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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

MOTIVATION AS A STRATEGY TO DEVELOP THE LISTENING SKILLS
OUTSIDE THE CLASSROOM IN EIGHTH GRADE STUDENTS.

ESPINOZA ESPINOZA IRENE ROCIO

MACHALA
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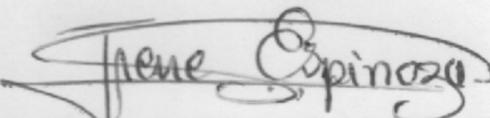
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RESUMEN
**MOTIVACIÓN COMO ESTRATEGIAS PARA DESARROLLAR LA HABILIDAD
DEL LISTENING FUERA DEL AULA A LOS ESTUDIANTES DE OCTAVOS
AÑOS DE EDUCACIÓN BÁSICA.**

En el presente trabajo se analiza los problemas que existen en los estudiantes de octavos años de educación básica, ya que hemos observado algunos factores que impiden que los alumnos aprendan. El principal es que los profesores de la asignatura de Inglés no cuentan con estrategias para motivar a los estudiantes a realizar actividades para fortalecer la habilidad de Listening, lo provoca desánimo en los alumnos para trabajar en esta habilidad del inglés.

El propósito de este trabajo es dar a conocer estrategias que permitirán despertar el interés a los docentes para la realización de actividades de Listening fuera del aula. La habilidad de Listening es muy importante en el proceso de enseñanza-aprendizaje, por tal motivo los docentes deben reforzar su conocimiento con respecto a la aplicación de estrategias dinámicas para el desarrollo de Listening y a su vez reforzar la relación docente – alumno lo que permitirá crear un ambiente más propicio para la asimilación y retención de la información proporcionada por el docente, lo que dará como resultado un aprendizaje significativo.

Al dar a conocer a los docentes que existen estrategias motivacionales para fortalecer esta habilidad de escucha en los alumnos con interés a sus tareas extra-clases de listening y puedan realizarlo sin problema alguno evitando la enseñanza tradicional y promoviendo una enseñanza más divertida, donde el discente sea participante activo de las actividades provistas por el docente. Los beneficiarios de este trabajo son los docentes y estudiantes que están en el proceso de enseñanza-aprendizaje

Palabras Claves: Problemas del Estudiante, Estrategias para Motivar, Asignatura de Inglés, Habilidad de Listening, Interés del Docente, Actividades, Proceso Enseñanza Aprendizaje, Docente, Alumno, Enseñanza Tradicional.

ABSTRACT

MOTIVATION AS A STRATEGY TO DEVELOP THE LISTENING SKILLS OUTSIDE THE CLASSROOM IN EIGHTH GRADE STUDENTS.

Research is focused in the use of strategies to develop the listening skill in the students. This article analyzes the existing problems in students of eight years of basic education, because we have noted some of the factors that obstruct students learning. The main fact is that English teachers do not have strategies to motivate students to participate in activities, in a way to strengthen the ability to develop a complex skill; it produces discouragement among students to work on this listening skill.

The main purpose of this research is to present strategies to awake the interest in the teachers to perform listening activities outside the classroom. The listening skill is very important in the teaching-learning process, so teachers must enhance their knowledge involving the implementation of good strategies for the development of listening skill and also to enhance the teacher-student relationship, it will create a more appropriate environment for the assimilation and retention of the information provided by teacher, which will result in meaningful learning.

It is good to show teachers that there are a great set of motivational strategies to enhance the listening skill in the students, and eliciting the interest to extra-lessons. In that way they can do tasks without difficulties avoiding traditional teaching and promoting an interesting and fun teaching, in which the student is the main actor and performer of the activities planned by teacher. The benefits of this work are for teachers and students that are the main actors in the teaching-learning process.

Key Words: Student problems, strategies to motivate, listening skill, awake student interest, activities, teaching-learning process, teacher, student, traditional teaching.

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INTRODUCTION

English is one of the most used languages in the world and ranks first worldwide for this reason in Ecuador according to the general rules of the LOEI, in Article 111 indicates that it should be taught in educational institutions in the Ecuador at least 40% of credit hours from the 2016-2017 school from second year of basic education. (Larrea, 2014).

