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Work presented as requirement for obtaining the Bachelor's Degree of "Licenciado en
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TITTLE OF RESEARCH WORK:

"Diagnosis of Motivational Strategies in Reading Skill with the Students of Noveno Grado de Educación General Básica "B" at Unidad Educativa "Capitan Edmundo Chiriboga", in Riobamba city, Chimborazo province, during the academic term October 2016 – March 2017."

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CERTIFICO:

Que, el presente trabajo de graduación titulado “DIAGNOSIS OF MOTIVATIONAL STRATEGIES IN READING SKILL WITH THE STUDENTS OF NOVENO GRADO DE EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “CAPITAN EDMUNDO CHIRIBOGA”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016 – MARCH 2017.” de autoría del señor **Marroquín Fuentes Ronald Segundo**, portador del número de cédula 060496387-6, ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación de proyecto, trabajo de campo, análisis de resultados y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales de graduación, en tal autorizo la presentación del mismo, para su calificación correspondiente.

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AUTHORSHIP

The responsibility of the content in this investigation titled: "Diagnosis of motivational strategies in reading skill with the students of Noveno Grado de Educación General Básica "B" at Unidad Educativa "Capitan Edmundo Chiriboga", Riobamba city, Chimborazo province, during the academic term October 2016 – March 2017," belongs exclusively to the author **Ronald Segundo Marroquín Fuentes**.

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Riobamba, May 5th, 2017



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Ronald

DEDICATORY

I want to dedicate this work to my God who always blesses me, to my parents and siblings who are my support, and to my teachers who have shared their knowledge with me.

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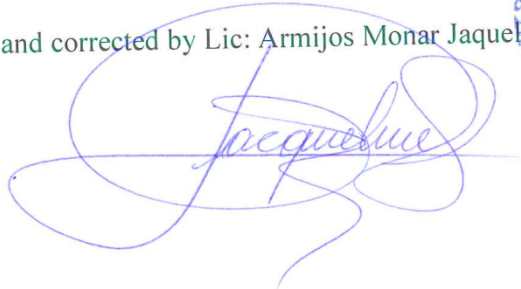
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SUMMARY

By means of a previous analysis, it was determined, as a problem that the students of Noveno Grado de Educación General Básica "B", at Unidad Educativa "Capitán Edmundo Chiriboga," are not interested in reading or doing activities related to it. This study describes how motivational strategies help students become interested in reading in English. The same one that was executed with the students of Noveno Grado de Educación General Básica "B" at Unidad Educativa "Capitán Edmundo Chiriboga," during the second academic period 2016 - 2017. The purpose of this research is to diagnose the factors why students of Noveno Grado "B" are not motivated for reading. It was conducted on thirty-five students from that level, on which 18 are men and 17 are women. The type of study is qualitative at a diagnostic level and its qualitative method is ethnographic. As a used technique is a non-participatory observation because of the researcher plays a passive role; instruments for data collection are a survey and an observation sheet. Therefore, it was concluded that motivation is the first step that a teacher should apply at the moment of reading; if it is not well applied, students will suffer consequences. Additionally, they will reach to a state of disinterest to learn by reading.

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INTRODUCTION

It is important to recognize how the motivational strategies work in the teaching of a second language. Motivation has been widely accepted as one of the key factors that influences the rate and success of a foreign language. Motivation provides impetus at the moment of a student initiates the learning process of a second language, without enough motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Dörnyei, (2009)

In reading skill, motivation is important because it permits to engage students in reading activities. If teachers give students enough motivation, they will perform better tasks. It is important to clarify that the two types of motivation, intrinsic and extrinsic motivation, are indispensable to a teacher could engage students into reading. So that, **intrinsic reading motivation** refers to an individual's enjoyment of reading activities that are performed for their own sake, (Deci,1992 (as cited in Kamil's study, 2009)) and pursued during free time, (Morooow, 1996 (as cited in Kamil's study, 2009)); and **extrinsic motivation for reading** is the desire to receive external recognition, reward, or incentives, (Deci, Vallerand, Pelletier, and Ryan, 1991(as cited in Kamil's study, 2009)).

This research was performed at Unidad Educativa “*Capitán Edmundo Chiriboga Gonzales*,” this institution is located in Chimborazo province, Riobamba city, it was created in 1974. Nowadays, this public institution has about 200 teachers who mostly have a bachelor's degree, only 13 of them are English teachers and all ones are women, there are 3.130 students of morning and evening classes.

The study problem was found at Noveno Grado de Educación General Básica “B”, where there are 35 students and about half of them live with their parents but they do not share time with them because of the work, that lets them waste so much time in social networks, leaving out the academic purposes they have; the info recovered from them, also showed almost all of them are not interested in reading, specifically only 3 of them do like reading, another factor it showed was they are not exposed to readings

according to their needs and other not less important was their teacher is not integrating active activities that let them practice in a better way.

