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RESEARCH PROJECT

**THE IMPORTANCE OF SOCIO - AFFECTIVE STRATEGIES AND THEIR
INCIDENCE ON MOTIVATION IN SEVENTH AND SIXTH GRADE
STUDENTS AT UNIDAD EDUCATIVA MARISCAL SUCRE**

PREVIO A LA OBTENCION DEL TITULO DE:

**LICENCIADO EN LENGUA INGLESA ESPECIALIZACION LINGÜÍSTICA Y
LITERATURA**

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Abstract

One of the problems in Teaching English as a Second Language in many bilingual and non-bilingual schools is the negative attitude that a group of students in each classroom may have towards the English Learning Process. We can observe experienced teachers ready to start their English classes with a well-organized plan on hand, a big group of students ready to learn, but when the teaching process takes place some students demotivation is easily observable by their negative attitudes. This research project has been developed with the intention to build a positive attitude towards learning English as a second language in 6th and 7th graders at Unidad Educativa Mariscal Sucre, providing a socio-affective environment and discovering the students' learning styles. The basic aim of this proposal is to determine the importance of socio-affective strategies and their incidence on motivation in seventh and sixth grade students to help them improve their English language learning process. This project is focused on giving these students the chance to know themselves and help teachers to give students a socio-affective environment and build a positive attitude by using their learning styles. It will make our English class more organized and interesting.

Dedication

First of all we dedicate all this work to the Unique, Greatest and Powerful God, who has been our support and strength during this process and also to our family because they are our motivation to keep on trying our best. We cannot forget our teachers who have given us values and models of dedication and overcoming.

To **Msc. Jenny Chavez**, for her useful comments, remarks and appreciated help, without her guidance and patience we have not concluded our project.

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CHAPTER I

1. Introduction

Learning a foreign language is a real need for people around the world. Nowadays, learning English at different levels of study is fundamental, that is the reason why the process of learning and teaching the English language has been affected by negative and positive changes through the years.

Schools and teachers have constantly been looking for methods and different strategies in order to achieve their goals with their English classes and specially the students. Nevertheless, many external factors such as: the environment, the information received by the media and the bad experiences in classrooms with previous programs and teachers, have caused wrong reactions and attitudes against the English learning process

Even though a lot of people in Ecuador and around the world want to learn English, there is always a group of students in each classroom who no longer feel the need to acquire knowledge in the language and who have really lost their motivation to learn the English Language.

This reality makes researchers, teachers and schools find possible solutions to replace unhelpful methods and traditional strategies that have been applied in the classrooms, with the objectives to break down barriers created in some students 'mind, to avoid frustration, demotivation and lack of interest in the language learning and to bring a wave of motivation that can bring back the desire to learn and teach the English language.

It is important to emphasize that these external factors have not only affected a group of learners but also a group of teachers have lost the desire and the interest to teach, the

English teachers not only face difficulties with their profession, these external factors affect the student-teacher relation which brings as a result, apathy, and lack of motivation and interest in the classrooms.

1.1 Background of the problem

Unidad Educativa Mariscal Sucre has been a coeducational school for 60 years which is located on Juan Tanca Marengo Avenue in Guayaquil-Ecuador. It has approximately 2000 students , and a total of 100 teachers who are distributed in 3 sections: Pre-school, Primary and Secondary. The school also has 74 classrooms. There are approximately 30 students in each one. The English Teaching Staff consists of 20 English teachers who work 32 periods a week at different levels , the students have 8 periods of English Lessons a week, thirty five - minute periods a day which are distributed in Grammar and word recall , reading and Writing, Listening and Speaking skills.

Unidad Educativa Mariscal Sucre has demonstrated a high performance in English language learning and teaching through the years.

In 2014 Unidad Educativa Mariscal Sucre began a process of preparation for taking international Certifications Cambridge ESOL in the English language , more than 250 students will be certified. However, during the daily teaching process, and having observed a few classes which were having misbehavior problems, which were also having troubles with their academic record, the researchers were able to identify that in a group of students in sixth and seventh grades there was rejection to the English classes and it was revealed by their poor performance, in this classrooms sometimes there was a bad atmosphere. Students were not willing to work and there was little control from the teacher in that group.

This fact made the researchers feel curiosity about the possible reasons that could affect the teaching-learning process. On the other hand, researchers made a deep observation, this observation helped the researchers to start working in this research project. It was quite obvious that the teacher-student relationship did not contribute to any learning in class. As a result, there was lack of interest and little motivation from the students. The main problem in this group of students was the negative attitude and demotivation towards learning English as a Second Language. Some English classes were taught mechanically and made students feel little interest to the class and frustration when learning the language.

1.2 Statement of the problem

This research project seeks to answer and inform the educational community in relation to the following question How does the implementation of socio affective strategies Influence student's ´motivation in sixth and seventh grade at Unidad Educativa Mariscal Sucre in the School Year 2015-2016?

1.3. Objectives: Broad and specific

The basic aim of this project is to determine the importance of socio-affective strategies and their incidence on motivation in seventh and sixth grade students, to help them improve the acquisition of English Learning.

1. To analyze the possible causes that affect the acquisition of the English Language.

Jeremy Harmer, (2007) mentions that “A variety of factors can create a desire to learn, but this motivation may be influenced by a number of external factors such as attitude of

society and, family, but there are also some factors that can influence the motivation to learn such as the teachers 'methods.' (p.20).

Students can start learning English with all possible interest, but things that happen inside and outside the classroom will definitely affect the learner's motivation.

Family problems, experiences of failure, mental block, and bad experiences in class, lack of self-confidence, boring classes or misbehavior are identified as the major demotivating factors in the class.

The teacher's physical approach, voice and personality in the class is one aspect of class management to consider because the way we handle these problems can help us make our English classes more effective and dynamic. Harmer (p.36).

2.To identify the wrong strategies used by the teachers in the classroom on the teaching learning process.

Intrinsic motivation generated by what happens in the classroom is always related with the teacher's methods, the activities the students take part in and how the students feel about the learning process, if students feel they are supported and valued, they will be motivated to learn.

3.To analyze teacher's attitude dealing with student's problem. Students may cause problems in a number of ways.

Some students come to classes with family problems or lack of self-confidence and few teachers can notice these situations in class.

"A teacher should be tactful or humorous and try to win the real problem student round."

Macmillan, 2007 (p 61) Teachers should pay attention to the student's needs They do not

only have to give the class itself, but also to know what possible factors can cause a problem in a student e.g. Family problems, bad health and so on.

In order to deal with student's problems we have to consider some aspects, for example:

The age of the students: The teachers' attitude for young learners is different to the teacher who works with teenagers where the teacher has to find methods to get their students attention.

Macmillan, (2007) expresses "The reasons for learning and the motivation of the students". if they are obliged to be in class or whether they are volunteers. The size of the class. It is more difficult to keep control in a large class than a small one. (p 60)

Taking into consideration these aspects our English classes will be more comfortable and the students are willing to learn the language.

4.-To apply the socio- affective strategies to increase students participation.

A good English teacher is not only the person who gives his classes and share knowledge but also who can get students attention by being interested in his students needs and who look for the way to change their minds by using socio affective strategies , some students are self-motivated, with a natural love of learning.

But even with the students who do not have this natural drive, a great teacher can make the learning process really funny and inspire students to reach their full potential .Socio-affective strategies give a connection from the teacher to the learner, creating a good English classroom atmosphere.

5. To apply the different learning styles to get students involved in the class. Learning styles are ways of learning.

Teachers should discover their students learning styles in order to help them to learn better. Teachers benefit their students when they use their multiple intelligences because they give them the opportunity to solve problems and to discover their potential. This research project has been developed with the intention to build a positive attitude towards learning English as a second language in 6th and 7th graders, providing a socio-affective environment and discovering the students' learning styles.

1.4. Significance of the study

English Language is considered one of the most important languages around the world, but it is also considered a global language, and millions of people have the necessity and the desire to communicate in English. On the other hand, it is no longer a luxury to learn English, In fact, it has become mandatory at work and university level, so many schools, high schools and academies, offer English in their study programs because it is part of the academic curriculum. “Our first responsibility as teachers is to keep the students motivated to learn the language.” Crystal, (2003). As teachers, we must make them want to learn and build their own learning, teachers must implement new strategies each day and they must use the most appropriate methods, but especially they must take into account the emotional part of our students and provide a good environment day by day in their classrooms. Socio affective strategies use a major role in teaching English as a second Language.

They involve stimulating learning through establishing a level of empathy between the instructor and student. That means, that there is a real cognitive- affective connection and it is important in English Language teaching the way in which teachers deal with emotions,

feelings, personal values, appreciation, enthusiasm and sensitivities to student's performance in the classroom. This research project emphasizes the importance of these socio- affective strategies in the classrooms. Furthermore, it demonstrates that it is not good for teachers to avoid this important part in their roles, this research studies that there is a tremendous incidence on motivation in students to learn English.

This research project will help teachers to foster confidence to their students and also to motivate them to learn English in a natural and better way. In addition, it will help teachers and students to be more enthusiastic about teaching- learning English because they feel their work is recognized and valued. In the same way, it will help teachers' performance in the classroom because the teaching process will be different: more motivating and effective. Moreover, students will get a good level of English because of their dynamic and interesting English classes.

This research project will help teachers to inspire students to reach their full potential with useful tips to improve and encourage their students to keep on working in their English Language classes, so students will be satisfied and motivated to learn because they will find not only a class itself, but also a person who cares about them and their needs.

CHAPTER II

2. Literature Review

2.1 Introduction

Nowadays, succeeding in school is a necessity, and learning another language especially English is essential to succeed in life. In the same way, English teachers are important

pieces in the English Language Learning, because the teacher is who has the task to find the appropriate methods and techniques to make motivation one useful tool to make students feel interested in the English class.

Nevertheless, the cognitive growth of students is concerned with their emotional and social understanding. However, many English teachers have a misconception of what learning is because they attribute it to the academic achievement and intelligence. First, they follow a wrong model of mechanical teaching -learning. Second, they focus on the cognitive results which are measured by numbers and finally most of their effort in teaching is for a minority of students who seem to be motivated to learn English. For example, they have good results in their English - academic report.