The development of a non- native language students has become a challenge for those who are responsible for teaching it. To consider that a student has gained an excellent knowledge of English language is reflected in the domain in which the four skills are Listening, Speaking, Reading and Writing. Among some of the most difficult skills this language emphasizes the ability of Listening for that reason it is considered a key component of great importance language learning so teachers must apply methods and appropriate strategies for the students achieve much enthusiasm for dedicating this skill.

In order to motivate students to perform activities outside the classroom listening we have proposed the following objective of this research. Determine how to motivate 8th year students of EGB to develop the skill of listening outside the classroom. Why in this paper we have researched the different motivational strategies that a teacher should apply and thus can strengthen the learning.

The 8th EGB students from the province of El Oro have performed well in the process of teaching and learning a second language. This requires setting instruments, techniques routed to meet curriculum goals. The teacher is the main author to promote the student to participate in this process actively and complies with the activities designated by it.

This work is aimed at identifying which strategies should be implemented to encourage the learner to practice what they have learned outside of class, within what we want to mention is the execution of some of the English language skills as is the listening. As is clear that the applied strategies are not appropriate leading that perform the main objective. By the above results it is to establish the following problem:

How to motivate students of eighth years of basic education to develop listening activities outside the classroom?

It is noteworthy that the motivation is paramount for which purpose in this research is to present motivational strategies for good enrichment of knowledge and make an innovative class in the listening skill

DEVELOPMENT

1. Strategy.

We define strategies to all activities according to the needs of education for the student to obtain meaningful learning, be motivated and be curious about it , this will involve developing the ability to be critical, generate interaction within and outside the classroom and thereby becomes a more effective learning process. (Aponte, 2012).

These strategies are designed by teachers to keep the attention of the learners, during a task as teachers we are concerned that learners get the ultimate knowledge but there is much difference in each student influencing the capacity as there may be problems learning according to the family environment, current status, etc.

Thus strategies serve not only to acquire knowledge but also the search for troubleshooting, these strategies can be supported in different models of learning, the purpose of the strategies is to facilitate learning in order to maintain interest in students to accomplish a task. (Recio, 2011).

2. Motivation.

Explains that motivation is the desire for something positive that leads to a goal, the desire to move forward and achieve successful learning, drives us to the willingness to learn. There are several definitions where we expressed that motivation might be arising out of ourselves or it may be someone else encourages us to perform some action using various strategies to encourage reach our goal. (Redondo, 2014).

The teacher plays a very important role in the motivation by teacher- student interaction that induces the student to learn by themselves, forming the student their thinking and thus promotes learning.

The teacher is the guide, the mediator and motivator who transmits knowledge using learning strategies to motivate students because it depends on the skill of the teacher. The teacher should give feedback to the topics in class, not putting very difficult tasks, create an trust and positive atmosphere.

If the teacher does not motivate, it is not creative or no enthusiasm class it, will be boring and also the learners will be. (Guadalupe, 2014).

Socio- educational motivation describes the desire to any situation, to learn a second language in this case English, students strive to learn, make an attempt to make extra-class work. This has to express and want to achieve success, enjoying reached the goal here is to have learned the language as this requires effort and dedication through motivation.

2.1 Kinds Of Motivation

Between the types of motivation we have the intrinsic motivation and extrinsic motivation which we can define of the following way.

Intrinsic Motivation. - Is when the student with self-esteem positive and high expectation has the curiosity to learn something new, has the need to fulfill a satisfactory goal, does not have the need of that another person stimulates since it has the external incentive that generates positive effects in his education predominating over the world-weariness and the anxiety. (Galarza, 2013)

Extrinsic Motivation. - refers the contrary of the intrinsic motivation because it needs of external factors waking the interest of the student up using strategies motivacionales in order that the student is motivated to fulfilling an aim of study and this way to avoid the school failure them helping with easy tasks and if they manage to finish it to use the strategy of rewarding their activity. (Tatiana, 2013).

2.2 Motivation like Strategies

Definitively the motivation like strategy is very important for the students but the teachers must bear in mind that not quite the students learn of the same way they like to work with the same activities, for certain these students will be tedious and they will lose the interest of learning.

The internal motivation promoting in the students a better learning realizing activities out of the classroom, therefore it was achieving that the student supports attention, relevancy, confidence and satisfaction. . (Vibulphol, 2016).

3. Listening.

It is a receptive skill of the language and the most difficult; it is defined as slightly mental difficulty to explain which concentration and attention.