The lack of interest in reading from student's part is a big problem at the moment of any other teacher want to engage them in learning, as studies show, "Reading for pleasure makes a big difference to children's educational process", "Children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures." In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

The topic was chosen due to it enriches the methodology field of teaching a foreign language and engaging students into reading activities, besides because it was realized that the problem exposed here is the most common at English classes.

In this research motivational strategies in reading skill were studied in order to comprehend and give the answer to great question stated by teachers, why students are not interested in reading? This study provides the teacher at this or any grade the opportunity to engage his / her students into reading activities, and overall this study has given to me the knowledge needed to start teaching.

The importance of this investigation has three aspects: academic and methodologic and personal ones. One is from the academic view, it is important because motivation is the first step that a teacher needs to do for teaching, motivated students means students interested in learning, so that, bad scores will be in the past. Another is from a methodological view; this work is important because the different motivational strategies for having students interested in reading are totally analyzed and given by the researcher. And the other is from a personal opinion, this study is important, because intrinsic and extrinsic motivation affect the interest for learning in students at any level.

The purpose of this work is to give the reasons why students do not feel interested in reading. Once given these reasons, the present research will strengthen the methodology for involving students in learning.

This study has been systematized into five chapters that are then exposed:

- ✚ Chapter I. – This chapter presents referential framework, problem statement. Also, it includes the general and specific objectives and justification.
- ✚ Chapter II. - This chapter presents the theoretical aspects of Motivation and strategies to involve students into reading.
- ✚ Chapter III.- This chapter presents the methodological framework which presents the design and type of the research, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.
- ✚ Chapter IV.- This chapter presents the analysis and interpretation of results.
- ✚ Chapter V.- This chapter presents the conclusions and recommendations of the research.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. RESEARCH PROBLEM

Students are not motivated for reading.

1.2. PROBLEM DEFINITION

Few students of Noveno Grado De Educación General Básica at “Unidad Educativa Capitán Edmundo Chiriboga” are interested in reading by their own, others are not. This institution is located in Chimborazo province, Riobamba city, it was created in 1974. Nowadays, this public institution has about 200 teachers who mostly have a bachelor’s degree, only 13 of them are English teachers and all ones are women, there are 3.130 students of morning and evening classes, almost all of them are from the city and the others from rural sectors or other cities, classrooms are enough to cover the large quantity of students, but the environment is not the appropriated for teachers to teach in a great way.

Students of Noveno Grado De Educación General Básica “B” at “Unidad Educativa Capitán Edmundo Chiriboga” sometimes have problems with the teachers. Most of them do not show interest in learning English, neither in reading activities. One of the reason for this could be the parents, because they do not concern about their children’s learning and let them waste too much time in activities which are not good for their academic development. Despite of students have internet at home and it is a good information source, they do not know how to manage this great quantity of info, that is why they need extra reliable sources like books are.

Students at Noveno “B” are not motivated to read, maybe it is because of teachers’ encouragement, or because students do not like it; besides, the institution do not have a library where students could find books according to their needs. It is not only the duty of teachers to veal for students; also, the institution has to do that. In Chiriboga High School, there is no concern for students’ reading development. Students at this level do not show interest in reading, it is clearly noticed how they get stressful and bored when a reading activity is proposed to them by the teacher.

The observation has showed the students necessity for motivation at the moment of doing any activity; the teacher only wants to catch the attention of her students, but she does not focus on the material or strategy she has chosen to teach, and as a result they do not feel the self-obligation to read. So, it is necessary to diagnose all the reasons why the students at this course do not feel motivated in reading.

This research will be useful for the investigator when he teaches and for all teachers who feel frustrated at any the moment his/her students do not want to learn anything. Furthermore, for all students at institutions because the teachers are going to be well prepared for managing problems like the mentioned.

1.3. PROBLEM FORMULATION

Why are students at Noveno Grado de Educación General Básica “B” not motivated in reading?

1.4. GUIDING QUESTIONS

- a) How many students like to read by their own?
- b) Which are the motivational characteristics of students who like to read?
- c) Which motivational strategies does the teacher use for engaging students into reading?

1.5. OBJECTIVES

1.5.1. GENERAL:

To diagnose the reasons students at Noveno Grado de Educación General Básica “B” are not motivated in reading at Unidad Educativa “Capitan Edmundo Chiriboga”, Riobamba city, Chimborazo province, during the academic term October 2016 – March 2017.

1.5.2. SPECIFIC:

- a) To recognize the number of students who like to read.
- b) To discover the motivational characteristics of students who like to read.

- c) To identify the motivational strategies the teacher uses to engage her students into reading.

1.6. JUSTIFICATION

The present research enriches the field of English Methodology, so it helps the teacher of Noveno Grado de Educación General Básica “B” knows the motivational strategies that she could use to engage her students into reading activities.

