can be more pleasant and personalized to a larger degree when the students become part of the learning process. When the teacher helps to the students to see the styles learning that each learner have in a different context, they can be motivated. If the students are currently learning about a historical figure or event, then it could be inspiring to read novels or short stories that take place in the same time. The historical Scenes are precise; fiction stories can draw students into the historical situation and make the age come successful. When student's associate better with what they are learning, their motivation often rises. (Eccles)

2.2.1.5.7. Interactive activities.

It can be a positive factor of the motivation in the classroom. Also, the use of puzzles, games, songs and special speakers may motivate students beyond the teaching routines and take stages to learn more about the subject than what is taught in university.

2.2.1.5.8. Goals and goal orientation

 Setting goals is an important key for learning process. Helping our students to establish well-defined goal in the classroom. Also, provide motivation for the best approaches in learning process. (Ford and Wentzel)

2.2.1.5.9. Study habits

Raffini (1993) argues that, one aspect worth mentioning about the motivation in learning is to recognize that students sometimes develop habits that go against their own performance. The student knows what to do and acknowledges that his attitude is not going according to the degree of responsibility that is expected of him, and still persists in attitudes that contradict quality standards. Many of these factors can be attributed to traits of young adult students: tardiness, listlessness, lack of interest in the study in general (not only for languages), poor choice of appropriate places for study, etc.

2.2.1.5.10. Role of the teacher and student.

Dubin and Olshtain (2000) say that, it is necessary to clearly define the role of the teacher and student regarding the formation of values in language courses with communicative approach. This relationship-role between teacher and student is open and cooperative, where the teacher guides the student in the learning process and provides the means to learn according to their individual abilities. Its role is recognized as that of a facilitator, where students proceed according to their own abilities, not according to a plan created by the teacher.

Lepper (1988) mentions the importance of the teacher as "active agent of socialization, the students can be motivated to learn." However, the teacher is the one who often discourages students not to "learn to take" because of attachment to more traditional teaching methods and explains that one of the reasons is that students have not been helped to motivate and engage in their own learning, or self-sufficiency.

Probably the student does not devote his efforts to learn a foreign language if you have the need and desire to learn; however, when you are motivated to do so, he is interested and does so independently.

On the other hand, teachers must certainly admit, "In the school teachers appreciate more effort than skill. In other words, while a student expects to be recognized for their ability (which is important for their esteem), in the classroom it recognized their effort (which is important for their esteem), in the classroom it recognized their effort that the student is the central element of self-motivation.

Hussin (2001) suggests "Ten Commandments to motivate the student".

> ➢ Establish good examples to have meaningful learning.
> ➢ Create a relaxed atmosphere in the lounge.
> ➢ Present activities properly.
> ➢ Take a good relationship with their students.
> ➢ Encourage linguistic self-confidence in students.
> ➢ Make your interesting class.
> ➢ Encourage autonomy.
> ➢ Customize the learning process.
> ➢ Orient your students toward their goals.
> ➢ Familiarize stunts with the culture of the language they are studying.

2.2.1.5.11. Attitudes

Dubin (2000) notes that, there are emotional factors related to the attitude of the learner that may interfere with the operation of the support available in an entirely native environment, or

may interfere with the effective implementation of a new English program of a school system where feelings of the population they are against the culture of foreign language study for political reasons. It is obvious that the attitude towards the foreign language and culture of the countries where it is spoken largely determines the success or failure in the study.

In general, due to the situation of the city of Mexicali on the border Mexico - United States, it is related to the English language with American culture and all that it represents as the most powerful economy in the world, and where are defined, artistic, technological, political, educational and cultural trends that have a global impact. Therefore, you can create antagonistic attitudes of rejection towards the language and culture and acceptance terms this represents a better standard of living, because the English language has great utility in the professional graduate.