On having listened we must identify between the sounds, vocabulary, grammatical forms, interpret the emphasis, the intention and interpret to what he listens. On having listened to the second language in this case the English needs a major attention, with this definition it gives us to understand that the listening skill helps us to have a correct pronunciation, to put stress in phrases and help people to express with clarity with other people. (Natasha, 2014).

It was considered a very important skill for students because it allows to transfer a communicate message with others for this reason several strategies that aid students to communicate in the language requested.

4. Importance of Motivation to the Students in order that they develop the Skill of The Listening out of the Classroom.

Few teachers who give importance to motivation in students learning.

To motivate the students is important in order that they achieve a good learning already they exist, young teen women who come from a different institution come with scanty performance of learning, also psychological changes are observed therefore they are inexcusable, it is important to stress that a favoring environment must exist in order that the motivation exists to the learning of the English with necessary didactic materials.

Teacher relationship is critical to student' motivation this should have a positive, and confident attitude and allow the motivation for students to feel in an environment of reliability they can be encouraged to conduct an objective. (Patricia, 2013)

5. Factors that they prevents in the Motivation in the Listening.

When are listen in English; it takes a lot of practice to accustom our ear, and students still have problems with listening.

There are several factors that affect motivation during or before listening in English and there are some strategies to motivate students outside the classroom; we will discuss some of them.

✓ *English Laboratory.*

At present there are some educational institutions that do not have an area specifically to practice listening with technological materials at fingertips or a positive atmosphere for which this affects the motivation of listening to students , this would be one of the factors that should improve in the future of the teaching -learning process of English language.

✓ *Different Cultures.*

This is one of the causes where the student performs a listening activity fails to grasp the necessary information so they have difficulties. Therefore the teacher must perform a pre- listening to give a prior knowledge on the subject to listen then suppose the theme will be " Easter Day " in our country we do not celebrate that name, it is very different, American culture with our time is here that the teacher must do a Pre - listening and explaining .

✓ *Accent.*

Worldwide learning this language as English students must familiarize ourselves with American and British accent as we cannot do with a single accent. In this case there are students who only focus on the American accent but it's necessary to teach and different accents we can do it.

✓ *Unknown Vocabulary*

The lack of vocabulary makes the student cannot fully understand a listening activity, to meet new words and make them blend both deconcentrated. At the same time another problem is that a word has several meanings which make the student confuse the activity.

✓ *Length and Speed of Listening.*

The level of knowledge depends very much for the listening activity, in order that students could support any phrase in their mind. For a basic level it is suitable to realize activities not more than 3 minutes it will avoid the boredom in the pupils and they will support concentrate in their activity. Students present the listening difficult speeding the audio, tend not to understand and understand the realized activity. (Bingol, 2014).

In the following statement it will release some of the strategies that a teacher can apply for q the student to develop listening activities outside the classroom, without teach vocabulary, grammar and pronunciation.

Apply strategies is very advantageous for the student can govern and appreciate their understanding and responses, the type of strategies may also change depending on the level of students' knowledge.

6. Motivational Strategies in Listening Skill outside the Classroom.

For some students this skill is difficult and yet feel frustration at not understand, so it is important to emphasize that this skill of listening is complex, currently there are several strategies that students can use outside the classroom through technology Motivational strategies in the listening skill and they are fun and so the interest will be used by students outside of class among them are:

✓ *Listening for Gist.*

Students to listen to an audio of an important topic for them, they do not focus on understanding all audio, only to understand the main idea, students can use this strategy to work outside the classroom.

✓ *Listening for Specific Information.*

With this strategy we try to get the specific information that students are asked on a task to be performed inside or outside of school.

✓ *Listening for Inference.*

While listening to get answers prior knowledge only predict that it could happen rather than directly on the audio.

By practicing this skill with the use of songs , videos and games students enjoy and want to continue working at home and thus learn more vocabulary , grammar and pronunciation to make this practice they unwittingly they get a lot of exercises that help them become familiar with the pronunciation of native speakers and can discuss a topic. (Alberto, 2010).

Students are recommended to use podcast, radio, television, and artistic documents, films and videos among others that are easy to use in their free time outside of class and while the student will interest and learn vocabulary, pronunciation and grammar.

Another strategy would be sending students to carry out activities at home and send e-mail to a friend, play language games on the computer, dramatize role –play and use Karaoke, one of the strategies that all students would like is to watch movies with subtitles in English or listen to music in English. In this way learners will be motivated to practice the skill of fun with activities of great interest, and give a good result. (Hasan, 2013).