Some English teachers sometimes forget that when they enter in a classroom it is not only to teach a new language, the teacher's duty is also the formation of more humane, just and efficient people. On the contrary, teachers must also ensure the social and psychological development of the students. Teaching is a form of social contact between student and teacher. McLuhan, (1966) said that, "The manner is the message" it refers to the fact that education is essentially a social process. It can be said that social interactions are those that seek the highest impact and not just the subject matter. The social climate of the teaching should stimulate an efficient job.

Platon, 347 AC. expresses "We have said that a good education is which can give the body and soul all the beauty and perfection". Education is the art of building, and providing the necessary forms.

Education is a practice of social activity that is why there are facts that are important: intelligence, motivation, learning and personality.

Through all this we can say that there is no successful working class if it doesn't work with students' socio affective strategies, motivation and learning styles. Therefore, learning is affected in a positive manner when such strategies are used.

There is always a group of students who seem not to be motivated to learn and have poor performance in the classroom, they apparently fail in acquiring the language knowledge, actually they sometimes are simply ignored by teachers, and also excluded. In addition, some teachers consider them as lazy students or students with little desire to learn, so teachers do nothing to help them.

On the contrary, there are teachers who can no longer control a group of students and try to lead a class authoritatively through fear or punishment.

Which should be the reality in the English classroom?

First of all, teachers should all be interested in 100 % of their students , teachers should work daily with learning styles and socio affective strategies, teachers should produce positive changes in the social climate of their classroom, and they should experience a social and emotional growth in their students and their cognitive development .

Cohen, (1999). Mentions that "Education which is based on the use of socio affective strategies and learning styles, reduces violence, enriches the adaptive capacities and contributes to the learning and healthy development in the students". That means , if teachers focus on different learning styles and socio affective strategies for their English – teaching, they can motivate students to continue learning the language , while they are maintaining a good atmosphere in the classroom because learning is affected in a positive manner when such strategies are used .

Socio affective strategies are intended to encourage students' motivation for the language they are learning, because students are social beings and good or bad experiences allows individuals to engage more strongly with their learning.

The affective component is very important; it makes the human souls to grow and to meet the human side as sensitive. Therefore, strengthening such strategies can affect positively in the learning process.

As expressed by Oxford (1990).The implementation of affective strategies in the individual develops self-confidence and perseverance to continue on with their learning process, the implementation of socio-affective strategies can give positive results in students to overcome the fear of making mistakes, So creating an atmosphere of trust between equals, giving and receiving help, learn from others, overcoming fears, among others, put participants in optimum condition to receive knowledge on the foreign language they are receiving.

We can also say that while it is true that the socio-affective component of individuals is very private, intimate and difficult to access is no less true that this may be sensitized with the implementation of strategies to strengthen that point specifically.

On the other hand, we need to know what the role of motivation is in individuals learning Solé, 2000 states that motivation is linked to emotional relationships that individuals and it can establish what they want to accomplish and the objectives they want to achieve.

2.2 Theoretical Review

A good English teacher is not only the person who gives his classes and shares knowledge, but also the one who can get students attention by being interested in their needs and who looks for the way to change their minds by using socio affective strategies.

Education and family relationship have important roles in our students' lives, but that is really different to understand and try in our society, because parents work and leave their children alone nowadays, children do not have communication with their parents and they grow without love and attention. These kinds of students go with wrong attitudes to classes; they cannot give what they do not receive.

There is another aspect, where students and their parents go well at home, but the teacher is the problem. Teachers, who only use traditional methods, do not use the correct way to teach (learning styles) or teachers who just follow the sequence of the book without taking into consideration their students, at this level is where the socio affective method should take place in the teacher's work.

In addition, there are also teachers who reject what they do in their classes and students notice their bad attitude, those teachers just speak, but the students do not care about their words. At this level the English Language is known, but a correct methodology is not being used to catch students' attention.

2.2.1 Socio affective strategies

Harmer, (2007) expresses "Students need to feel that the teacher really cares about them; if students feel supported and valued they will be motivated to learn". (p.21). It means that a good teacher supports, and really cares about students, sometimes taking parents' role in order to fulfill that empty place in their hearts and that is love! The socio affective part is absolutely necessary and brings excellent results in our kids. It changes mental barriers, wrong attitudes and brings a positive atmosphere in the classroom.

It is important to mention that students need to receive love and attention from their teachers, especially who have misbehavior problems, considering that every child is like a different world each, and considering that it is our job to help them discover how to develop their skills in class enthusiastically. “There may be some who do not want to work or find the class boring so they behave badly to call the teacher’s attention”. Gower et al, (pag.61). Students behave in a wrong way or they want to call their teachers attention when the teacher does not have any interest on students’ needs, so they demonstrate rejection and demotivation during the teaching-learning process.

Every teacher should recognize these kinds of problems; the teacher should be tactful and humorous to catch students’ interest. “They mention that another idea is to give them tasks, to put the student in a position of responsibly in the class like collecting paper, taking the attendance, helping the teacher, so they can feel responsible and useful about their progress in the class”. Gower et al, (pag. 61). Every student needs to feel productive by giving them any kind of activities.

Students come to classes with the expectation of knowing themselves; a teacher should provide all the strategies to wake up competitive and productive students.

The socio-affective learning strategies have been studied by several authors, among them: Tarone(1981), Thompson & Rubin (1982), Wenden & Rubin (1987), Chesterfield and Chesterfield (1985), O'Malley and Chamot (1990) , Rebecca Oxford (1990), Brown (1994), among others. These authors agree that the socio affective have an important role in the English learning process because they consider students need to interact, to

socialize, to get involve and, they have to be able to apply the language without fear, no matter the place where they are or they people the talk to.

All these authors consider that learning a foreign language is a difficult task, but when teachers give students the opportunity to know themselves by using different strategies, learning styles and the correct motivation to learn, they will get involved into the language learning and they will be willing to participate in the class.

In this section we want to make a short explanation from different authors about the socio affective strategies during the language process.

They agree that the process of learning a foreign language, usually occurs when students feel motivated by their needs. Socio affective strategies involve the social-cultural environment in the students; it is not only the individual itself but also how the person interacts with others, so he can develop a best way to learn the language.

We as teachers should apply the learning strategies in order to increase students participation, each one of them is a world, each one of them is facing different situations or frustrations and the socio-affective help them to appreciate and value themselves. This strategy stimulates the motivation of the students about the language they are learning.

“The socio affective strategies give students the opportunity to solve problems; the strategies are divided into two groups: learning strategies and communication strategies. The first has to do with the entry process, storage and retrieval of information received and the second with the output; that is, how it reflects the information received in an exchange between individuals’’. Brown (1994). It relates that the learner has the opportunity to solve

problems in and out of the class, the learner can discuss a topic in pair or group work, and also has enough confidence to express ideas. Brown also mentions that students learn from what they give and receive in or out of the class.

Meanwhile, Tarone (1981) proposes. “A classification of communication strategies: paraphrasing, helping, miming, which help us satisfy an individual’s need collectively. If we look in detail each of them, we can see that all of them implement a social aspect because they look for someone’s help to solve their problems related to the language”.

It refers easily that some students learn by miming, paraphrasing, acting and in this way students can solve their problems because others can understand them. This author mentions that socializing is a very important aspect to increase students’ participation because they learn by interaction.

Similarly, Chesterfield and Chesterfield (1985) “Present a classification on communication strategies in a second language: repetition, memorization, preparation anticipation, monitoring, dramatization, respond loudly, talking to himself, seeking help and ask to clarify” We can observe that in the process of learning all students are important, they need social interaction to make the learning process more functional and effective. These authors mention how important the contact with others is.

Another author that studies the learning strategies is Rubin,(1981) who mentions that “There are 3 categories: cognitive , metacognitive , and social communication where the student is who creates opportunities for learning and implementing their knowledge such as: discussions with other students, teachers, native speakers ,ask questions , spend more time in the lab, cinema, watching television, read magazine

articles, newspapers , pamphlets and consult other textbooks that are different from the books they have in the class”.

The students are the ones who discover what they can achieve during the learning process with the different opportunities and situations they face at different places by socializing with others. Socializing is very important to learn a new language. It is the student who creates the opportunities to interact with others for example in a trip, parties, meetings etc. where they can feel motivated to use the language.

Rebecca Oxford , (1990). “Affective strategies are related to the emotions , attitudes , motivations and values, they are factors that affect the learning process directly and the best way to take them into account is with the appropriate use of strategies aimed at these specific points, such as: lower anxiety, encourage themselves and take the emotional temperature”. According to this, a good teacher is the person who can control their students’ emotions and attitudes because the teacher is who causes a positive effect in his students when the socio-affective strategies are applied in the classroom. He mentions that the teacher is who manages students’ emotions, the teacher is who knows students quite well, the teacher is who can handle with anxiety and other problems in the classroom.

Oxford also mentions that “Language is a form of social behavior that involves communication between individuals , the process of learning a language is not alone , but also involving others ; therefore it proposes three social strategies: ask questions , cooperate with others and to empathize with others”. She refers about communication as one of the best ways to learn, where the learner has the opportunity to interact and share

with others. She also refers about the necessity that some students have to interact or to get involved in the society, and to use the language. Nobody learns alone, we need someone else to learn.

However, Leng (2002) mentions that “The socio affective strategy is very important but at the same time difficult to access ; and it is a difficult area because it is hidden , is not easy to express , is subjective , personal and very private ; therefore , it is very hard to see and even harder to measure”. We could say that the application of socio-affective is a hard work at the beginning because some students do not want to reveal their thoughts or they do not want to express their feelings or some of them keep quite because of the bad experiences they had and is at this point where the teacher has the intensive work on discovering his students’ learning styles and applying a socio-affective factor.