2.2.1.5.12. Learning style.

The way the development of the English program suits the learning style of the student, determines how it will feel motivated. For example, an analytical student who feels that he cannot explain each and every one of the points to analyze a given topic, suffers a drop in motivation, feels often ignored, or has some fears to ask questions, because you can feel indicated by their peers, and misunderstood by his teacher. Similarly, a student with interpersonal characteristics will be very motivated and enjoy working with others, while one with intrapersonal characteristics prefer to work alone and still can feel invaded their personal space to work in a team, which can affect so performance negatively.

2.2.1.6. TYPES OF MOTIVATION

This is the motivation, which gets you to reinvest on with something you do not like all that much because you know there will be a reward at the end. When you stuck with something think in a time in order to reach a particular goal.

Vallerand and Ratelle (2002), argues that, there exist two types of motivation, which are Intrinsic and Extrinsic motivation. It is essential to know why we are not all the same; therefore proficiently motivating our students requires that you gain an understanding difference of type of motivation. As an understanding will enable you to categorize better your team student members and apply the appropriate type of motivation.

2.2.1.6.1. Intrinsic Motivation.

According Vallerant and Ratelle (2002), it refers that the individual motivational stimuli comes from within. The individual has the desire to perform a specific task, because its result is the agreement of his beliefs system or satisfies a desire to reach the importance of its achievement.

Our deep-seated desires have the highest motivational power. Below here, we have some examples:

Acceptance: We all need to feel that we as well as our decisions are accepted by our co-workers.

Curiosity: We all have the desire to be in the know.

Honor: We all need to respect the rules and to be ethical.

Independence: We all need to feel that we are unique.

Order: We all need to be organized.

Power: We all have the desire to be able to have influence.

Social contact: We all need to have some social interactions.

Social Status: We all have the desire to feel important.

2.2.1.6.2. Extrinsic Motivation.

Vallerand and Ratelle (2002), say that, it means that the individual's motivational stimuli are coming from outside. In other case our desires to perform an activity are controlled from external source, even though if the stimuli comes from outside, the performing outcome task will still be rewarding for the individual who perform the interesting you studied hard in college not because you loved studying, but because you wanted get your degree for the necessities of our society. (Vallerand and Ratelle; 2002)

2.2.1.7. EFFECTIVE LEARNING STRATEGIES TO LEARN A FOREIGN LANGUAGE

Lopez, R. (2009) says that, learning a language requires an enormous effort. There exist ways to how you can hurry up your progress learning. The list of the 10 most effective learning strategies to learn a language will prevent you from taking unnecessary detours. If you decide to embark on such a journey of increasing your mind, trying to understand another language, culture, and people, make it as effective and efficient possible.

2.2.1.7.1. Have a clear motivation. Learning a foreign language is a huge and important task. We do not believe to anybody who claims that they will make you learn a language in less than 30 or 90 days according what their goals are. They will have possibly hundreds of hours of language learning ahead. If they don´t have a clear motivation then the chance of they abandoning their language leaning efforts is very high. Most people abandonee language classes or their self-learning before reaching even an intermediate level. Lopez, R, (2009)

2.2.1.7.2. Immerse yourself. Lopez, R (2009) says that, the best method found is, of course, to learn a language is totally immersed in it by actually living in a country where they speak only that languages but this is not enough. There are great examples of friends who live many years out of the country without being able to hold a basic conversation in the foreign language. Those people create a language bubble to defense themselves from the foreign

tongue. So, if you want to learn a language in a foreign country then promise yourself to acquire the adequate learning. Expose yourself to the foreign tongue and protect themselves from your own mother tongue.

If we have, sources access like; TV stations, radios, newspaper in a foreign language and internet surf as well, which you can watch in your browser and as finally try to find as many native speakers as possible and communicate with them. All this will help us tremendously to reach the foreign language learning. Foreigners living in your country are most often privileged if you make the effort to have their best language learning you will be able to approach the correct pronunciation even though using slangs words, which you will most likely not find in any language course.

Kaylani (1996) says that, all the teachers use strategies according levels of the students. Usually, most teachers' at language learners use a variety of strategies depending of their circumstances. Strategies are used according to the different activities, level of the learner, age of the learner, the context of learning, individual learning styles, and cultural changes. Successful language students do not necessarily use more strategies, but instead use different combination of strategies.