This investigation is important because the majority of students at this high school and others do not like to read. As Dornyei, (2015) states, “Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process.” So, a motivated student means a successful one but a student who is not motivated will never be interested in learning.

Throughout the observation made, it was realized how important is to motivate students before making them perform any task, in reading activities is more difficult to engage them because they seem to hate reading. For this interpretation, it was necessary to create a survey and an observation sheet. The survey was applied to the students to know exactly how many of them like to read and the motivational characteristics they present, and the observation sheet to know the strategies the teacher uses in her classes, which evidently showed me that the teacher is not applying the strategies well, or even she does not have sufficient knowledge about motivational strategies.

The accomplishment of this project is feasible in different aspects such as: **academic** because teachers at Universidad Nacional de Chimborazo provided me the necessary knowledge I needed to state and solve the problem like the treated here; **human** because the personal at Unidad Educativa “Capitán Edmundo Chiriboga Gonzales” were kindly at the moment I asked them for information to performance my study; and **economic** because for this research I have not spent so much money.

In addition, this investigation is useful for improving the investigator’s teaching skills, and overall for covering the methodological problem that presents the students at the grade mentioned before, being them the direct beneficiaries of this project. Moreover, this study will provide to the English teachers the correct knowledge about why students are not interested in learning English.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1.BACKGROUND OF A PREVIOUS RESEARCH REGARDING THE PROBLEM TO BE INVESTIGATED.

Once analyzed the library at Facultad de Ciencias de la Educación. Humanas y Tecnologías of Universidad Nacional de Chimborazo, was found a similar research like; “EXPLORATION OF STRATEGIES OF MOTIVATION IN THE LEARNING PROCESS OF ENGLISH IN THE STUDENTS OF 9TH IF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “NIDIA JARAMILLO” DURING THE SCHOOL YEAR FROM JULY 2016 TO FEBRUARY 2017.” Done by Choto Piltaxi Luis and Sislema Guamán Freddy, in 2016. The main objective of this research is, “To describe the strategies of motivation in the learning process of English in the students of 9th of basic education class “A” at Unidad Educativa “Nidia Jaramillo” during the school year from July 2016 to February 2017.” Finally, the researchers concluded that, “In conclusion the teacher motivation sometimes was meaningful for the students, she avoided activities that were too long without any methodological variation and things that were too difficult for the students and she asked relevant questions in order to express students` opinions with the objective to have students participating into the classroom.”

2.2.THEORETICAL FOUNDATIONS

2.2.1. READING

2.2.1.1.WHAT IS READING?

People are taught that reading is a pathway to success and fulfillment. But not everybody likes doing it. When a lack of interest in reading is identified, many possible reasons for this come to the mind, maybe that person was not taught with good strategies or encouraged with good motivational ones. On the other hand, there is who do like to read and they show some great characteristics.

2.2.2. CHARACTERISTICS OF A PERSON WHO LIKES READING

2.2.2.1. THEY HAVE INCREASED MEMORY

Readers understand just how powerful the brain really is. It can hold almost an unlimited capacity of information. The more you read and learn, the easier it becomes to retain information. Homer Simpson's belief that learning something new pushes something old out. They simply continue to learn, and commit an incredible expanse of knowledge to memory, sometimes without even realizing it.

2.2.2.2. THEY HAVE INCREDIBLE WRITING AND SPEAKING SKILLS

It's common to see a person who likes reading how he/she is skilled in writing and speaking. That is why, the information and vocabulary they gained at the moment of reading.

2.2.2.3. THEY HAVE PERSPECTIVE

Successful people are able to see all angles of an issue, because they have read a variety of literature from various perspectives. Being an avid reader allows you to put yourself in someone else's shoes, if only for a moment; but once that moment's over, you remember the experience for the rest of your life.

2.2.2.4. THEY ARE REFLECTIVE

In addition to gaining perspective, readers are reflective about what they have read. While gaining perspective allows a person to see from the other side of the fence, being reflective allows them the opportunity to understand how they can be productive with their new-found perspective. Successful people see reading not as the simple act of staring at words on a page. They understand the profound effect that consuming a text can have on the mind, and how books can change a person's life.

2.2.2.5. THEY ARE CRITICAL READERS

Students turn into critical readers who spend time reflecting on ideas presented in their reading assignments. Also, they can evaluate and solve problems rather than

merely compile a set of facts to be memorized. Finally, they can think logically, they base their judgments on ideas and evidence.

2.2.2.6. THEY ARE EDUCATED AND INFORMED

Successful people rise to the top because they have spent their time on earth learning. When they pick up a book, they don't do so just to finish it, but to take something away from it. Reading textbooks was never just a school assignment to be completed, but was a chance to expand their knowledge even further. Even while reading fictional novels, successful people take with them life lessons that they carry with them forever.