In addition , Macdonald (2003) points out “ Cooperative work like group work and mutual trust make the learning process easier and more comfortable”. It refers that we are not alone when learning, that there are other people living the same situation, doing the same things. It also means that every student is a unique world with different problems or situations and group works help students to get confidence to learn the language.

Solé, (2000) states that “Motivation is closely linked to emotional relationships that individuals can establish and the goals they want to achieve” It is easy to understand that motivation is very important to establish a good relationship among teachers and students. Teachers cannot motivate students without knowing their needs, students are able to achieve their goals but it depends on the teacher’s work. This author mentions that students feel motivated to learn when they have a goal to achieve for example. Supporting

a topic or giving a speech in front of an audience where they have to try their best to communicate effectively

2.2.2 Learning styles

Learning styles are the different ways in which students learn the best, which reflect the relative strengths or weaknesses of a student.

Howard Gardner and his colleagues at the prestigious Harvard University mentioned

“A good example of this idea is observed in people who, despite getting excellent academic qualifications, present problems to communicate with other people or to handle other aspects of their life problems.” We could say that is not important to get the best grades to measure the intelligence because sometimes these students have problems to communicate or solve problems.

A grade does not judge knowledge but also the application of learning styles can help teachers to discover different ways of learning in the students without taking into account their excellent academic qualifications.

Howard Gardner mentions seven different types of intelligence: interpersonal, intrapersonal, body/kinesthetic, visual/spatial, logical/mathematical, verbal/linguistic, and musical/rhythmic. For this project we are going to focus on the following simplified list of three learning styles: Auditory, Visual, and Tactile.

1 Auditory (hear)

“The auditory learner is a student who learns the best when the information is delivered in auditory formats such as lectures, discussions, oral readings, audio recordings, or podcasts. Auditory learners do well in classroom settings where the teacher’s lectures and

students' discussions are the norm. These students also do well with taped courses and group study situations''. These students love readings, group work and discussions.

2. Visual (See)

''The visual learner is a student who learns the best when information is presented in visual formats such as books, articles, web pages, images, videos, or diagrams. Visual learners do well with class handouts, power point presentations, movies, and chalkboards. These students take detailed notes, highlight their texts, and use flow charts for study aids''. These students love to see, read, take notes and underline the information.

3. Tactile (Touch)

''The tactile learner is a student who learns the best when the information is given in ''hands-on''. Settings such as trade positions, labs, workshops, or participatory classes. Tactile learners respond well by touching and creating things in areas such as art and science. These students want to hold and manipulate the information''.

These students love touching and have hands-outs while giving the exposition

2.2.3 Motivation

One of the most important things in our English classes is motivation because it is here where students learn effectively, they will get interested about the language they will also be interested about participating and sharing opinions. Students who are not motivated will not learn they will not retain information; they will not participate because they will be afraid of making errors. There are many reasons for demotivated students, they may feel

that they have no interest in the subject, they may find the teacher's method very traditional or maybe they may have difficulty when learning and as result they will need a more personalized support.

Motivated students are more excited to learn and participate in the classroom. When a class is full motivated, the teacher and the students interact each other making the class funny and dynamic .Some students are self-motivated, with a natural love when learning but even when the students do not have this natural drive, a great teacher can make them learn in a funny way inspiring them to reach their full potential.

2 2.3.1 . The importance of students' motivation.

There are many factors that can create a desire to learn. Some students specially young learners, feel motivated with some small rewards, such as stickers or stamps, teenagers like extra points and also affective words and they provoke a decision to participate. There are 2 kinds of motivations: extrinsic and intrinsic.

Extrinsic is the motivation that comes from outside the classroom and may be influenced by external factors such as the attitude of society and family.

Intrinsic is the motivation that comes from inside the classroom and may be influenced by the teacher's methods, the activities that students take part in, and the perception of their success or failure.

One of the teacher's interests should be to help students to sustain their motivation, teachers can do this with different ways: help them to be interested in the subject, teachers need to display appropriate qualities so that students can get confidence in their work and professionalism.

Harmer ,(2007) mentions that “ We as teachers need to consider the affect- this is how the students feel about the learning process”. (p 20). During schooldays students meet and work next to many teachers, some of them are called “special teachers” and this is because of their personality.

There are many reasons which students consider a teacher as a special teacher but it could be because that teacher seems to be in love with the teaching job, and because that teacher seems to be interested in students’ progress or because students at school think of the teacher as a fascinating person.

2 2. 3.2 Techniques to manage and motivate our English classes:

✓ Eye contact

Eye contact is so important because it gives students a sense of security and confidence. A teacher who never looks at students, shows lack of confidence, careless and insecurity. The teacher has to look at students to see their reaction and to know if they understand the class.

✓ Gestures

Gestures and body language help the teachers to catch students’ attention because maybe students do not understand the topic with a lot of words but with the gestures they can guess what the teacher is talking about. It also helps managing the class.

✓ The voice

The voice helps the teacher to get the control of the class. A teacher without a good tone of voice faces misbehavior and lack of attention. A teacher with a good tone of voice, transmits the energy to the class; students will behave well and will concentrate. “It is important to mention that applying these 3 strategies, students will be motivated, students will have confidence with the teacher and they will also be enthusiastic learning the language”. Gower et al, (2007,pg 8-11)

2.3 Conceptual Framework

Many researchers and teachers have studied through the years about the most suitable methods, techniques, and material for English Language – teaching. On the other hand, English Language teaching is part of the Ecuadorian curriculum and in other cases such as private schools, it is mandatory to learn English. Thus, here there are some interesting questions:

- If learning another language is essential to succeed in life and learning English Language is essential to succeed at school, why does rejection to some English classes still exist?
- If there are English teachers who work daily on lesson plans and material. Why are some English classes still affected by poor students' performance?
- If there are teachers who are constantly being prepared and updated because it is mandatory for them to be certified. Why does a bad atmosphere exist in some classrooms where English is being studied?
- If there are a lot of well-planned and updated programs to learn English, why are there students who are not willing to speak or write in English even though they have studied English for many years?

There could be a variety of answers to these questions but after observing a few English classes and studying possible reasons it is easy to know that all these new methods, materials and techniques are not enough if teachers do not apply socio affective strategies in their English classes.

The most accurate methods and plans and the most beautiful materials do not work appropriately if teachers do not motivate their students constantly by finding their students learning styles.

2.3.1 The Implementation of socio affective strategies by the teacher.

Which is the impact in students in sixth and seventh grade?

Students without a real guide in the classroom are not able to acquire knowledge by themselves; because they depend on an adult who can help them to create productive relationships.

As a result, if they do not find this support in their teacher, students will go steps back into the line of development. For example, it is easy to find in a classroom a group of motivated students but also another group of students who feel that are not included, students who are anxious, students who feel isolated, students with negative marks on the process of learning the language and all this creates negative expectations.

In addition, we will also find in a classroom unruly students or with their minds wandering. Otherwise, the application of socio-affective strategies and learning styles in English Language learning-teaching, affects positively students' motivation, teachers who help students to work on their own learning styles, project confidence to them and motivate them to learn English in a better way.

Socio affective strategies help teachers and students to be more enthusiastic about teaching- learning English; they will make teachers' performance different: it will be more motivating and effective. Teachers who motivate students inspire and encourage them to keep on working in their English Language classes.

Students of sixth and seventh grade learn the English Language as an important part of the Ecuadorian curriculum and sometimes they learn the language because it is mandatory, that is why that among the learning activities, teachers should apply the socio affective strategies to motivate students, because they are social beings with previous knowledge and experiences.

Teaching English through socio affective strategies refers to the teaching and learning of abilities, knowledge and values that promote the emotional and social attitudes that will help the child to learn a new language, the teacher is the first pattern to follow, to promote the emotional and social attitude

2.3.1.1 The students.

According to Lavigne, we could summarize that there are several studies which show that from an early age, children have emotional problems, and there are problems of great impact on our students such as:

Bad experiences with other teachers in previous years, illnesses, divorce, students without parental support because of overwork.

All this undoubtedly affects teaching at school, but what will help these students to improve their participation and development in their English classes?

Students need teachers who are full of expectations about them.

For example, students need someone who supports them; they need a teacher who constantly motivates them, with love and attention, they need someone who really cares about their needs and expectations, they need a guide and a someone who is monitoring the classroom to find ways to help students.

2.3.1.2 The English Teacher

The English teachers are role models for their students, they do not only transmit knowledge but also they transmit their mood. For example, stressed teachers do not feel motivated towards their profession. First, teachers should have a vocation and they should be open to the dialogue and the innovation and second, they must be motivated towards their profession and towards their students.

“The English teacher should be a guide and a constant observer and someone who is constantly interested in the students’ interests”. Steven Covey (1992).

According to this the English teacher has not only to be alert to finish a lesson plan but it will also apply the appropriate styles of teaching- learning and the socio affective strategies in accordance with the students’ needs in this way the teaching of English will effectively reach easily students without problems but also students who are emotionally vulnerable students.

2.4 Types of socio- affective Strategies

Socio - affective strategies are applied to promote the emotional and social attitude those will help the child to learn a new language such as English Language. There are plenty of socio affective strategies, and among them we mention.

1. Help students to control their emotions by lowering anxiety in a safe, sensible and friendly environment.

The behavior of a student always has reasons and motivations and it is a form of communication. Emotions are part of everyday life and they deeply affect learning.

For example, If the students are anxious and depressed or distracted they will have difficulties in their English language learning, but if they feel focused on, and calm, they will be able to process knowledge.

This socio - affective strategy is based on the principle that, the teachers express interest in the students' experiences and show respect for their opinions while the students are learning a new language in this case the English language,

Instead of encouraging children to save their feelings to concentrate on the cognitive part, teachers must encourage children to express their feelings verbally in a controlled and secure way.

For instance, teachers planning a special class activity, they will not make emphasis on acquiring new grammar rules or vocabulary, but they will focus on a reading, a sentence, or a video that has a meaningful message. Therefore, students can express themselves and discuss about the moral, and will be encouraged to talk about their experiences.