2.2.1.8. SIMPLE IDEAS TO IMPROVE STUDENT MOTIVATION

Sevtap Karaoglu (2008), argues that, the best lessons, tasks, and resources in the class, it provide students excited about knowledge and desire to work hard if they are motivated. Motivation, both intrinsic and extrinsic, is an important factor in the success of students at all stages of their education, and teachers can play an essential role in providing and encouraging that motivation in their students. Of course, that has much easier said them.

2.2.1.8.1. Give students a sense of control. While guidance from a teacher is important to keeping students on task and motivated, permitting students to have the opportunity to control the multiple-choice at the moment of the class. It is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or

what the problems are to work on, we can stimulate them with a sense of control that may just motivate them to do more. Sevtap Karaoglu (2008)

2.2.1.8.2. Define the objectives. It can be very unsatisfying for students to complete an assignment or even to perform in class if there aren`t clearly defined objectives. Students need to know what they expected in order to stay motivated to work. Define clear objectives, rules and expectations of students at the beginning of the year so that there is no confusion and students have goals to work towards. Sevtap Karaoglu (2008)

2.2.1.8.3. Create a threat-free environment. Students need to understand what the consequences for their actions are; furthermore, motivating students are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their positive abilities instead of the consequences of not doing things, most of them are much likely to get and stay motivated to do their work. Finally, at ending the class, the students will fulfill the expectations what the teacher will teach them.

2.2.1.8.4. Change your scenery. A classroom is a great place for learning, but sitting at a desk the whole class hour can provide bored and bit tired for some students. To start an interesting class with their students, we can use this following tool; take field trips , bring in speakers, or head to the library for some research will help to obtain the best learning process in the any subject. Ours knowledge loves to find new things every single day to rise the English language learning.

2.2.1.8.5. Use positive competition. Competition in the classroom is not always a bad thing, and in some cases can motivate students to try harder and work to excel. Work to foster a friendly spirit of competition in your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge.

2.2.1.8.6. Offer rewards. Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class.

2.2.1.8.7. Give students responsibility. Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping so that each feels important and valued.

2.2.1.8.8. Allow students to work together. While not all students will jump at the chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other students. The social interaction can get them excited about things in the classroom and students can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some students are not doing more work than others.

2.2.1.8.9. Encourage self-reflection. Most kids want to succeed; they just need help figuring out what they need to do in order to get there. One way to motivate your students is to get them to take a hard look at themselves and determine their own strengths and weaknesses. Students are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals.

2.2.1.8.10. Know your students. Getting to know your students is about more than just memorizing their names. Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated, it creates a safe

learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals.

2.2.1.8.11. Help students find intrinsic motivation. It can be great to help students get motivated, but at the end of the day, they need to be able to generate their own motivation. Helping students find their own personal reasons for doing class work and working hard, whether because they find material interesting, want to go to college, or just love to learn, is one of the most powerful gifts you can give them.

2.2.1.8.12. Give feedback and offer chances to improve. Students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations, it is critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard.

2.2.1.8.13. Track progress. It can be hard for students to see just how far they have come, especially with subjects that are difficult for them. Tracking can come in handy in the classroom, not only for teachers but also for students. Teachers can use this as a way to motivate students, allowing them to see visually just how much they are learning and improving as the year goes on.

2.2.1.9. MOTIVATIONAL TOOLS

Jade Mazarin says that, there are several strategies that teachers use in order to inspire students with the motivation to learn and do their best in class. Below are a handful of the most common ones:

2.2.1.9.1. Praise. Praising the student's achievements is a powerful motivator. If students feel they are noticed and their efforts are appreciated, they will feel more inclined to continue

trying hard. Teachers should be specific about their praise. For example, 'You did great on your multiplication tables,' rather than just saying, 'You did a good job.' That way, students know what it takes to do well. Teachers can write a note on a test or tell the student in a conversation, but it is important to always look for opportunities to praise. In addition, if a student is showing improvement, it's very beneficial to point it out so they will want to move forward.