2.2.2.7. THEY READ TO RELAX

Even the most successful people need to tune out the world every once in a while. But this doesn't mean they turn their minds off completely. There is nothing wrong with reading a "trashy magazine" or graphic novel to unwind. Reading just about anything is more beneficial than watching television or wasting a Friday night at a bar. Again, successful people value every minute of their time, and even in their most idle moments they still strive to improve. And there's no better way to chill out while keeping yourself fresh than with a good book.

2.2.3. MOTIVATION

2.2.3.1. WHAT IS MOTIVATION IN READING?

Motivation is something that gives fulfillment to someone. This means that a person wants to do something to better him/herself. As discussed by Protacio (as cited in Chinappi, 2015), reading problems occur partly due to the fact that people are not motivated to read in the first place. Moley's study (as cited in Chinappi, 2015) explains that, motivation occurs when "students develop an interest in and form a bond with a topic that lasts beyond the short term" (p. 251). There are many aspects to reading motivation, two of which stem from within a child. These are known as self-determination and self-concepts. There are also other factors that are part of reading motivation, which are intrinsic and extrinsic motivation.

2.2.3.2. SELF-DETERMINATION

Theory Motivation, in Moley's study (as cited in Chinappi, 2015), is a result of a classroom with "instruction that promotes challenge, provides support, and demonstrates relevance" (p. 251). This means that children want to learn, but the teacher needs to know until what point he has to push them. So, if the teacher wants to challenge a student, he/she needs to do it in a way that pushes him/her just enough.

Self-determination, in Deci's study (as cited in Chinappi, 2015), is "promoting in students an interest in learning, a valuing education, and a confidence in their own capacities and attributes" (p. 325). This means that children understand the importance of education, and in this situation, reading, and want to do well to please themselves. Deci (1991) also explains that there is self-determination, as well as controlled types of intentional regulation. Deci (1991) states that, "when a behavior is self-determined, the regulatory process is choice, but when it is controlled, the regulatory process is compliance" (p. 326). When relating self-determination to reading motivation, the goal is to have reading be a choice from the student, not a controlled process that is forced by the teacher. Reading motivation should come from within, as does self-determination. According to Deci (1991), "when a behavior is self-determined, the person perceived that the locus of causality is internal to his or herself, whereas when it is controlled, the perceived locus of causality is external to the self" (p. 327). Self-Concepts Positive self-concepts play a major role in reading motivation in children. Shaaban (as cited in Chinappi, 2015) explains that, "readers who value reading and have positive self-concepts as readers are more likely to work harder at reading tasks than readers with negative attitudes and poor self-concepts" (p. 377). Teachers need to try to encourage positive behaviors not only in everyday life, but also in reading behaviors. Patall (as cited in Chinappi, 2015) says, that "Motivation is enhanced when contextual conditions allow people to feel that their actions are freely emanating from the self, afford people with the possibility of developing or demonstrating competence, and support a sense of belongingness with others in their environment. In contrast, when the environment is experienced as controlling, chaotic, and/or uncaring, psychological needs and intrinsic motivation are thwart." (p. 523) Along with self-concepts is self-

efficacy. Gambrell (2011) (as cited in Chinappi, 2015), describes self-efficacy as a student's personal beliefs in his/her own capabilities to learn. In reading, a child's self-efficacy can affect his/her effort and achievement. By having a positive self-efficacy, children have the opportunity to have feelings of competence. A teacher's daily goal should be to try to increase self-concepts and self-efficacy in children. Increasing these can lead to an increased reading motivation. When children feel better about themselves they may want to try to read more and have an increased motivation for reading.

2.2.3.3. INTRINSIC MOTIVATION

According to Chinappi (2015), Intrinsic motivation is something that happens within a person: they are doing something because they want to do it. This usually means that they feel good about themselves for doing so. When thinking about reading, many times children seem forced to read so they are not doing it for themselves. An example of an intrinsic motivation, discussed by Ulrich Schiefele (2012) (as cited in Chinappi, 2015), is when a student is motivated to read something because they are interested in the topic. The willingness to read because that activity is satisfying or rewarding on its own is what Schiefele (2012) (as cited in Chinappi, 2015), believes to be intrinsic reading motivation. Intrinsic motivation to read can be either object or activity specific. Schiefele (2012) describes activity specific intrinsic reading motivation as when "The person is motivated to read because of an interest in the topic of a text. In the case of activity-specific intrinsic reading motivation, the person is motivated to read because the activity of reading provided positive experiences, such as becoming absorbed by a story" (p. 429). Schiefele (2012) goes on to describe object-specific intrinsic motivation as "a specific interaction between a person and an object" (p. 429). This means that a specific object, for example, a book, can drive the activation of motivation. This means that a child is motivated to read because of a specific book, there could be a connection between the two. Gambrell, (2011) (as cited in Chinappi, 2015), discusses ways to engage children with reading materials. Two ideas she mentions relate directly to intrinsic reading motivation. They are: "Children are more motivated to read when they have opportunities to be successful with challenging texts" and "students are more motivated to read when classroom incentives reflect the value of