The teachers will take time to listen to their students, and will seem to be very interested in their points of views. For instance, students will receive a deep impact; Students will develop a healthy sense of self-worth to observe the reactions that others have towards them. "When children talk about themselves become more aware of him and improves the atmosphere in class". (Jones, 1968) This promotes positive relationships between teachers and students.

2. Give students the opportunity to share with cooperation and ask for clarification.

This strategy has to do with socio-emotional interaction between individuals. *Cooperation* is the teamwork and mutual support to share information. *Ask for clarification* refers to the

student's interest by asking the teacher or another student about everything which produces doubts, so the student can request a new explanation, a paraphrase or examples that help their needs.

Communicative- social strategies give students the opportunity to get involved to the language and to participate in the class among them we mention: miming, paraphrasing, acting repetition, preparation, anticipation, monitoring, and dramatization, respond loudly, talking to himself, seeking. discussions with other students, teachers, native speakers, ask questions, spend more time in the lab, cinema, watching television, read magazine, articles, newspapers, pamphlets and consult other textbooks that are different from the books they have in the class''.

“These strategies implement a social aspect because they give students the opportunity to look for someone's help to solve their problems related to the language”. Chesterfield, (1985) We could say that the student is who discovers opportunities for learning in different places by socializing with others. Socializing is very important to learn a new language.

This type of strategy will help the teacher to find and to form new leaders; those will be based on the following principles.

The leader emerges in the group by necessity and mutual protection.

The leader emerges as a conflict resolver or as a creator of new roads. Moran, 2001(p. 55).

Macdonald , (2003) expresses that “ Cooperative work like group work and mutual trust make the learning process easier and more comfortable”. He refers that we are not alone, that there are other people living the same situation, doing the same things and therefore

encourages facing the same problems, in some way, a kind of self-confidence results in progress in the learning process.

The teacher should encourage students to be able to share with their peers in school; there is a link between the group relationship and the relationship that children make from their social competence.

“Cooperative learning strategies promote social competence and values , there is a major peer .The pair and group work contributes to good school climate”. Garmez (1989).

“Teachers should encourage students to engage in activities in which they can share in them can discover common interests and things you can share with others”.

Dalton et Watson, (1997). Students should have activities where they can interact and share with others where they can use the language effectively. They will feel motivated to learn with interesting activities.

3. Make students feel supported and valued

Harmer (2007) indicates. “Students need to feel that the teacher really cares about them; if students feel supported and valued they will be motivated to learn”. The feeling of wellness which is transmitted to students by teachers who pay attention to them is what promotes development. Teachers who are constantly a support, teachers who are trust and accessible, give students the opportunity to share with their concerns. Teachers who are willing to provide guidance and support to academic problems are the ones who motivate students to learn.

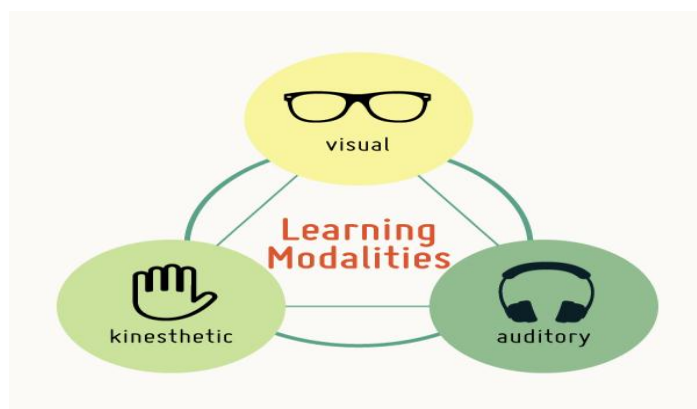
Haynes et Emmons, (1997) indicates that children in the primary school stage, are influenced by the relationship they establish with their teachers, the student - teacher relationship is significantly correlated with learning, achievement and behavior students.

The teacher who is proactive and who has contact with the student's home if possible are the ones who make students have a sense of trust and respect.

4. Every student needs to feel productive by giving them any kind of activities.

Gower et al express. “The idea is to give them tasks, put the student in a position of responsibly in the class, so they can feel responsible and useful about their progress in the class”. That means to put the student in a position of being responsible in the class, so they can feel useful about their progress in the class. Many students like helping people and this could be an opportunity for teachers to motivate students with additional tasks those students can accomplish, these tasks could be rewarded or not, depending on the teachers’ decision. For example, delivering worksheets, erasing the board, which could be good activities for the students. We need to apply the socio affective strategies to motivate students to learn the language and motivation has an important role in English language learning. On the other hand, we have the learning styles where we refer to the different ways in which students learn.

2.5 Learning Styles



Picture 1: www.connectionsacademy.com

Every student learns in a different way, a group of students who have received the same explanation and the same activities can learn and work differently, have a different perception and work better in some areas.

We as teachers should analyze that not all the students learn in the same way or in the same speed. In any group where more than two people begin to study a subject all together and start from the same level, we could find after a very short time with large differences in knowledge of each member of the group and that despite the fact that apparently all have received the same explanations and done the same activities and exercises. Each member of the group learns differently, and has different concerns and is better in some areas than in others.

2.5.1. Visual learners

Visual learners need visual and concrete materials to learn, they learn better when they see their teacher using body language. Facial expressions are very important for them because they help them to catch their attention.

Visual learners need to underline or highlight important points in a reading and they like to take notes from the teacher while the teacher is explaining, visual learners need concentration and prefer studying in quite places.

2.5.2Auditory learners

Auditory learners love reading and dictating to someone the information they got. They like expressing in public and being in debates. Auditory learners need to read tests aloud and explain their own conclusions

They are not afraid of making errors because speaking and expressing their ideas is what they prefer.

2.5.3 Tactile/Kinesthetic Learners

Tactile learners need to move around and touch things to learn. For example, moving a pencil with their hands, walking around the class or listening to music while working, they also need to underline with bright colors the most important parts of a test, because they need to visualize and move themselves constantly to learn better. They need posters or charts to present some piece of work.

2.6 Research Questions

It was easily observable a group of students who seem not to be motivated to learn and with poor performance in the classroom, they were simply ignored by the teachers, teachers did nothing to help them. On the other hand, there was a teacher who could no longer control a group of students and tried to lead a class authoritatively.

There are some important questions that we could ask after the problem observation.

1. How does the application of socio affective strategies help English teachers in their classes in sixth and seventh grade?
2. Which is the role of motivation in a good classroom environment?
3. In which ways does the feeling of being supported and valued affect students due to the classroom environment?
4. What will help students to improve their participation and development in their English classes when they face problems of great impact such as anxiety?

5. What obstacles and difficulties do students experience when engaging in learning activities?
6. What are some students' beliefs, attitudes, and anxieties, regard to learning?
7. How does the application of socio-affective strategies help students to learn themselves using the school resources?

Socio-affective strategies are even more essential in the EFL context as the student does not have the social and cultural environment, socio - affective strategies are influences on learning because they impact beliefs, attitudes, anxieties and motivations of a group of students.

2.7 Hypothesis

A real application of socio affective strategies in sixth and seventh graders will improve students' performance in their English classes through activating motivation.

Unidad Educativa Mariscal Sucre has plenty of well-prepared teachers and updated material to work with students. However the non-implementation of socio affective strategies in some English Classes brings obstacles when engaging students in the English learning activities. If we use the socio -affective strategies in the classroom and the appropriate teaching methods, 6th and 7th graders will increase motivation and improve the classroom atmosphere.

2.8 Variables and indicators

There are 3 variables that we are going to focus on this project and they are: Socio-affective strategies, Learning styles and Motivation.

2.8.1 Socio Affective Strategies

It is the ability to apply or discover the best way we learn, understand and tolerate others, control emotions and behavior or the ability to communicate with others. These are some of the socio affective skills. The socio –affective strategies have some indicators among them are:

2.8.1.1 The ability to understand oneself

- Recognize our emotions
- Recognize our values, interest and abilities
- Self-valuation
- Self- knowledge

2.8.1.2 The ability to regulate oneself

- Self-control
- Control impulse and behavior management
- Management of emotions
- Motivation
- Achievement of personal goals
- The ability to understand others
- Empathy
- Perspective

2.8.1.4 Interpersonal skills

- Good relationships
- Group work and cooperation
- Dialogue and participation

- Assertive communication
- Solve problems

2.8.2 Learning Styles

It means that each person uses their own strategy when learning. People have their own individual style and learning strategy. There are 3 styles for learning.

- Auditory Learner is the student who learns by hearing and listening.
- Visual learner is the student who learns by reading or looking at pictures.
- Tactile learner is the student who learns by touching and doing things.

2.9 Definition of terms

2.9.1 Socio-affective strategies.-

Different forms a teacher applies to enroll or engage students with the topic- class by using affect, love and attention to help them communicate and integrate with others.

2.9.2 Intrinsic motivation.-

Motivation that occurs in the class, the students' experiences and what the teachers do.

2.9.3 Extrinsic motivation.-

Motivation that comes from outside the classroom, the desire when getting a new job, establishing a conversation with others or being able to use the language.

2.9.4 Group work.-

Students working together. To have the opportunity to interact each other and report something got from the investigation.

2-9-5 Affect.-

Emotional factor that influences when learning a new language. Affect helps students to get confidence and to bring a good English classroom atmosphere.

2.9.6 Personal Engagement.

To encourage students to make personal relationship among them, to help students to integrate with others by giving them the opportunity to do it with role plays, pair work or socializing.

2.9.7 Learning styles.-

Ways that students have to learn better and which the teacher discovers and uses to help students to respond to different stimuli: tactile, visual and auditory

2.9.8 Motivation.-

The desire to do something with previous stimuli.

2.9.9 Variety of the tone of voice

Different tone of voice a teacher can use throughout a lesson.

2.10 Summary

The fact of living in a productive and competitive country in learning languages and technologies makes the English language to be considered as a stronger necessity. Every year through the days, most educational institutions offer English language teaching as one of their academics resources, English teachers are morally and legally committed to be well prepared, certified and updated to give their classes .

On the other hand the material provided for the English language teaching, with the help of technology is getting better every day.