2.2.1.9.2. Variety of exercises. Students can get bored with the same old thing every day. Besides say, lecturing and note taking, teachers can let their creativity guide them in coming up with other exercises to arouse interest. These can include small group discussions, case studies, role-playing, guest speakers, and more. Also, since students have varied ways of learning, providing multiple strategies enables students to use their optimal way of grasping material.

2.2.1.9.3. Give rewards. Rewards are a common motivator for everyone, including students. Teachers can put forth a goal to their students and let them know that those who reach it can get a candy bar, for example. Other ideas range from the stickers on papers to pizza parties or a dress down day.

2.2.1.9.4. Offer ways to improve. For students who are struggling, finding the motivation to study can be especially challenging. Teachers need to be aware of these students and offer them verbal encouragement and optional times to meet for extra help. They also can offer a project or extra homework assignment that can give these students a chance to catch up if they need to.

2.2.2 LEARNING

2.2.2.1. What is learning?

Learning is the process by which knowledge, skills and attitudes to achieve behavioural changes or improvements are integrated. Therefore, learning is an action, which takes knowledge as input and generates new knowledge.

Wenger (2009) says that, learning is seen as an integral part of life. Sometimes it requires an effort, sometimes even is our goal. This does not mean that only book learning or learning in the classroom, or even e learning. But always implies that we are, what we do, we try to connect with, and what we aspire to be.

Learning is a modern learning theory and this is based on the theory of constructivism. It is also a student-focused learning model that emphasizes the learning environment and cooperative learning.

2.2.2.2. WAYS OF MOTIVATING STUDENTS IN THE CLASSROOM

2.2.2.2.1. Pair work or Group work. If the teacher is imaginative and creative enough, to inspire the students to participate in the class is how to prepare the class using "pair work" and "group work", it is a successful ways of learning. Through the close collaborations and communication among students, they have the opportunity to learn the language. This type of collaborations is in benefits for all them. Learners can help each other while working on different types of activities such as dialogues, interviews, drawing points of view and play roles.

2.2.2.2.3. Role-play. Teachers are recommended to use the role-play activity to motivate and inspire their students, helping the less motivated learners takes part in the class. This is a technique to vary the rhythm the class and to have an active class in their teaching. Certain tasks in the students books are following by a role-play to do interesting the task, it becomes

a necessity to create an active environment. Example we can say: guessing game, an interview of any topic and dialogue.

2.2.2.2.4. Using realia, flash cards, Stories and songs in teaching. These are considered an important tool in teaching especially when learners are learning a foreign language because it is a facilitator in teaching new vocabularies such as fruits, vegetables, clothes, family etc. Besides, realia is an authentic material that helps the teacher inspiring confidence and superate the difficult now to acquire motivated to increase their learning through this tools. Teachers are able to demonstrate techniques as songs in different ways to teach grammar, vocabulary, pronunciation and skills because the students like songs and they feel motivate them to learn the English language in an interesting way.

Teachers think in different methods to teach using the song through activities such as prediction, mind maps, work splashes, etc., Students discuss about the feelings in the song, what will happen next, and write their answers in an interesting manner. Students may write and present with their own words how think about the song, how feel them and then draw a picture while listening to the song. Teachers reply to the different questions the students have. Finally, teachers do a feedback together their students.

2.2.2.2.5. Using the L1in the EFL/ESL classroom. Some teachers ask if in the class should use to mother tongue now to teach the foreign language. This is one of the questions, which most divides the teachers now to teach the foreign language, whether they are for it or against it.

The principal argument to use to the use of the L1 in language teaching is that learners will become dependent on it, and do not even understand the meaning of context and explanation, express what they want to say in the target language. But say that the use of students 'mother tongue went part of Grammar-Translation method, it had dominated late 19th and early 20th century teaching, and saw language learning as a means towards for intellectual development and communicative purposes.