CONCLUSIONS

- During this research we have seen that in the institutions of the El Oro province there is little motivation of teachers for which they should investigate steadily, taking into account the type of students, and thus propose strategies that would help them to motivate the students to perform activities listening outside of class.
- Seven out of 10 students want a teacher with strategies teaching and learning, besides being a motivator updated before during and after school , taking into account the Learning a language is to return to a new childhood where learn with songs, games, dynamics that make more interesting Learning a second language such as English .
- Teachers must apply motivational strategies since motivation is the essential element of learning that creates and stimulates students' interests for practicing listening and help get to meet their objective.
- But, the strategies listed on this paper can help. And, these strategies are appropriate for practice listening skill outside the classroom area at any grade level.
- Have been investigated some strategies that can be applied in the classroom and can be applied in their spare time to carry out their activities outside the classroom , they like watching movies, videos, listen to music at home, have conversations with native English speakers .

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Expedir la siguiente **NORMATIVA PARA LA IMPLEMENTACIÓN E INSTRUMENTALIZACIÓN DE LA DISPOSICIÓN TRANSITORIA CONTENIDA EN EL ACUERDO MINISTERIAL No. 041-14**

Artículo 1.- DISPONER que la enseñanza de inglés, a partir del año lectivo 2016-2017, régimen Sierra y 2017-2018, régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país.

Artículo 2.- DISPONER que las horas de Clubes establecidas en la malla curricular expedida mediante Acuerdo Ministerial 0041-14 del 11 de marzo de 2014 determinadas para los grados segundo a séptimo de Educación General Básica puedan ser usadas para la asignatura de inglés. En este caso, esta asignatura será evaluada tal como se determina en los artículos 193 y siguientes del Reglamento General de la Ley Orgánica de Educación Intercultural (LOEI).



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Listening strategies in the L2 classroom: more practice, less testing

Cecilia Aponte-de-Hanna

Abstract

6. Encourage students to practice their strategies on a variety of tasks on a continuous basis

Ultimately, students need to be able to become autonomous learners. Therefore, teachers do need to motivate students to use the strategies they have learned, and to recognize the ones that work from the ones that do not work. Strategy awareness tools such as Mendelsohn's (1994) SIMT classification or Lynch's (2009) six descriptors 'macrostrategies' checklist of "Predicting, Monitoring, Responding, Clarifying, Inferring, and Evaluating" (p. 88) are useful because they foster strategy awareness that support learners autonomy. However, it is important for language teachers to keep in mind that some of the strategies needed for one-way listening



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Estrategias docentes y métodos de enseñanza-aprendizaje en la Educación Superior

Teaching strategies and teaching-learning methods within

En la literatura se pueden encontrar las denominaciones siguientes: estrategias de enseñanza, estrategias de aprendizaje, estrategias de enseñanza-aprendizaje, estrategias o técnicas didácticas, estrategias docentes, entre otras, las cuales se utilizan indistintamente. Ello obedece a que sus fronteras son difusas y en ocasiones pueden ser utilizadas con múltiples significaciones. Además, en pocas oportunidades se tiende a la utilización de palabras como táctica, técnica, procedimiento, etc., para hacer referencia a las estrategias, lo que trae como consecuencia disímiles problemas de interpretación.

Las anteriores consideraciones hacen que sea necesario precisar las relaciones que se establecen entre estrategia y táctica. La consulta en la bibliografía especializada¹ sobre el particular permite arribar a las siguientes consideraciones:

- Las estrategias son consideradas a un nivel macro o global; mientras que las tácticas se instauran en una dimensión micro o específica.
- El término *estrategia* alude al empleo consciente, reflexivo y regulativo de acciones y procedimientos - de dirección, educación, enseñanza o aprendizaje, según el caso- en condiciones específicas.
- Las tácticas suelen verse como procedimientos para la consecución de una finalidad.
- Una táctica es un procedimiento específico que se aplica y que tributa a todo el proceso, a la estrategia en general.