importance of reading” (p. 176). Giving children an opportunity to be successful increases self-concept and self-efficacy. Gambrell (2011) also states that “students who believe that they are capable and competent readers are more likely to outperform those who do not hold such beliefs” (p. 176). This gives children an intrinsic motivation to read; they want to be successful and do better. Gambrell (2011) also mentions that success with challenging reading tasks provides students with “evidence of accomplishment, resulting in increased feelings of competence and increased motivation” (p. 176). Intrinsic motivation is a powerful tool for children to possess. Teachers need to help children understand the importance of reading and help children find meaning in their reading. As mentioned earlier, intrinsic motivation is something that occurs within a person. Making reading personal can help to increase reading motivation. Gambrell (2011) explains that by providing children with the proper tools to be successful we can try to help increase reading motivation.

2.2.3.4. EXTRINSIC MOTIVATION

The opposite of intrinsic reading motivation is extrinsic reading motivation. To Chinappi (2015), Extrinsic motivations are typically external incentives that students desire. As mentioned above, praise from teachers can encourage intrinsic reading motivations as well as extrinsic reading motivations. Children may read only to receive praise from teachers. Schiefele (2012) (as cited in Chinappi, 2015), explains that children typically aspire to get positive outcomes in classroom situations and attempt to avoid negative outcomes. He also explains that “a student’s reading motivation may derive from external incentives, such as the desire to get good grades in school” (p. 429). Children know of the expected outcomes that could happen if they choose to read or not to read. This means that they may read just to outperform others. This would not be a personal feeling of accomplishment, but an attitude of having to be the best. Gambrell (2011) (as cited in Chinappi, 2015), explains, that classroom incentives such as prizes offer a negative view of reading and succeeding. Children think that the only purpose of reading is to receive a prize. Incentives are closely related with extrinsic reading motivation. Many times, children feel the need to be given something in order to do something. Gambrell (2011) discusses how “specific, elaborated, and embellished

teacher praise was more motivational than tangible incentives such as prizes” (p. 176). When children feel a sense of accomplishment they tend to want to continue doing well. Hearing from a teacher, someone who you respect and look up to, that you did well and have that teacher praise you, you will tend to want to continue trying to continue the praise. However, teachers need to be careful when using verbal praise because children are able to sense if the praise is truthful or false. Deci (1991) (as cited in Chinappi, 2015), says that, if a child feels the praise was false or unearned they tend to decline in their reading motivation and not want to continue.

2.2.4. MOTIVATIONAL STRATEGIES

2.2.4.1. WHAT ARE MOTIVATIONAL STRATEGIES?

ZoltaÂn DoÈrnyei (2001), proposed the following definition:

“Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it in fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.”

2.2.4.2. STRATEGIES

2.2.4.2.1. EXPLAIN

Students do not understand what to do or why they should do in the different assignments. So, teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. In the process, some of the teacher's enthusiasm will be transmitted to the students, who will be more likely to become interested. Similarly, teachers should spend more time explaining exactly what is expected on assignments or activities. (Harris, 2012)

2.2.4.2.2. REWARD

Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and

children alike continue or repeat behavior that is rewarded. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. Even at the college level, many professors at various colleges have given books, lunches, certificates, exemptions from final exams, verbal praise, and so on for good performance. Even something as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels. And the important point is that extrinsic motivators can, over a brief period of time, produce intrinsic motivation. Everyone likes the feeling of accomplishment and recognition; rewards for good work produce those good feelings. (Harris, 2012)

2.2.4.2.3. CARE

Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student/teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone. Students will attend to an adult who appears to be a "real person," who had problems as a youth (or more recently) and survived them. (Harris, 2012)

2.2.4.2.4. HAVE STUDENTS PARTICIPATE

Get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A lesson about nature, for example, would be more effective walking outdoors than looking at pictures.

Students love to be needed (just like adults!). By choosing several students to help the teacher (take roll, grade objective exams, research bibliographies or biographies of important persons, chair discussion groups, rearrange chairs, change the overhead transparencies, hold up pictures, pass out papers or exams) students' self-esteem is boosted and consequently their motivation is increased. Older students will also see themselves as necessary, integral, and contributing parts of the learning process through

participation like this. Use every opportunity to have students help you. Assign them homework that involves helping you ("I need some magazine illustrations of the emphasis on materialism for next week; would someone like to find one for me?"). (Harris, 2012)

2.2.4.2.5. SATISFY STUDENTS' NEEDS

Attending to need satisfaction is a primary method of keeping students interested and happy. Students' basic needs have been identified as survival, love, power, fun, and freedom. Attending to the need for power could be as simple as allowing students to choose from among two or three things to do--two or three paper topics, two or three activities, choosing between writing an extra paper and taking the final exam, etc. (Harris, 2012)