It can be used with students do not understand the language yet, but have difficult in their own language and the target language. When students need to combine, two languages have problems in study the lessons and focus in the learning process.

2.2.2.3. MOTIVATING ROLE OF THE TEACHER: UNMOTIVATED NO LEARNING

From this point of view, the teacher should consider a triple objective in their motivating action:

- To direct and sustain the effort
- To the learning objective preset

If the traditional school called only the initial motivation, here we see that motivation must be maintained until the end, and be the starting point, if the learning process is successful, new motivations for new processes.

Each student is motivated by different reasons. Motivation as the person energy self-process limits the role of the teacher to be an outside agent is unleashing the inner forces of the student. This leads to a consequence: incentives have limited motivational value. The same incentive-activity produces different responses in different individuals or even in the same student at various times.

In practice it translate into limited effectiveness of collective motivations, if not attended individually and adaptation to the particularities of the student, which stimulus both personality behaviors as their own history.

2.2.2.3.1. Create interest in the activity. We must rely on the interests of students and connect them with the learning aims and the same activity. Many teachers look interesting to them techniques but do not cause any motivation in students. Students are not motivated alike, so it is important to look and perform motivating activities involving greater student participation.

If we remember the pyramid of Dale, and identified with learning from the experience, we could extrapolate the situation to define who is more motivated and better and better experiences older that lives in the classroom. We read and quite often, that learning situations we care more about the process than the results. The reason is that the processes always remain and serve as reinforcement for subsequent learning or motivation.

2.2.2.3.2. Interest of the learner. The enthusiasm of the teacher, the climate in the classroom, good relations among members, students and teacher or between themselves, the taste for going to class, etc. Some students may also influence others positively or negatively, the reference to the real, to tell what is happened with the real world, facts and experiences of student, recognition of the effort to develop the students avoiding censorship or encouraging improvement.

Teaching methods and new technologies are sufficiently rich, the teacher activate their creativity and stimuli in the activities as each students or group have different needs in their learning. The change of activity, do tasks or exercises, change group, these help to capture the interest or improve care.

2.2.2.3.3. Meaningful learning. A purpose is significant, when it means something to the learners when she sees some use or when entertaining or fun. Some students do not put any interest in learning and do not have chances of success. A spirited assessment by the teacher is effective.

2.2.2.4. ENGLISH LANGUAGE LEARNING

Lopez (2009) determines that, English language is universal language that open many doors to opportunities to know different customs, share experiences, know native persons. A foreign language is a language studied in an environment where it is the primary or in other words the mother tongue, to earn this language is difficult to us, because we don't know the

grammar correctly, vocabulary etc. The term "L2" or target language is used in this chapter to refer to either a second or a foreign language.

2.2.2.5. IMPORTANCE OF ENGLISH LANGUAGE LEARNING.

Daily the English language is more used in all the knowledge areas and human development, it is the global language used in more than 75 territories around the world. In the history of the human being, any other language has been considered as the predominant. Many people say that is the language of the actual world because the ones who do not domain that language will have disadvantages in the working world. Other important factor about the English language is that every day more electronics artefacts of any other devices have English instructions to facilitate the foreign trade.

In addition, it is consider as the language of telecommunication because more than the 80 percent of the electronic information shared is in English and, more than the 80 percent of the internet consumers use English language to facilitate their communication. Most of the sites on internet are in English because it facilitates the understanding and is easier that the internet users visit that sites that are written in the global language. The actual world facilitate to the customers to travel to any place in any time, for that is necessary that the traveler can speak English because in any part of the world the travelers can find a person who speaks the idiom, through that international language is easier to get personal, professional and cultural bonds.

2.2.2.4. TYPES OF LEARNING

Lopez, R. (2003) says that, the following is a list of the principal types of learning mentioned in the literature of pedagogy:

- **Learning maintenance** described by Thomas Kuhn whose purpose is the acquisition of criteria, methods and fast rules to address known and recurring situations.

- **Innovative learning** is one that can withstand change, renewal, restructuring and reformulation of problems. Proposes new values rather than keep old.