Ortiz destaca como los rasgos esenciales de las estrategias en el ámbito pedagógico presuponen la planificación de acciones a corto, mediano y largo plazo; no son estáticas, son susceptibles al cambio, la modificación y la adecuación de sus alcances por la naturaleza pedagógica de los problemas a resolver; poseen un alto grado de generalidad de acuerdo con los objetivos y los principios pedagógicos que se asuman, así como la posibilidad de ser extrapoladas a diversas situaciones; y permiten lograr la racionalidad de tiempo, recursos y esfuerzos.²

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Motivation: The Road to Successful Learning

La motivación: el camino para un aprendizaje exitoso

Rocio Espinar Redondo*

Definition of Motivation

The idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task. This long journey is reflected in the fact that there is no single definition, but instead a number of them. The existence of this variety of definitions shows the difficulty in describing motivation and its role in the process of learning a language. Consequently, the first step is to clarify some of the problematic aspects of the term "motivation" as it was described in Rodicio (1999):

- Motivation is not a physical feature; that is, it cannot be observed directly.
- Motivation is just one of the pieces in the complex mechanism that moves people's conduct, but it is not the only one.

With these problematic areas in consideration, it is important to remember some of the definitions that have been written in previous investigations:

- Crookes and Schmidt (1991) identified motivation as learners' orientation with regard to the goal of learning a second language.
- Madrid (1999) explained the concept of motivation as an individual state that is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from students.
- Spolšky (2000) described motivation as the amount of time a learner is prepared to spend on learning tasks.
- Ortega Martin (2002) explained that motivation is an individual's disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances.
- Cole (2007) defined motivation as the internal state that instigates, directs, and maintains behaviour.

These are just general ideas to be considered in defining "motivation" that will be followed in this research. That is, motivation will be understood as what encourages students to freely devote their time to a specific activity. It encourages students not only to initiate the activity but also to continue working on it throughout their lives. These reasons are individual and personal and different in each individual context, and they can come from the students themselves or from external stimuli.

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Ra Ximhai 2014, 10 (5)

Comparte la página de este artículo:

del otro. Es decir, en una interacción caracterizada por la empatía, es fundamental que los involucrados traten de visualizar el mundo en la misma forma que lo hace el otro. La comunicación tiene como objeto la interacción, el asumir recíprocamente el rol del otro, el obtener una perfecta combinación de sí mismo y el otro. A medida que la interacción crece las expectativas se tornan perfectamente interdependientes y se busca anticipar, predecir y comportarse de acuerdo a las necesidades mutuas.

Por su parte Vera y Zebadúa (2002), afirman que es necesario replantearse una nueva forma de diálogo más democrático y participativo en el salón de clases, donde los alumnos se sienten sujetos del proceso de aprendizaje y vayan desarrollando su autonomía en la conquista del conocimiento.

Es por ello que a través del diálogo, maestros y alumnos sean capaces de llegar a acuerdos, para asumir de manera autónoma las normas de comportamiento dentro del aula y en general, las reglas del curso se deben establecer de manera colectiva, para aprender y enseñar a tener la capacidad de tomar decisiones propias.

Finalmente, se puede decir que los dos sujetos que forman la pareja educativa son los responsables de su buena o mala relación, sin embargo, el maestro, como el coordinador del grupo y de los trabajos que en él se realizan, debe de propiciar un ambiente agradable que logren generar una buena relación entre él y sus alumnos.

<http://digibug.ugr.es/bitstream/10481/27621/1/ReiDoCrea-Vol.3-Art.7-Revelli-Gutierrez-Castillo-Centeno-Vinuesa-Belcaid-Andrade.pdf>

AUTO-EFICACIA DOCENTE, MOTIVACIÓN INTRÍNSECA Y EXPECTATIVA DE RESULTADO DEL ALUMNADO

PROFESSORIAL SELF-EFFICACY, INTRINSIC MOTIVATION, AND PERFORMANCE EXPECTATION OF STUDENTS

Joel Andrés Revelli Galarza, Pablo Gutiérrez Sedeño, Federico del Castillo Fernández, María Centeno Mudarra, Alejandro Vinuesa González, Basma Belcaid y María Teresa Andrade Robles. Universidad de Granada

RESUMEN

La motivación intrínseca es importantísima en el estudiante. Afrontar una tarea por el hecho de aprender en sí, y no por una "recompensa", libera al estudiante de las presiones de la competencia entre pares y del "conservadurismo académico", o sea, ir a lo seguro y a lo fácil con tal de sacar buena nota y no arriesgarse o ampliar e ir más allá de lo requerido (Elliot, 1999; Pajares, Britner y Valiente, 1996). Trabajar

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intrínsecamente motivado posibilita incrementar, capacidades, competencias y el disfrute de uno en la tarea, y por ende, su rendimiento académico (Dweck y Elliot, 1983; Deci y Ryan, 1985; Alonso Tapia, 1997), logrando superar aburrimiento y ansiedad (Csikszentmihalyi, 1975), y buscando soluciones y ayuda por uno mismo (Jagacinsky, 1992). Plantearse una tarea como un proyecto personal es una consecuencia de la motivación intrínseca que genera efectos muy positivos en la forma en la que el estudiante afronta la tarea y a su educación.