Unidad Educativa Mariscal Sucre with the passing of the years has been committed to comply each of the educational requirements and it is a challenge for the institution to offer

a qualifies English Language teaching, but despite this great effort, when observing two English classes Why is it clearly observable, a poor performance in a small group of students of sixth and seventh grades?

Applying this research we could answer that question.

The teachers did not implement socio affective strategies in their classrooms , in addition to that, they did not give emphasis on the different learning styles, that's why motivation to learn from a student was being affected .

Socio affective strategies are largely the essence in all students which they are the engine for all learning relationship.

Harmer indicates that “Students need to feel that the teacher really cares about them; if students feel supported and valued, they will be motivated to learn”. Harmer, (2007, page 21). He refers that there is not significant learning if the student does not feel that their needs are satisfied, there is no learning if the student does not feel valued, and there is no learning if students are not constantly motivated by a learning relationship with their teachers and their peers.

In the first instance , if a teacher does not himself motivated with his profession and valued as the professional it is, he will reflect all his anxiety and his lack of motivation, Otherwise it would have no value all the preparation and all available material. Once analyzing the first principle, socio affective strategies appear which help teachers and students to be more enthusiastic about teaching- learning English, They will make teachers' performance different; it will be more motivating and effective.

“The socio affective strategy is very important but at the same time difficult to access ; and it is a difficult area because it is hidden , is not easy to express , it is subjective

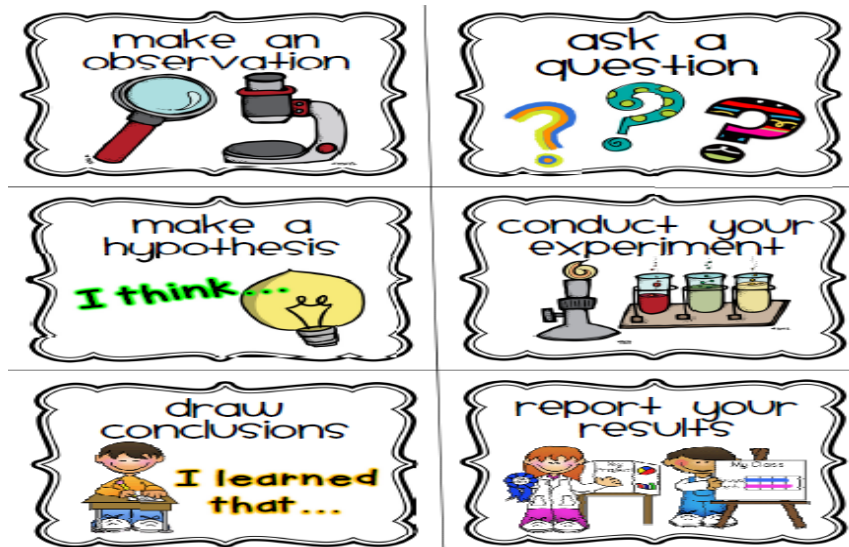
,personal and very private ; therefore, it is very hard to see and even harder to measure'' .

Leng, (2002) These words refers that some teachers avoid working with socio affective strategies because they think they are not necessary in their classes, they just omit them, some students do not express their feelings with words but they express everything with their behavior in class in different ways such as: anxiety, lack of interest, smiling, crying, shouting, or with a simple silence.

CHAPTER III

3. - Research methodology and findings

3.1 Methods and Techniques



Picture 2 : escaladaagras 1415.weebly.com

This research project is based in the qualitative and quantitative method based on the scientific method. It has surveys applied to students, surveys applied to teachers we used research questions, theories, interviews, surveys and class observation. They helped us to obtain relevant information about negative attitude and lack of interest through the English learning process.

Surveys provided us an opportunity to investigate ideas and beliefs of participants and gave us some information centered upon the English learning process at School.

3.2 Research Population and Sample

This research project was conducted at Unidad Educativa Mariscal Sucre, where there are approximately 1500 students in primary level, and a total of 100 teachers who are

distributed in 3 sections: Pre-school, Primary and Secondary. There are approximately 20 English teachers.

The sample universe of this research project will be:

- ✓ Two English teachers that makes up the 10% of the English Area and the 2% of the total number of teachers in the School.
- ✓ 190 students, 95 students in sixth grade and 95 students in seventh grade, which corresponds to approximately the 12 % percent of the number of the students in primary section.

3.3 Research Instruments

Research Instruments	Content	Objective
Survey 1	10 questions	To assess students' achievement in the English class,
Survey 2	10 questions	To evaluate the teacher's performance.
2 Observation sheets	10 statements.	To evaluate the English class in general.

Chart 1: Research Instruments

3.4 Results /Finding and Analysis

They are a variety of answers to the question , why do some English learners have wrong reactions and attitudes against the English learning which are caused by their lack of motivation and interest to learn?. A good answer to this question is the non-implementation of the socio affective strategies during English classes. Some English

teacher still insists on using traditional strategies to teach, and besides that some teachers do not focus on students learning styles to teach in their classrooms.

During two English classes it was easily observable that not all the students were engaged and interested in the activities the teacher was working on.

The following form describes the observer's impression on the students and teachers and the given lesson in general.

3.4.1 Class Observation 1

Evaluation aspects	Yes	No
1. The teacher is motivated, friendly and dynamic in the classroom.		x
2. Students are motivated to participate.		x
3. The teacher applies different activities that seem to be according to the different learning styles in the classroom.		x
4. The teacher answers students questions appropriately.	x	
5. The teacher encourages students to give their opinions and express their ideas.		x
6. All the students get involved		x
7. Teacher checks understanding		x
8. Teacher treats students appropriately and with respect	x	
9. Instructions are clear and effective		x
10. Effective group and per work is observed		x

Chart 2: Class observation 1 format

3.4.2 Class Observation 2

Evaluation aspects	Yes	No
1. The teacher is motivated, friendly and dynamic with their students.		x
2. Students are motivated to participate.	x	
3. The teacher applies different activities that seem to be according to the different learning styles in the classroom.		x
4. The teacher answers students questions appropriately.	x	
5. The teacher encourages students to give their opinions and express their ideas.		X
6. All the students get involved		X
7. Teacher checks understanding		X
8. Teacher treats students appropriately and with respect	x	
9. Instructions are clear and effective	x	
10. Effective group and per work is observed		X

Chart 3 : Class observation 2 Format

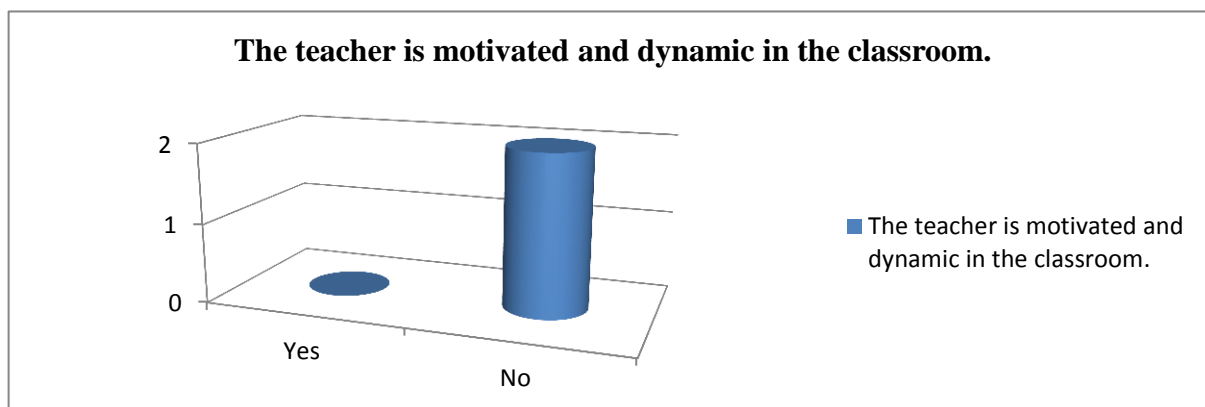
3.4.3 Classroom observation results

3.4.3.1 Statement one

The teacher is motivated and dynamic in the classroom.

Statement	Observer	Yes	No
The teacher is motivated and dynamic	Teacher 1		x
	Teacher 2		x
	Results	0	2

Chart 4 : Statement one results



Graphic 1: Classroom observation results

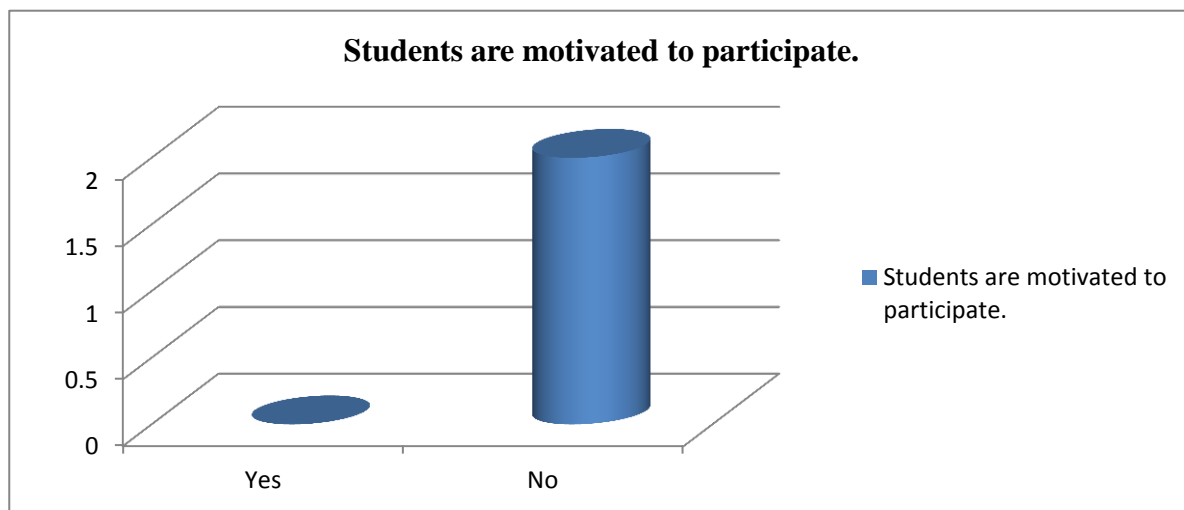
Two observers agreed that the teacher was neither friendly nor motivated or dynamic, in the classroom.