2.2.4.2.6. MAKE LEARNING VISUAL

Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. Provide better learning by attaching images to the ideas we want to convey. Use drawings, diagrams, pictures, charts, graphs, bulleted lists, even three-dimensional objects you can bring to class to help students anchor the idea to an image. It is very helpful to begin a class session or a series of classes with a conceptual diagram of the relationship of all the components in the class so that some students can apprehend a context for all the learning they will be doing. This will enable them to develop a mental framework or filing system that will help them to learn better and remember more. (Harris, 2012)

2.2.4.2.7. USE POSITIVE EMOTIONS TO ENHANCE LEARNING AND MOTIVATION

Strong and lasting memory is connected with the emotional state and experience of the learner. That is, people remember better when the learning is accompanied by strong emotions. If you can make something fun, exciting, happy, loving, or perhaps even a bit frightening, students will learn more readily and the learning will last much longer. Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means. (Harris, 2012)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

3.1.1. TYPE OF RESEARCH

The present investigation is **qualitative** because it uses data that arise from the empirical confrontation between the subject and the object of investigation with emphasis on interpretation results. The theory was deduced to the essential parts of the investigation about the motivational strategies in reading. Besides, this research started with the analysis, explanation of the observation and abstraction using different strategies, in order to establish how the motivational strategies help students be interested in reading.

3.1.2. LEVEL OF RESEARCH

According to level of research this is a **Diagnostic study**.

This study is a diagnostic because the main objective was to know the causes for which students at Noveno Grado de Educación General Básica “B” are not interested in reading. Once identified them, through the survey and observation sheet applied the results were obtained, I got how many students like reading and the motivational characteristics they present, and also the strategies the teacher uses for motivating her students. So that, it could be possible to identify the root of the problem and it was the motivation that students have received when they do any reading activity.

3.1.3. QUALITATIVE RESEARCH METHOD

It is **ethnographic** because it aims to describe and analyze ideas, beliefs, meanings, knowledge and practices in groups through applying observable material items and the arrangements that exist only in the educational field.

The investigator researched at Unidad Educativa “Capitán Edmundo Chiriboga” because at this high school exactly at 9 Grado de Educación Básica “B” exists a great problem with students at the moment of reading. This research has been developed in

the academic term October 2016 - March 2017 in which the info was collected through an observation.

The present study has duration of six months and it has been distributed by the following faces: the field work place, the analytical phase and the informative phase.

3.2. POPULATION AND SAMPLE

Due to the small population is not necessary to take a relatively sample. This study was performed with 35 students of Noveno Grado de Educación General Básica class “B”, of the Unidad Educativa “Capitán Edmundo Chiriboga” Riobamba city, Chimborazo province in the academic year 2016-2017 and the professor of this class during my teaching practices.

This group was chosen because of the investigator’s teaching practices, where the lack of interest in learning they had was observed, especially in doing reading activities, and consequently the bad scores they got at English subject. This provoked they had problems at home because the teacher called his/her rep almost every week. However, they are interested in learning English, but they do not like the methodology their teachers have applied to them. So, to cover their needs it was necessary to implement new ways of teaching them, starting from motivation.

When the class was carried on, and the investigator started it with any activity to motivate them, they put more interest in doing the activities that were proposed.

3.3. PROCEDURE

The activity of this research project has been divided into: preparatory, work field, analytical and informative. First, the field of this study has been Methodology because is what a teacher needs to teach correctly; second, the place where the research was going to be applied was chosen and last, a survey and an observation sheet ere elaborated to know how motivational strategies work on students’ reading skill.

3.3.1. WORK FIELD

The problem was chosen firstly because of the teaching practices and after because the interest in the methodological field the investigator has; and it was realized that the

majority of students at high schools are not interested in learning English; so, the searching of information about it started and it was found that the first step for getting students into learning is to motivate them. Also, researches demonstrated that reading is another problem in pupils because they see this activity as something boring.

For developing the investigation, it was necessary to ask for permission to the principal of this institution; really, the authorities were pleased to help in everything that has to do with this study. Because of the teaching practices the investigator had direct contact with the participants of this project. When he talked to them about the investigation, they said they were willing to collaborate with it. It permitted that the investigator took a passive role because he did not participate in the activities the teacher proposed to her students and he was there only like an observer and a collector of data. On the other hand, the students at this grade were not interested in performing the class, they had a passive role and they matter about nothing.

For collecting information needed for this project, two instruments were applied, a survey and an observation sheet. Those two ones were designed to collect evidence about three aspects: First, students' interest in reading in English; second, motivational characteristics they have; and last, teacher's motivational strategies to get students involved into reading.

The survey was applied to the whole class during the hour of teaching and the observation sheet was applied during the teacher was giving the class; after, the data was analyzed and processed; so, it gave the needed results: first, almost all the students are not interested in reading activities; second, few students show that motivation helps them have a better development in English and other subjects, and last, the teacher was not applying motivational strategies well. In addition, the collected information was taken from the observation to the teacher and students at this grade by the investigator, and the two instruments mentioned before were used to register the data.

