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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

MOTIVATIONAL STRATEGIES APPLIED BY SCHOOL TEACHERS JAMBELI TO IMPROVE SPEAKING STUDENTS IN THE THIRD YEAR OF HIGH SCHOOL.

AVILES OCHOA ROBERTO ISAAC

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ZALDUA MORAN EDDY MARSHEL
0702640103
ESPECIALISTA 1

CHAMAIDAN ROMERO MARIA CECILIA
0703774034
ESPECIALISTA 2

JIMENEZ BARRETO TANIA DEL ROCIO
0701906299
ESPECIALISTA 3

CHAMBA ZAMBRANO JOHN MARCELO
0702018177
ESPECIALISTA SUPLENTE

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Analysed Document: aviles ochoa roberto isaac.pdf (D21153508)
Submitted: 2016-07-22 02:22:00
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AVILES OCHOA ROBERTO ISAAC
0704823806

DEDICATION

This work is dedicated to my daughter, wife and grandmother as they propel me every day to get ahead, to my teachers who were part of my learning process, and especially to God who gives light and life.

Roberto Avilés.

GRATITUDE

today I want to wholeheartedly thank each and every one of the people who were in the long process of learning, where my family, friends, teachers are, with whom I shared hard and pleasant moments to reach a goal that many aspire to obtain a better future..

Roberto Avilés.

RESUMEN

Para muchos profesores llegan a los estudiantes les resulta muy difícil es por eso que hacemos diferentes estrategias de motivación para enseñar a los estudiantes universitarios Jambelí.

El objetivo general de este trabajo es el desarrollo de estrategias de motivación que animen a los estudiantes en el tercer año de la escuela secundaria para aprender hablar, ya que en nuestro entorno educativo existe la mala pronunciación en el idioma Inglés de los estudiantes esto es principalmente porque los profesores no se aplican estrategias de motivación que animan a los estudiantes a mejorar su pronunciación.

  Los estudiantes mejorarán su forma de hablar usando diferentes estrategias enseñadas por maestros de escuela Jambelí

ASTRACT

For many teachers reach students find it very difficult is why we make different motivational strategies to be taught to college students Jambelí.

The general objective of this work is to develop motivational strategies that will encourage students in the third year of high school to learn speaking, since in our educational environment there mispronunciation in the English language by students this is mainly because the teachers do not apply motivational strategies that encourage students to improve their pronunciation.

Students will improve their way of speaking using different strategies taught by school teachers Jambelí

INTRODUCCION

The present work is intended for students in the third year of high school Jambelí as they have problems in learning the English language especially in the ability of speaking and with the help of motivational strategies will ensure that they have a better attitude in the teaching learning process.

We have found different situations that students have this difficulty, for this problem impart knowledge to the English teachers of the institution to prevent these problems speaking continue in students from previous years, educators are evaluated to recognize the needs that learners require, they have to be communicative, expressive, thoughtful, dynamic, especially participatory constructivism that generates to other colleagues the initiative to learn.

The problem of students to learn to speak and construct sentences is because they do not have teachers who encourage them to talk, to solve this problem we conducted the motivational project which will unfold in a better manner.

GENERAL PROBLEM

What motivational strategies should be applied to improve speaking teachers in high school third graders Jambelí School?

COMPLEMENTARY PROBLEMS

• What motivational strategies are applied to improve the speaking?

• Which is the quality of teaching?

• What teaching materials used to develop the speaking?

General objective

Determine motivational strategies applied by teachers to improve speaking students in school Jambeli.

Specific objectives

• Identify the motivational strategies used to improve the speaking.

• Establish the level of study with English teachers to teach.

• Determine what materials are to use to improve speaking.