3.4.3.2 Statement two

Students are motivated to participate

Statement	Observer	Yes	No
Students are motivated to participate	Teacher 1		x
	Teacher 2		x
	Results	0	2

Chart 5: Class Observation results



Graphic 2 Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

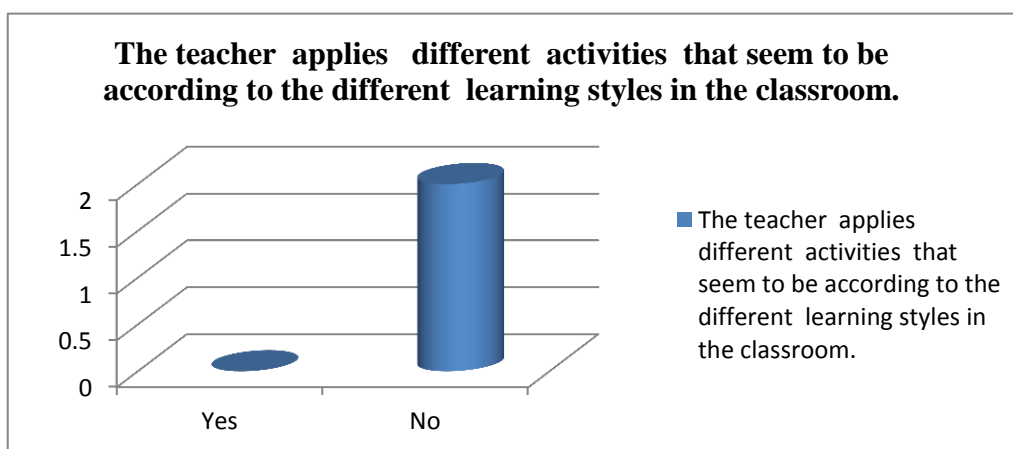
The two observers agreed that students were not motivated to participate.

3.4.3.3 Statement three

The teacher applies different activities that seem to be according to the different learning styles in the classroom

Statement 3	Observer	Yes	No
The teacher applies different activities that seem to be according to the different learning styles in the classroom	Teacher 1		x
	Teacher 2		x
	Results	0	2

Chart 7: Class observation results



Graphic 3: Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

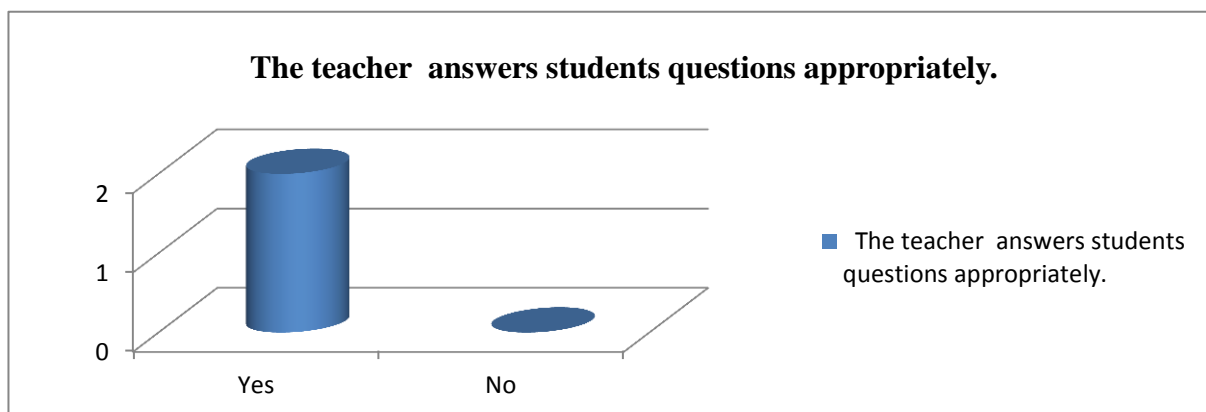
The two observers agreed that the teacher was not working with students learning styles, the teacher was only using the same type of activities.

3.4.3.4 Statement four

The teacher answers students' questions appropriately

Statement 4	Observer	Yes	No
The teacher answers students' questions appropriately	Teacher 1	X	
	Teacher 2	X	
	Results	2	0

Chart 8 : Classroom observation results



Source: Classroom observation results, teachers from sixth and seventh grades

Prepared by: Karina Rodríguez and Lourdes Villalva

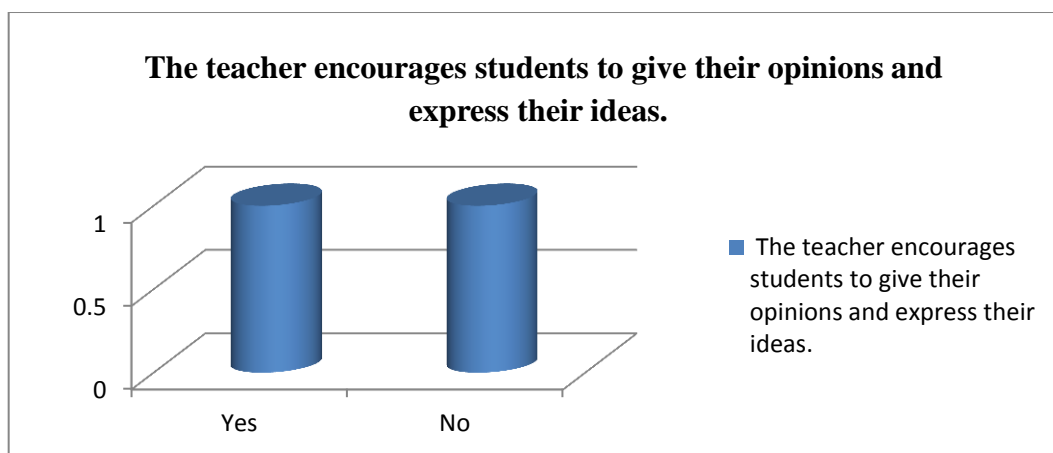
Two observers agree that the teacher answered students' questions appropriately.

3.4.3.5 Statement five

The teacher encourages students to give their opinions and express their ideas .

Statement 5	Observer	Yes	No
The teacher encourages students to give their opinions and express their ideas .	Teacher 1	x	
	Teacher 2		x
	Results	1	1

Chart 9: Classroom observation results



Graphic 4: Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

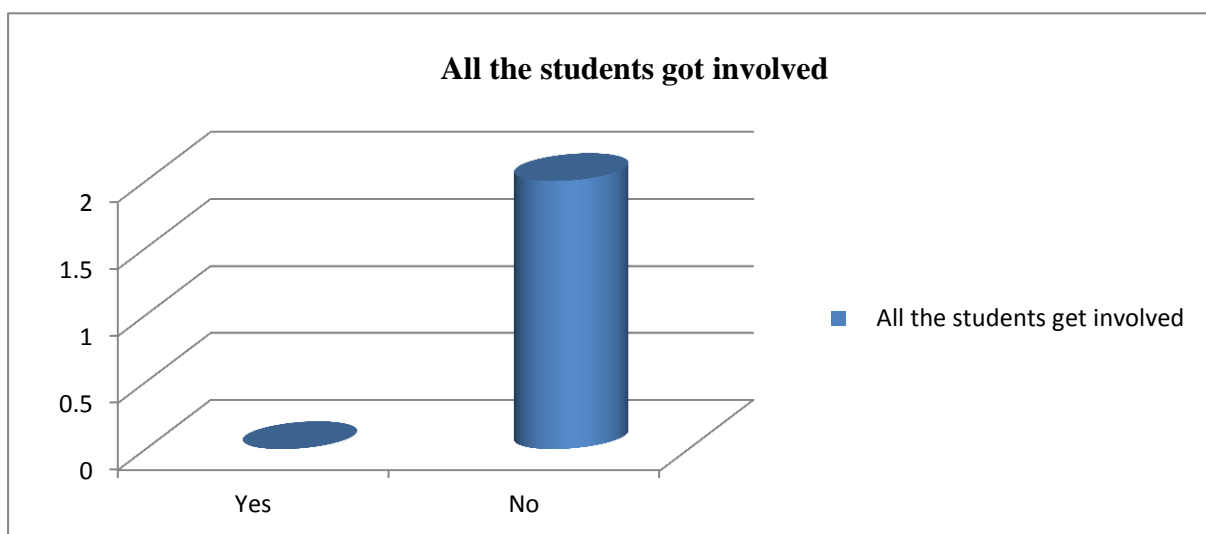
This result shows that in one observation the teacher encouraged students to give their opinions and express their ideas, but in the other the teacher did not encourage students to give their opinions and express their ideas.

3.4.3.6 Statement six

All the students got involved

Statement 6	Observer	Yes	No
All the students got involved	Teacher 1		x
	Teacher 2		x
	Results	0	2

Chart 10: Classroom observation results



Graphic 5: : Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades.

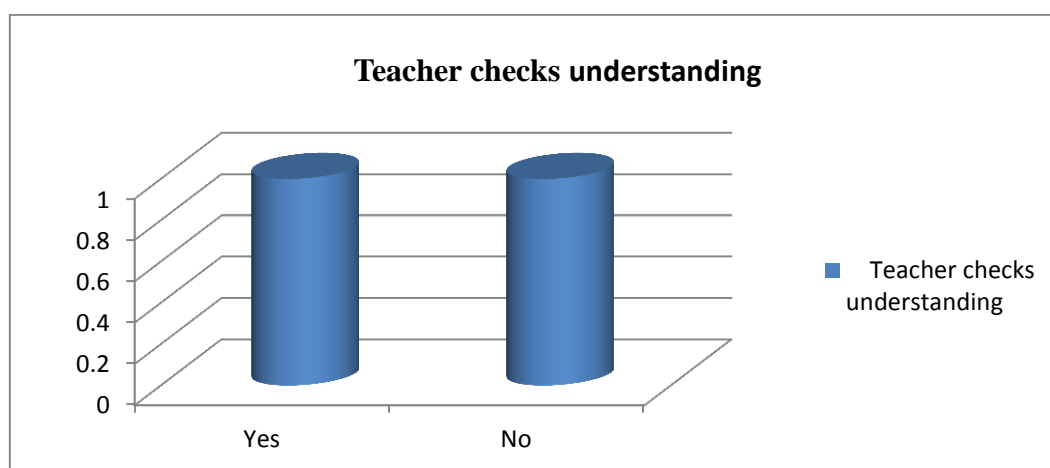
Two observers agreed that students were not involved in the classroom a hundred percent.