This gather of information was ended, because the analysis and interpretation of data coincided with the objectives proposed before.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY APPLIED TO THE STUDENTS

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONSTRAST
<p>To recognize the number of students who like to read.</p>	<p>After applying the survey done:</p> <p>Only 3 students of the 35 ones, answered they are really interested in reading.</p>	<p>It is evidently how students at Noveno grado de Educación general básica “B”, at Unidad Educativa “Capitan Edmundo Chiriboga” do not like reading, and there are some reasons why it happens:</p> <p>They do not feel motivation from their professors.</p> <p>They are interested in readings different from the government book.</p> <p>They would like having reading which have pictures.</p>	<p>Motivation is something that gives fulfillment to someone. This means that a person wants to do something to better him/herself. As discussed by Protacio (as cited in Chinappi, 2015), reading problems occur partly due to the fact that people are not motivated to read in the first place. There are factors that are part of reading motivation, which are intrinsic and extrinsic motivation. Some aspects help students in reading skill:</p> <p>Satisfy Students' Needs. - Attending to need satisfaction is a primary method of keeping students interested and happy. (Harris, 2012)</p> <p>Make Learning Visual. - Even before young people were reared in a video environment, it was recognized that memory is often connected to visual images. (Harris, 2012)</p>

<p>To discover the motivational characteristics of students who like to read.</p>	<ol style="list-style-type: none"> 1. Students who like reading are very reflective at the moment of given an answer. 2. They have extraordinary writing and speaking skills. 3. They have better memory than the others. 4. They feel relaxed at the moment of doing any reading activity. 	<p>Those students who like reading is because they had received their own intrinsic motivation and extrinsic motivation from their teachers. Those ones are who show different motivational characteristics that make them stand out from their classmates. So, once again is demonstrated how motivation influences in the learning process of a student.</p>	<ol style="list-style-type: none"> 1. They are reflective. - being reflective allows people the opportunity to understand how they can be productive with their new-found perspective. Successful people see reading not as the simple act of staring at words on a page. 2. They have incredible writing and speaking skills. - It's common to see a person who likes reading how he/she is skilled in writing and speaking. 3. They have increased memory. - Readers understand just how powerful the brain really is. It can hold almost an unlimited capacity of information. The more you read and learn, the easier it becomes to retain information. Homer Simpson's belief that learning something new pushes something old out. 4. They read to relax. - Reading just about anything is more beneficial than watching television or wasting a Friday night at a bar. Again, successful people value every minute of their time, and even in their most idle moments they still strive to improve. And there's no better way to chill out while keeping yourself fresh than with a good book.
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4.2.ANALYSIS AND INTERPRETATION OF RESULTS OF THE OBSERVATION SHEET APPLIED TO THE TEACHER

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONSTRAST
<p>To identify the motivational strategies the teacher uses to engage her students into reading.</p>	<ol style="list-style-type: none"> 1. The teacher motivates their students at the moment of going inside the class, the way she does is: she levels up her voice tone in a cordial and polite way, so that she got the students' attention. 2. The teacher does not offer her students support at all, that is why they got confused easily with the instructions of any activity or with the reading. 3. The proposed readings to students at this level do not satisfy their needs. 4. The teacher does not integrate extra visual material to motivate her students. 5. The teacher does not clarify at all the importance of reading, making it some interesting for her students, 	<p>In spite of the teacher at this grade uses motivational strategies to engage their students into reading, it is not enough because motivation is something that needs to be permanently in the process of teaching, not only at the beginning of the class or when the teacher remembers. Besides, the material used to engage students needs to be according to their needs and not according to what the teacher thinks is better to apply.</p>	<p>If a teacher wants to engage his/her students into any activity, he/she needs to use the following strategies:</p> <ol style="list-style-type: none"> 1. POSITIVE EMOTIONS TO ENHANCE LEARNING AND MOTIVATION. - Strong and lasting memory is connected with the emotional state and experience of the learner. Emotions can be created by classroom attitudes, by doing something unexpected or outrageous, by praise, and by many other means. (Harris, 2012) 2. EXPLAIN. - teachers should spend more time explaining why we teach what we do, and why the topic or approach or activity is important and interesting and worthwhile. (Harris, 2012) 3. SATISFY STUDENTS' NEEDS. - Attending to need satisfaction is a primary method of keeping students interested and happy. (Harris, 2012) 4. MAKE LEARNING VISUAL. - Even before young people were reared in a video environment, it was recognized that memory is often connected

	<p>it could be, from any teacher's life experience.</p> <p>6. The teacher does not offer good reward to students.</p>		<p>to visual images. (Harris, 2012)</p> <p>5. CARE. - Students respond with interest and motivation to teachers who appear to be human and caring. Teachers can help produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. (Harris, 2012)</p> <p>6. REWARD. - Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. (Harris, 2012)</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1.CONCLUSIONS