<https://eric.ed.gov/?q=motivation+Extr%C3%ADnseca&id=EJ1053746>



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Student-Teachers' Teaching Techniques: Actors in Pupils' Extrinsic Motivation as They Speak (Técnicas de enseñanza de los docentes practicantes: actores en la motivación extrínseca de los estudiantes a la hora de hablar)

Báez Dueñas, Leidy Tatiana; Chacón Vargas, Leidy Marcela

PROFILE: Issues in Teachers' Professional Development, v15 n2 p69-84 Oct 2013

related to the students' attitudes to face the _____ through the instructional segments of a class _____

Extrinsic motivation is the following key concept we will discuss. It is important to say that in spite of the fact that intrinsic motivation is more valuable and permanent than the instrumental one, it has also been demonstrated that students need outside stimuli (grades, prizes, extra points, public recognition, etc.) as a guarantee for successful performance in classrooms. This aspect is reinforced by Akey (2006) when she claims that "in the educational setting, students need incentives to perform, so one of the real situations that teachers must face is to provide students with tangible rewards" (p. 5). At the same time, Deci (1972, p. 23) explains that "extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even a certain type of positive feedback."

Those outcomes provided us with contributions in terms of understanding extrinsic motivation as a way of making students more confident when achieving the learning goals that an activity enhances in their learning process. Rewards cannot be enough to sustain the idea of an intrinsically motivated student, but they can be sufficient for maintaining extrinsically motivated students' effort at any task as well as at any skill development.

To support the previous assertions, there is an exploration about different ways in which motivation

<http://files.eric.ed.gov/fulltext/EJ1092756.pdf>

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Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand

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While most studies were interested in the motivational trait of English learners, Loima and Vibulphol (2014, 2016) focused on students' motivation and learning in natural classroom settings. In 2014, the motivation and learning were assessed by selected students, their teacher and two non-participant observers in three types of schools in Bangkok—public, private and demonstration schools. The findings showed that the students had a 'moderate' level of motivation regardless of the school type, and the teachers tended to employ the controlling style of motivational strategies. In all classes, the students' motivation and learning were supported at the group level—giving little space for individual learning. Consequently, the students' interests seemed to be limited to situation-based learning—they only did what they were told to do in class. Based on the findings from this qualitative study, the authors have suggested a large scale study to explore the situations of English classrooms around the country since baseline research in this area is needed. The nationwide study in 2016 thus focused on motivation and learning of students in four regions of Thailand and in schools of different sizes. The findings showed differences in motivation and learning among regions and small schools seemed to better support students' motivation and learning. As a part of the nationwide project, this article focused on the situations in English

<https://dialnet.unirioja.es/servlet/articulo?codigo=5085626&orden=1&info=link>



LISTENING: THE MOST DIFFICULT SKILL TO TEACH

Natasha Walker

Manchester Metropolitan University

Abstract

With listening skills usually requiring a considerably long period of time to acquire, normally involving the student experiencing a variety of emotions ranging from depression and frustration through to exhilaration and pride, teaching listening skills is one of the most difficult tasks that a teacher faces. The following article evaluates contemporary research with the aim of dissecting and discussing the reasons why the teaching of listening skills seems to be so complex and consequently intends to report upon possible suggestions for improving listening competence in the second language (L2) classroom. Through the consideration of the difficulties encountered when undergoing listening, as well as the evaluation of various strategies and exercises suggested to facilitate the acquisition of listening skills, such as *Dictogloss*, *Listening from the middle* and *Discovery Learning*, this research highlights the important place that the teaching of listening strategies should be ever increasingly assuming in the modern foreign language classroom.