- **Learning visual** people using the display system see things like images and to represent things as pictures or graphics helps them remember and learn. The ease of visual person to move from one topic to another promotes creative work in group and social learning environment. In addition, this procedure can irritate the visual person perceives things individually. It is given to observe the behavior of another person, called "model".

- **Auditory learning** a hearing person is able to maximize group discussion and social interaction during learning. The debate is an essential part of learning to an auditory learner. Hearing people learn by listening and customer focus, breaks and tone of voice are provided. A hearing person enjoys the silence.

- **'Kinesthetic learning** people with kinesthetic representation systems perceive things through the body and experimentation. They are very intuitive and particularly value the environment and participation. The kinesthetic person is relaxed to talk, move and gesticulate. Speak slowly and know how to use the breaks. As a public, they are impatient because they prefer to take action.

2.3. DEFINITIONS OF BASIC TERMS.

- **Motivation** is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. (Kendra Cherry, 2011).

- **Learning:** Learning is the individual growth of person as a result of cooperative interaction with others. It is the advancement of understanding that enables the learner to function better in their environment, improve and adapt behaviors, create and maintain healthy relationships, and achieve personal success. (Lauren Zuch, 2002).

- **Acquisition:** It is a meaningful interaction in the target language - natural communications in which speakers are concerned not with the form of their utterances but with the messages, they are conveying and understanding (Krashen, 1998).

- **Motivation in a person:** the capacity or condition of developing tasks independently. (Audrey Marlene). S/A.

- **Strategies**: are considered guides actions to follow. Therefore, they are always conscious and intentional goal-directed learning related and a careful plan or method for achieving a particular goal usually over a long period. (Lopez, R. 2003).

- **Learning strategies:** learning strategies are behaviors or thoughts that facilitate learning. These strategies range from simple study skills, such as underlining the main idea, to complex thought processes such as using analogies to relate prior knowledge with new information (Lopez, 2009).

- **Techniques**: are specific activities that take place when students learn as repeating, underline, outline, ask questions, deduce, induce, etc. They can be used in a mechanic.

2.4 OBJECTIVE OPERACIONALIZATION

SPECIFIC OBJECTIVE	DEVELOP OF THE RESEARCH	PLACE OF THE RESEARCH	INFORMATION RESOURSE	TECHNIQUES/ INSTRUMENTS	TIME
1. - To describe the factors influencing learner´s motivation in the English Language Learning.	- Identify the factors affect the student´s motivation in the English Language Learning.	Universidad Nacional de Chimborazo	- Internet - Books - Online materials - Students	**T:** survey. **I:** questionnaire.	One week
2. - To identify the motivation techniques used by teachers influenced in English language learning.	-Identify the motivation techniques that the teachers use to motivate the students in class.	Universidad Nacional de Chimborazo	-Internet - Books - Online materials - Students	**T:** survey. **I:** questionnaire.	One week
3. - To determine the positive factors influence in the English language learning.	-Research information about the positive factors to have a significant learning**.**	Universidad Nacional de Chimborazo	Questionnaire Students	**T:** survey. **I:** questionnaire.	3 days

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Qualitative method to be used:

Ethnographic. - It is a systematic process that is studied in a natural context.

In this research project will be use bibliographic, documental and field research.

Bibliographic research. - It will allow finding varied information of a particular issue as the factors influencing learner's motivation to be developed in a systematic way.

Documental research. – The purpose was to extend and deepen the knowledge collected the data and used proper handling books, papers and printed documents from Universidad Nacional de Chimborazo.

Field research. – The information or data was collected at "Universidad Nacional de Chimborazo" where the reviewed event occurs.

3.2. TYPE RESEARCH

This research is qualitative type because it can be explained through existent theories using data collection that contribute with this research.

3.3. LEVEL OF RESEARCH

This research was Exploratory: it was determined through observation method if a theory can be explained I base on currently existing theory with the data collection, it was exposed the information to get significant generalization that contribute with the investigation.