- ✚ The total number of students at this grade were 35 and only 3 of them showed they like reading, the others are not interested in.
- ✚ It is evidently how the 3 students who read show different skills than the others, they are more critical at the moment of giving a commentary, they write and speak better, using more complex vocabulary, and overall, they are more relaxed when the teacher proposes a reading activity to the whole class.
- ✚ The teacher rarely uses techniques to engage her students into reading. And when she uses, these ones are: doing a warm-up at the beginning of the class, making students realize about the importance of reading, rearranging her class to make students feel comfortable, and clarifying the unknown words.

5.2.RECOMMENDATIONS

- ✚ The teacher should care of her students about the interest in reading their have. She needs to motivate them more.
- ✚ The students at this grade should realize that reading is important for their academic training, taking their classmates who do like to read as an example to follow.
- ✚ The teacher should not forget that motivation is the first step to teach, and every day she needs to motivate her students so that they will be interested in doing any activity.

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7. ATTACHMENTS

7.1. SURVEY

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

STUDENT'S SURVEY

PROJECT OBJECTIVE: To diagnose the reasons students at Noveno Grado de Educación General Básica "B" are not motivated in reading at Unidad Educativa "Capitan Edmundo Chiriboga", Riobamba city, Chimborazo province, during the academic term October 2016 – March 2017''.

INSTRUCCIONES: Marque con una (X) la respuesta (s) que usted considere correcta.

1. Su interés de lecturas en inglés es:
Alto ()
Medio ()
Bajo ()
2. ¿Cuántas horas semanales en promedio dedica usted a leer lecturas en inglés?
De 1 a 2 horas ()
De 3 a 4 horas ()
Más de 6 horas ()
3. ¿Cree que leer le ayuda en su desarrollo personal y profesional?
Si ()
No ()
¿Por qué?

4. Refiriéndonos a lectura en inglés, ¿cuáles son sus intereses?
Ciencia y Tecnología ()
Novelas ()
Artículos ()
Otros ()
¿Cuáles? _____
5. ¿Le gustaría que dentro de las horas de inglés se incorpore lecturas como las que marcó en la pregunta anterior? Justifique su respuesta
SI ()
NO ()

6. Lecturas como las marcadas anteriores, ¿Incrementan su memoria y mejoran su léxico? Justifique su respuesta.

SI ()
NO ()

7. En términos de tamaño, le interesan las lecturas de:

Justifique su respuesta.

2 a 4 párrafos ()

5 a 6 párrafos ()

7 o más párrafos ()

8. ¿En sus horas de inglés, sus profesores promueven la lectura? Si su respuesta es SI, ¿de qué manera lo hacen?

SI ()

NO ()

9. ¿Le gustaría que antes de realizar una actividad de lectura, su profesor/a le aclare las palabras que para usted son desconocidas?

SI ()

NO ()

10. Después de sus lecturas, ¿pone usted en práctica la misma? ¿de qué manera?

SI ()

NO ()

11. ¿Le gustaría que su profesor aumente actividades tales como role plays, presentaciones u otras para poner en práctica lo leído? ¿por qué?

SI ()

NO ()

12. Le gustaría que sus lecturas contengan imágenes, ¿por qué?

SI ()

NO ()

GRACIAS POR SU COLABORACIÓN

7.2. OBSERVATION SHEET

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION SHEET

CRITERIO	SI O NO	EXPLICACIÓN
1.-El profesor motiva a sus estudiantes al momento de ingresar a la clase.	SI	Al momento de entrar alza su tono de voz de manera educada y cordial, captando así el interés de sus estudiantes. Realiza un juego o dinámica antes de empezar clase.
2.-En la hora clase, el profesor dedica tiempo a actividades de lectura.	SI	Al menos la mitad de su hora clase
3.-El profesor da a conocer a sus estudiantes la importancia de la lectura, a través de experiencias en su vida.	-	No a menudo
4.-Las lecturas van acorde a los intereses de los alumnos.	NO	La mayoría no
5.-El profesor lleva material extra (tarjetas gráficas) para poner en práctica las actividades de lectura	NO	Sólo utiliza el libro
6.-El profesor utiliza técnicas para la comprensión lectora de los estudiantes	SI	Aclarar términos desconocidos Organizar estructuras Subrayar ideas principales
7.-El profesor organiza el espacio físico de su clase, para que sus estudiantes se sientan más cómodo.	SI	Ubica las mesas y bancas en la parte de atrás, así los estudiantes pueden desplazarse libremente en las actividades.
8.-El profesor reconoce de manera positiva el trabajo realizado por cada estudiante.	-	No del todo, no reconoce el esfuerzo de cada uno, por más mínimo que éste sea.