MOTIVATIONAL STRATEGIES APPLIED BY SCHOOL TEACHERS JAMBELI TO IMPROVE SPEAKING IN THE STUDENTS THIRD YEAR OF HIGH SCHOOL.
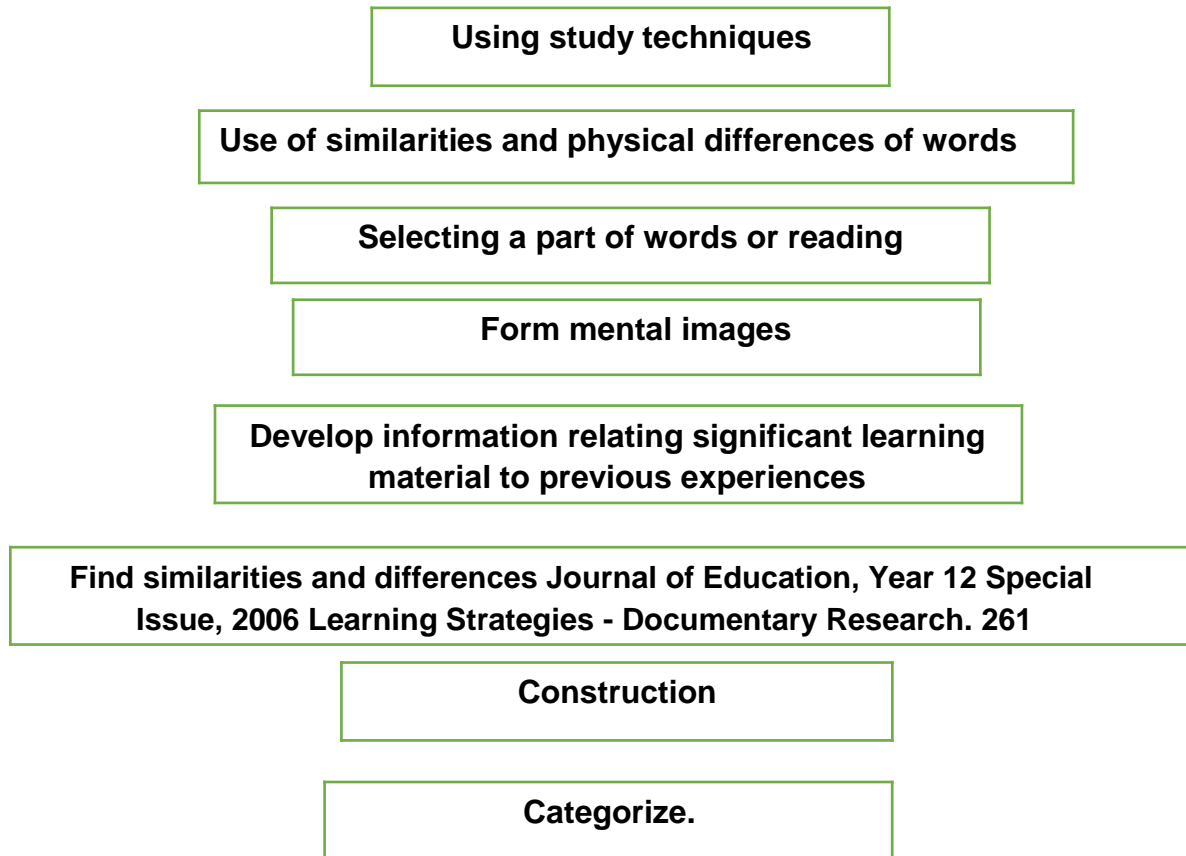
DESARROLLO

For teaching a language as is the English we consider that there is a complexity because it is not our native language, so that strategies should take into account teachers in the area for college students Jambelí learn to speak in a way adequate and how to reach them using motivational strategies because students today what you like least is learning.

For understand the students are going to implement some strategic points to be learned in the course of their learning.

- **What are the learning strategies?**
- **Why learn English?**
- **Motivational strategies**
- **Socioemotional strategies teachers**
- **Motivational strategies for the student.**
- **Motivational games to improve speaking.**
- **Modismos to develop speaking.**
- **Games to improve motivational speaking.**
- **Talk with a native.**

What are the learning strategies?