3.4.   POPULATION AND SAMPLE

3.4.1.   POPULATION

The population is small; for this research, it was not necessary to take a sample. This study was made up of 12 students of Fifth semester at Language career of "Universidad Nacional de Chimborazo" during academic year 2015-2016. There are populations of 12 students. This group was chosen because we evidenced the lack of motivation, the lack of interest in the English language learning, the environment is not comfortable. Students of Fifth semester do not feel motivated at the moment to acquire the English language learning because teachers and students do not know how the factors of motivation influence in their learning. Their principal necessities are to know the factors of motivation that influence in each students for obtain a successful learning.

3.4.2.   SAMPLE

The population is small therefore no sample is applied consequently; the work is involved with anyone indicated in the research process.

3.5. PROCEDURE

This research belongs to the Methodology area. It was chosen because Methodology is the systematic and theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

In Methodology área, the factors of motivation are very important because they play an increasingly significant role, influence in their learning language and in the development of teaching-learning process. In this research was investigated the specific problem "teachers and students do not know the factors of motivation that influence in the students, for this

motive they do not feel motivated, they have other priorities, lack interest to learn English Language Learning".

3.6. FIELD WORK

The first step was requested permission to the authorities at "Universidad Nacional de Chimborazo" to be able to carry out the surveys, which gave us the authorization in order to perform the field research. We did not have any troublesomeness to carry out this investigation.

The participation of the students and the collaboration of authorities and teachers, where were able to carry out the surveys and we can observe the students were very active and happy during what they were developing the surveys.

To be realized this project we needed to know if the teachers and students know how the factors of motivation influence in their enthusiasm and interest to learn the foreign language. We analysed such as; lack of motivation, bored environment, lacks of techniques, tools, and methods that do not allow acquiring the new Language.

This research verified that teachers and students did not know the factors of motivation influence in the student's motivation. The information was obtained from teachers, students, books and Internet.

3.6.1. TECHNIQUES AND TOOLS FOR DATA COLLECTION

TECHNIQUE:

The technique that was applied in this research is survey to gather the necessary information.

Survey: This technique helped us to gather information from students of fifth semester of Language Career, Universidad Nacional de Chimborazo to obtain information about indicator

of factors influencing learner's motivation. In addition, it allowed knowing the degree of feasibility that will has research proposal.

INSTRUMENT:

The instruments applied to be the questionnaire, where it was recorded the relevant aspects about factors of motivation and English language learning that will be investigated.

Questionnaire: It is a group of questions in a write way to get information about of this research from different point of views. It was used with students of Fifth semester of Language Career, Universidad Nacional de Chimborazo, to obtain specific information for each student according our research`s topic.

3.7. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA

To determine the analysis of the collected information will be used the following techniques:

- Review the information obtained of the survey applied to the students at Language Career of Universidad Nacional de Chimborazo during 2015-2016 academic years.
- Analysis showing the results obtained of the survey.
- Conclusions and Recommendations were given according to the results of analysis of the surveys.

3.7.1. METHOD

- **Scientific method**: because it is a systematic razonable and logical process by which begin on the definition and delimitation of the problem, specifying clear and concrete objectives, gathering reliable information.
- **Inductive method**: because it seeks to know the reality and apply theoretical concepts in the research problem.

CHAPTER IV

4. DATA PROCESSING, ANALYSIS OF RESULTS

This research work was developed at the Universidad Nacional de Chimborazo in Language Career in the 5th semester in academic year 2015-2016 in order to describe what do factors influence learner's motivation.

Table1. Survey developed by students of Fifth Semester at Lannguage Career at the Universidad Nacional de Chimborazo.