3.4.3.7 Statement seven

The teacher checks understanding

Statement 4	Observer	Yes	No
The teacher checks understanding .	Teacher 1	x	
	Teacher 2		x
	Results	1	1

Chart 11: Classroom observation results



Graphic 6: Classroom observation results.

Source: Classroom observation results, teachers from sixth and seventh grades

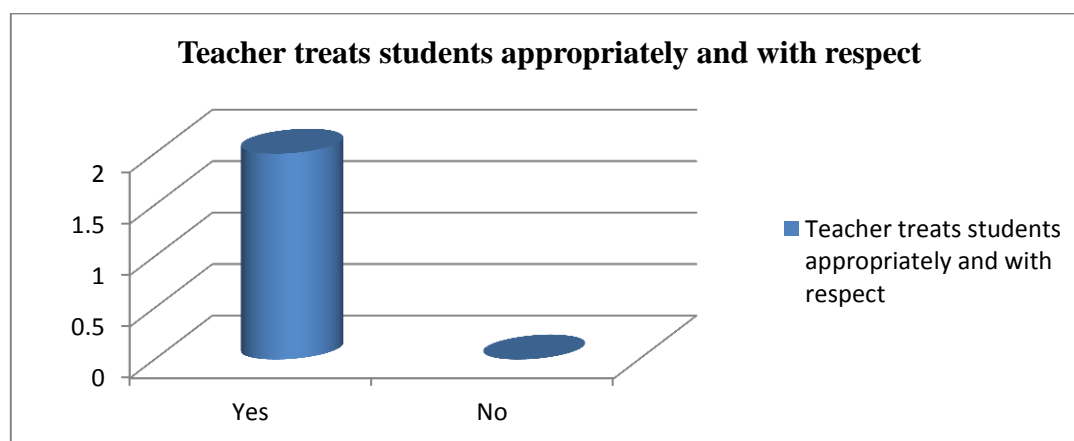
Both observers agreed that the teacher checked understanding from the students.

3.4.3.8 Statement eight

The teacher treats students appropriately and with respect

Statement 8	Observer	Yes	No
The teacher treats students appropriately and with respect	Teacher 1	x	
	Teacher 2	x	
	Results	2	0

Charts 12: Classroom observation results



Graphic 7: Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

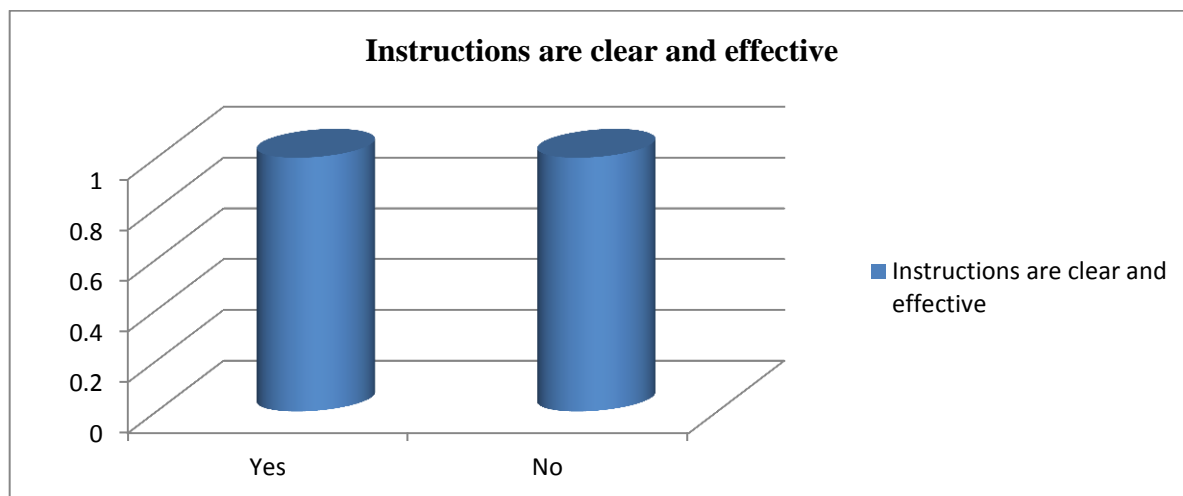
Both observers said that the teacher treated students appropriately and with respect.

3.4.3.9 Statement nine

Instructions are clear and effective

Statement 9	Observer	Yes	No
Instructions are clear and effective.	Teacher 1	x	
	Teacher 2		x
	Results	1	1

Chart 13: Classroom observation results



Graphic 8 : Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

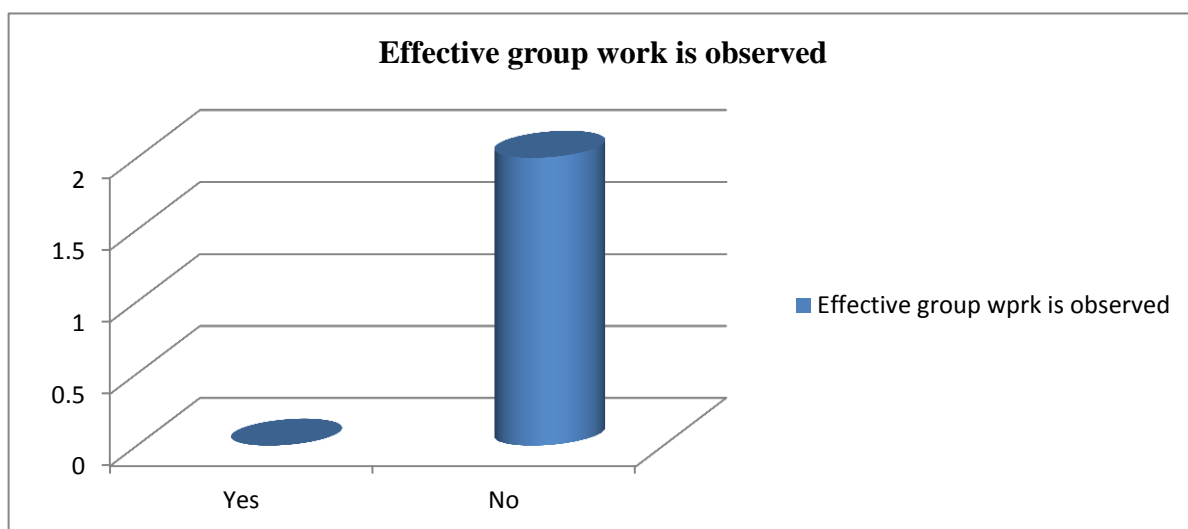
One of the results showed that instructions were given clear and effective but in the second observation the result was the opposite, instructions were not clear and effective.

3.4.3.10 Statement ten

Effective group work is observed

Statement 10	Observer	Yes	No
Effective group work is observed	Teacher 1		X
	Teacher 2		X
	Results	0	2

Chart 14: Classroom observation results



Graphic 8: Classroom observation results

Source: Classroom observation results, teachers from sixth and seventh grades

Both results showed that group work was not applied.

As a result it was necessary to make a survey to this group of students to know their experiences and their personal opinion about their English class.

This survey form was applied in 6th and 7th grades in order to get some helpful information about the use of socio-affective strategies during the English classes, and the application of

the students' learning styles in the planned activities. This survey form was given to the whole population of sixths and sevenths grade, the total population is 190 students. The results of these surveys will be of great importance for this research project and will give as a real information about the English classes in sixth and seventh grades at Unidad Educativa Mariscal Sucre.

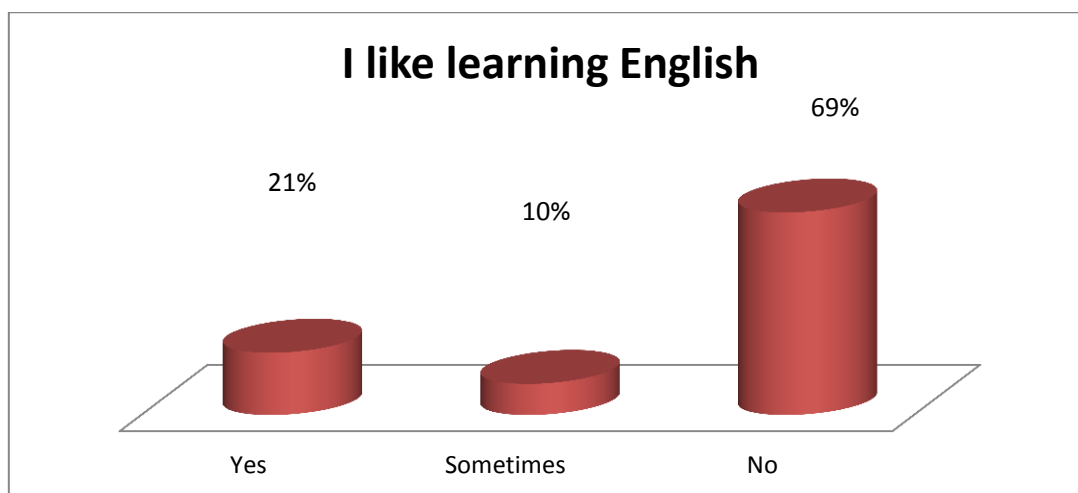
3.4.4. Student Surveys (Before Students' intervention)