(Páez, 2015) To Paez the learning strategies are cognitive-oriented plans successful performance. Poggioli (1997) mentions the baseline on learning strategies with the determination of eight specific methods:

Using study techniques

Use of similarities and physical differences of words

Selecting a part of words or reading

Form mental images

Develop information relating significant learning material to previous experiences

Find similarities and differences Journal of Education, Year 12 Special Issue, 2006 Learning Strategies - Documentary Research. 261

Construction

Categorize.

Why learn English?

"The professional and personal requirements imposed by this globalized world forced the university to put special attention to the training of bilingual professionals; because currently managing a second language, such as English, he went from being an added value to become a linguistic competence necessary to develop the individual to integrate effectively and efficiently to the new conception of the world, defined by the UNESCO as globalization is understood as the result of a social

transformation and, consequently, educational, shocked by the apparent opening of markets and technological development product of globalization " (España, 2010)

Our country is changing thinking to young, so learning English is an important resource for students to excel in work and education, so it is nice that the institutions to provide more hours of English.

Socioemotional strategies teachers?

"The knowledge that the novice teacher should have been the subject of numerous studies . Of them is interesting to note that until the last decade of the twentieth century, the stated requirements referred to three categories of knowledge: the content to teach, procedures to teach and, more recently, the psychological-differential characteristics of students who I had to teach ". (ADAME, 2011)

For all teachers who teach a class or going to impart it must take into account these three categories of knowledge to good preparation work since for this there is a practical and elaborate lesson plan, but this only helps us to know what is we will deliver but not premeditate what kind of student we can find. For my work be part of a public high school I have taken into account that many students have problems and teach as a foreign language it is English have difficulties for them to learn. They are implemented strategies for these students as internal or external or personal strategies and interpersonal strategies.

Motivational Strategies for the student?

The interest

"For awaken and maintain the motivation of trainees, it is essential to discover their interests and integrate them into the curriculum. Should take into account the tastes and characteristics of students, so it is recommended that an analysis of needs (what they consider to be learned and shortcomings) and interest (the issues considered attractive and the content they I like to see in class). It is proposed to distribute

questionnaires, or just talk to students at the beginning of the course to set, as far as possible the curriculum to their demands." (Huneault, 2010)

Many teachers do not see that for a student is presented a second language as a subject and no more we will have to note that it is important and indispensable for the future of it, then we have to find way to awaken the interest in learning English

"Motivation, interest and it is born of necessity, the student must realize that what the teacher teaches is used, it applied and also allows you to learn on their own other knowledge that the student requires." (Anaya-Durand, 2015)

This motivation as Duran makes motivate the student to learn English for use with their own knowledge.

The autonomy

"Autonomy is another key determinant of intrinsic motivation. So it should give students the opportunity to choose among alternatives, whether or how to achieve goals. It is important to negotiate with the students both the content and tasks, forms of work, setting the schedule and delineation of the evaluation criteria, since participation in decision-making fosters a sense of autonomy**."** (Huneault, 2010)

When speaking of autonomy must know that Cundo a student becomes autonomous presents criteria trained to succeed in the language we want the student to learn and in this way will make it easier to work in clases

The feeling of competition

"One aspect that should be reinforced is the feeling of competition, since it has been empirically shown that students who feel competent experience greater intrinsic motivation, persist in tasks and achieve better results." (Huneault, 2010)

This motivation is widely used by teachers when a student wants to be better than the other will learn faster than others and this way motivate students to excel the quality of learning

Reducing anxiety

"It is preferable that prevail assessment procedures without time limit, not to stress to students. If it is necessary to impose a time limit, but you can use strategies to avoid disadvantaging slower and give a possibility of re-evaluation to improve outcomes in case of failure." (Huneault, 2010)