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Encouraging Students to Enhance Their Listening Performance
Sonia Patricia Hernández-Ocampo · María Constanza Vargas ·
Profile Issues in Teachers' Professional Development 2013, 15 (2)

(1981) affective filter hypothesis plays an important role, as does his input hypothesis. The first one refers to lowering students' stress and anxiety as they are doing a listening exercise because motivation and self-confidence encourage language acquisition. The second one refers to providing students with comprehensible input that is a little higher than what they can produce and with enough input of this kind they will acquire the language. Language acquisition then involves practicing the language in real contexts or in situations similar to the real use of the language without feeling stressed or anxious. As teachers, we can help develop such acquisition by choosing the appropriate audios for our students and by motivating them to do listening activities in a comfortable environment.

Autonomy

This is the second idea behind the project. Autonomous learners are more effective learners and therefore more motivated learners. According to

<http://www.wjeis.org/FileUpload/ds217232/File/01b.bingol.pdf>



LISTENING COMPREHENSION DIFFICULTIES ENCOUNTERED BY STUDENTS IN SECOND LANGUAGE LEARNING CLASS

MA Mustafa Asim Binnad

Potential Problems in Language learning classes

Our aim should minimize the problems in order to increase listening comprehension rate by creating positive atmosphere. There are several problems which may appear during or before listening. We analyze some of them.

Quality of recorded material

Even we are living 21st century which is that age of technology still there are some classrooms do not have computer, smart board, multimedia systems and so on. The quality of sound system also affects understanding of listening.

Cultural differences

Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage between language and culture is indivisible (Brown, 1994). The topic may contain completely different cultural matter than the students have. In this case students may have difficulties to imagine what has been told. Here the instructors should give prior knowledge about the topic beforehand. For instance if the listening part is about Easter Day and it is not common in the area that language is being taught students cannot catch some points.

Accent

Munro and Derwing (1998) claimed that too many genres of accented speech would result in a significant reduction in comprehension. Fan (1993) pointed out that usually ESL/EFL listeners are used to "their teacher's accent or to the standard variety of British or American English". In this case teachers has to familiarize the students both British and American accent. It is an endless debate that what is the Standard English? Some says the British English is the standard. But English is spoken all over the world by Indian, Australian, Chinese, Turkish, and so on. In my opinion the best one is the one you can communicate.

<http://www.redalyc.org/articulo.oa?id=322227521008>



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The use of songs as a tool to work on listening and culture in EFL classes

EDGAR ALBERTO REINA ARÉVALO :

Cuadernos de Lingüística Hispánica 2010, (15)

Comparte la página de este artículo:

Listening comprehension through songs can be developed based on the correct material selection and systematic and coherent lesson plans. To select the appropriate songs it is necessary to consider learning purposes as well as the applicability and adaptability of the chosen texts. In order to do systematic lesson planning, we should pre-establish goals carefully stated for each lesson plan; design careful listening tasks from the simplest to the most complex; ask for an active, overt students' participation; and have a teaching not testing purpose when listening. Moreover, it is necessary to develop listening for gist, selective listening, and listening for predictions which are the relevant skills when developing listening comprehension.

Based on the criteria to design a lesson plan, it is important to state that a degree of development has been evidently reached. During the progress of the last three lesson plans, it was noticed that learners were not misunderstanding what the song said. At this point, they comprehended and followed instructions in an easier and more efficient way than before. Besides, students' concentration spans have significantly increased. Today they are able to focus their attention on an authentic spoken text and comprehend its essential meaning; this is probably because of the principle of teaching listening but not testing it. They feel immersed in a continuous listening practice which provides them with enough self confidence to face this sort of material. In short, it was found that this set of lesson plans really helped students to accomplish a higher listening comprehension and engagement in cultural knowledge.

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Podcast Applications in Language Learning: A Review of Recent Studies

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The term podcast is a combination of the terms *pod* (i.e., from the Apple iPod) and *broadcast* (Oxford Advanced Learner's Dictionary, 2007). Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds (Lafferty & Walsh, 2006). RSS feeds allow listeners to download their favourite podcasts using podcatcher software like iTunes. Listeners do not need to visit every website frequently for new podcast episodes, they can now find a huge collection of podcasts on iTunes store. Many types of podcasts are found on the Internet such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts. Television podcasts, radio podcasts and classroom podcasts are existing programs and lectures turned into podcasts such as those created by VOA (Voice of America). Individual or group podcasts are real podcasts designed for multiple purposes such as those created by the website <http://grammar.quickanddirtytips.com/>.