OBJECTIVES	INFORMATION	ANALYSIS
To analyze the factors influencing learners motivation in the English language learning in the students of Fifth semester at language career of Universidad Nacional de Chimborazo", in the city of Riobamba, Chimborazo province, in the academic year 2015-2016"	-The home situation affects students' English language learning?	The student's do not practice English language in their houses for lack of motivation however the English language learning always affect because some Ss suffer home situations factors, for this motive is necessary that Students practice outside and inside the classroom, definetly with teacher help.
To describe the factors influencing learners motivation in the English Language Learning.	-At the beginning of the class, does stuendent´s teacher provide appropriate materials to develop an interesting class?	Teachers use adequate materials to rise the interest in the English language laerning However rarely the materials aren´t pleasurable for some students.
	-At the middle of the class, does the teacher use the pair work as a motivating activity? -At the beginning of the class, the	Students consider that the techniques used by teachers are helpful to increase their knowledge

To identify the motivation techniques used by teachers influenced in English language learning	teacher introduces the new topic presenting a warm up? -The group work strategy helps to increase student´s knowledge during learning process? -How often do student´s teacher use the songs technique in the class to improve students learning? -How often do student´s teachers use the role-play activity to motivate you and to help the less motivated in the class?	however teachers must try to find more often new techniques or different activities to have an active environment where the students can have the williness to participate.
To determine the positive factors influence in the English Language learning.	-During student´s semester, the positive attitude of the teacher affect in your academic performance. -During the class, does the teacher use fun activities (that encourage) students to improve the learning process? -The games are interactive activities to have an active classroom environment.	The results show that the teachers attitude greatly influence on learners academic performance because learners likes how the teacher create an enthusiastic environment with different activities.

SOURCE: Survey made to the students of the fifth semester.

MADE BY: Mayra Quitio and Carlos Morocho.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS
As concluson we have determine three aspects very important which are:

1. The factors of motivation influence in the English language learning because this way the students can face any problem than they have in their learning with the teachers help.

2. There are different techniques of motivation that these help to rise the enthusiasm and interest in the students to improve the English language learning and the students hope that the teachers use other techniques at the moment of teaching.

3. Most of the students in Fifth Semester feel motivated to acquire new knowledge which they will use the positive factors of motivation because these will help to learn the English language learning in a good way.

5.2 RECOMMENDATIONS

1. The students should know what factors influence in their motivation to English language learning.

2. Teachers should continue using this kind of technique so that students obtain the joy and excitement to improve their development of learning.

3. Inspire your students with fun activities and positive attitude to achieve a high level of English language learning.

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4.5. ANEXES

 SURVEY

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÒN HUMANAS Y TECNOLOGÌAS

CARRERA DE IDIOMAS

STUDENTS` SURVEY ON THE FACTORS LEARNESR'S MOTIVATION

Objective: To describe the factors influence in learner's motivation in the English language learning in 5th semester in Language Career at the Universidad Nacional de Chimborazo in academic period from February 2016 to July 2016.

The success of this investigation depends on your answers. Please circle the option that reflects more your criterion. Permitir promote

1. - At the middle of the class does the teacher use the pair work as a motivating activity?
a. Always
b. Sometimes
c. Rarely
d. Never

2. - During the class, does the teacher use fun activities (that encourage) you to improve the learning process?
a. Always
b. Sometimes
c. Rarely
c. Never

3. – At the beginning of the class, the teacher introduces the new topic presenting a warm up?

A. Always

b. Sometimes

c. Rarely

d. Never

4. – During your semester, the positive attitude of the teacher affect in your academic performance?

A. Always

b. Sometimes

c. Rarely

c. Never

5. - The games are interactive activities to have an active classroom environment?

a. Always

b. Sometimes

c. Rarely

c. Never

6. – At the beginning of the class, does your teacher provide appropriate materials to develop an interesting class?

a. Always

b. Sometimes

c. Rarely

c. Never

7. – How often do your teacher use the songs technique in the class to improve your learning?

a. Always

b. Sometimes

c. Rarely

c. Never

8. – The group work strategy helps to increase your knowledge during learning process?

a. Always

b. Sometimes

c. Rarely

c. Never

9. - How often do your teachers use the role-play activity to motivate you and to help the less motivated in the class?

a. Always

b. Sometimes

c. Rarely

c. Never

10. –The home situation affects your English language learning?

a. Always

b. Sometimes

c. Rarely

c. Never

THANK YOU

PHOTOS