This motivational strategy helps students who are a little slow in learning but encourages them to continue studying and learning giving different opportunities to make you feel better

Technological tools to improve English

"Using the Institutional Virtual Classroom, because its use allows teachers an approach to their students outside the hours of class, and it can be used in conjunction with other virtual tools such as the Voicethread, Voki, podcasts and links to different web pages. Because of its versatility, the use of the Virtual Classroom as a pedagogical mediation also extends to the classroom lessons to support activities that bring the textbook." (Carballo, 2016)

Technology advances so Carballo a way to practice English is the help of the pages of virtual classrooms where we found many documents to help in reading

"The use of smart phones of students has also become a common practice in the English classes of ELCL, as they allow students to carry out a series of activities that are increasing the acquisition of the target language" (Carballo, 2016)

A cell phone can be beneficial when making a case in English and allows us to enter the network to perform activities in class, or hear any unfamiliar word pronunciation

"Social networks also play an important role in the pedagogical mediation made by academics, because through these, teachers can have immediate access to their students to provide them with any information they consider necessary". (Carballo, 2016)

With the help of social networks we can make students interact with people who speak English and be able to function in speaking

Games to improve motivational speaking.

Use of games as motivational strategies is very suitable for students to learn English and develop different skills especially the speaking is where students have to practice for fear of making a mistake.

"The game is a necessary activity for humans and has great importance in the social sphere, since it allows testing certain social behaviors; and it is, in turn, a useful tool to help develop intellectual or emotional capacities motor" (Sánchez, 2016)

Among many games have applied class:

"Psychology Games: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use." (Leon, 2010)

"Magic Tricks: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments." (Leon, 2010)

"Sound Games: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions." (Leon, 2010)

"Word Games: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length." (Leon, 2010)

"True-false Games: In these games someone makes a statement which is either true or false. The game is to decide which it is." (Leon, 2010)

"Memory Games: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged." (Leon, 2010)

"Video Recording We used video recordings because we wanted to analyze the features of students' oral production in games as well as to record students' impressions, feelings, and attitudes towards the games applied during the lessons in which the data were collected." (Leon, 2010)

Modismos to develop speaking

(Caro, 2011) According to Eliana De expensive application of English expressions through dialogue and role play writing, it is very useful to improve speaking since the written dialogue allows you to remember words, after the role play are activities which the student learning fun for a dialogue in English.

Desinhibe talking to a native?

(Blanco, 2013) Blanco tells us that the presence of a native speaker of English as a language assistant, represents a motivational element for the student, because to know about the person have to propose questions in English and that help the student is more curious and uninhibited talking to that person, so act not all but a higher percentage gain experience with someone who speaks not only Spanish, the teacher while achieving their students to interact with this person increase the speaking.

RESULT

With the help of using different motivational strategies that teachers appreciate that applied during classes with students of the third year of high school as a result we see that students improved their pronunciation

1. Motivational strategies used by teachers in the classroom, were dynamic, cheerful, spontaneous, group where each of the students were involved in each of the activities.
2. Using games to develop improved speaking on students in the classroom as more dynamic as was the case all want to get involved
3. Socioemotional strategies are an important factor for teachers because they begin to involve more teachers and students.

4. Support technology allows us to make much progress in the educational field and why the English see what a striking way to learn

5. Students are encouraged to learn in different ways to speak in a second language having daily practice.

6. Students used events of daily life for talks in English.

7. The use of technology based on classes and activities in progress for 50% of them came up to 90% which is a very good percentage for them.

8. Practice recording a video to listen as often as possible to discover his mistakes was very good to improve your speaking.

9. Students are motivated to talk to an auxiliary class implemented by the teacher.

CONCLUSION

- The teacher has to implement motivational strategies for students interested in learning.
- Teacher doesn´t apply warm up to start a class where it needs to be dynamic and spontaneous.
- Any teacher applies an auxiliary practice.
- Students do not show are interested in learning.

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