3.4.4.1 Statement 1

I like learning English

Answer	Number of students	Percentage
Yes	40	21 %
Sometimes	20	10%
No	130	69 %

Charts 15: Classroom observation results



Graphic 9 : Classroom observation results

Students' survey from sixth and seventh grades

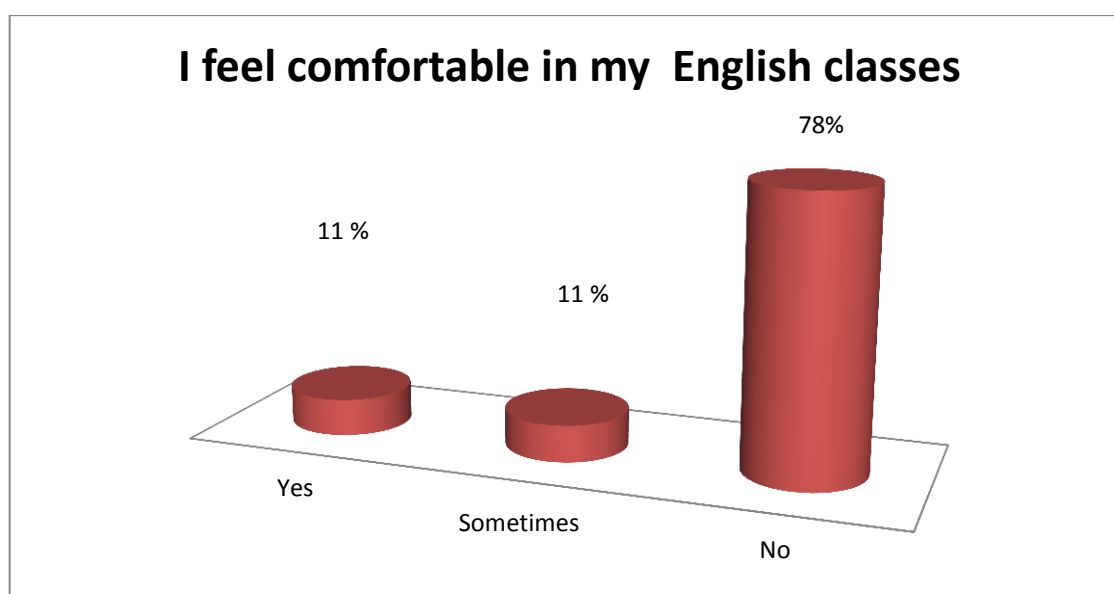
From a group of 190 students from sixth and seventh grades, the 21 % of the students , said that they like learning English, the 10% of students are not sure whether they like or not leaning English , then 69% from the group of students said that they do not like learning English

3.4.4.2 Statement 2

I feel comfortable in my English Classes

Answer	Number of students	Percentage
Yes	20	11 %
Sometimes	20	11 %
No	150	78 %

Chart 16: Classroom observation results



Graphic 10: Classroom observation results

Students' survey from sixth and seventh grades

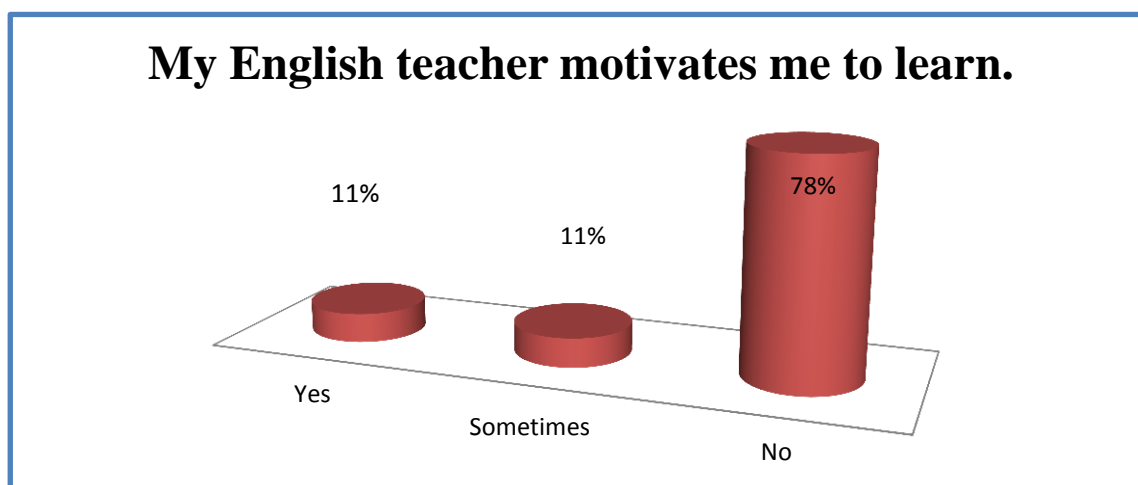
From a group of 190 students from sixth and seventh grades, 11 % of the amount, said that they feel comfortable in the classroom when they are learning English , then 11 % said that they sometimes feel comfortable in their English classes , and finally the 78 %, said that they do not feel comfortable during their English classes. .

3.4.4.3 Statement 3

My English teacher motivates me to learn English.

Answer	Number of students	Percentage
Yes	20	11 %
Sometimes	20	11 %
No	150	78 %

Chart 17: Classroom observation results



Graphic 10: Classroom observation results

Students' survey from sixth and seventh grades

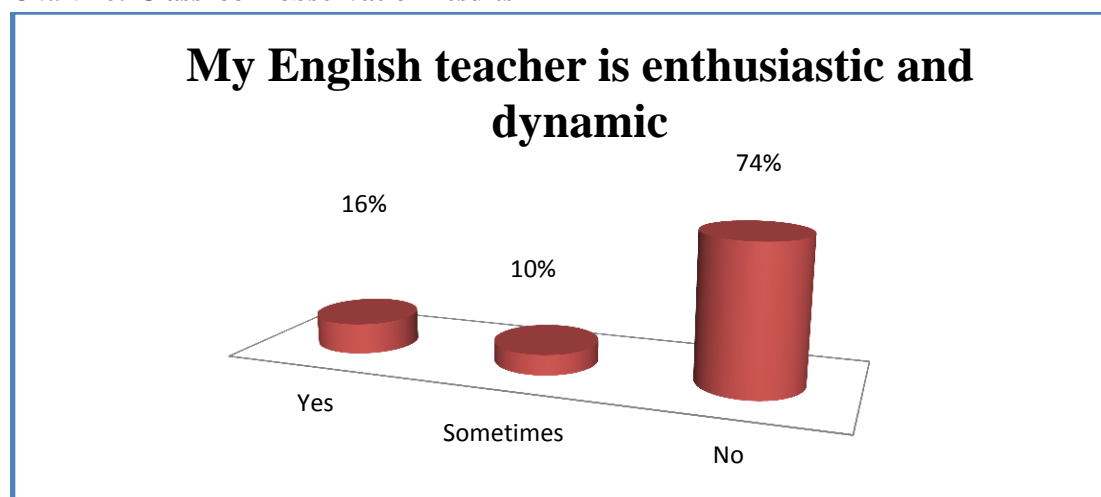
From a group of 190 students from sixth and seventh grades, 100 students that are the 11 % of the amount, said that their English teacher motivates them to learn, then 11% of students said that they are sometimes motivated by their teacher to learn, but 78 % of them said that they are not motivated by their teacher to learn .

3.4.4.4 Statement 4

My English teacher is enthusiastic and dynamic

Answer	Number of students	Percentage
Yes	30	15%
Sometimes	20	11%
No	140	74%

Chart 18: Classroom observation results



Graphic 11: Classroom observation results

Students' survey from sixth and seventh grades

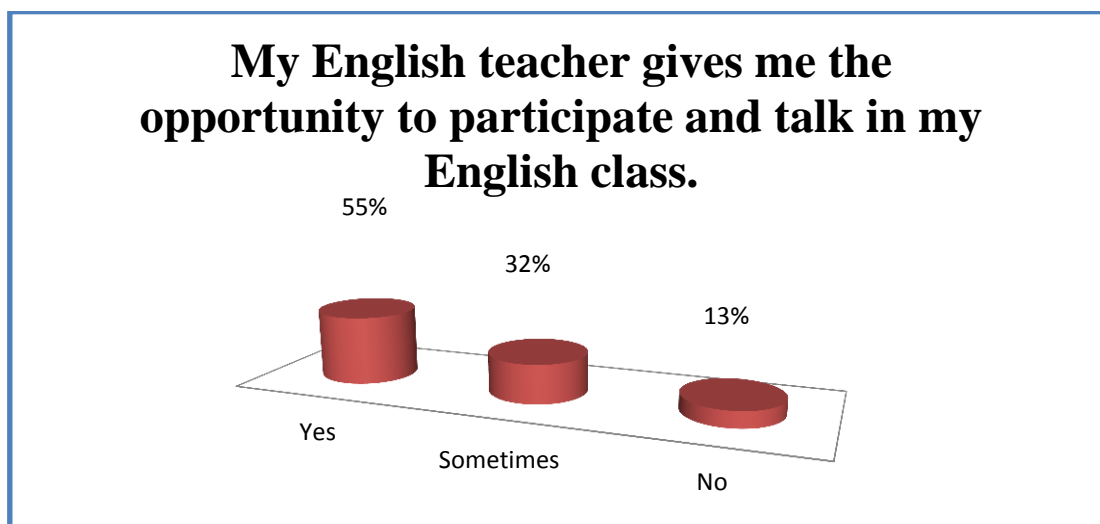
From a group of 190 students from sixth and seventh grades, 16 % of the amount, said that their English teacher is enthusiastic and dynamic , then 10% of students are not sure about their answer, but 74% of them said that their English teacher is neither enthusiastic nor dynamic.

3.4.4.5 Statement 5

My English teacher gives me the opportunity to talk and participate in the class.

Answer	Number of students	Percentage
Yes	20	11%
Sometimes	20	11%
No	150	78%

Chart 19: Classroom observation results



Graphic 12: Classroom observation results

Students' survey from sixth and seventh grades

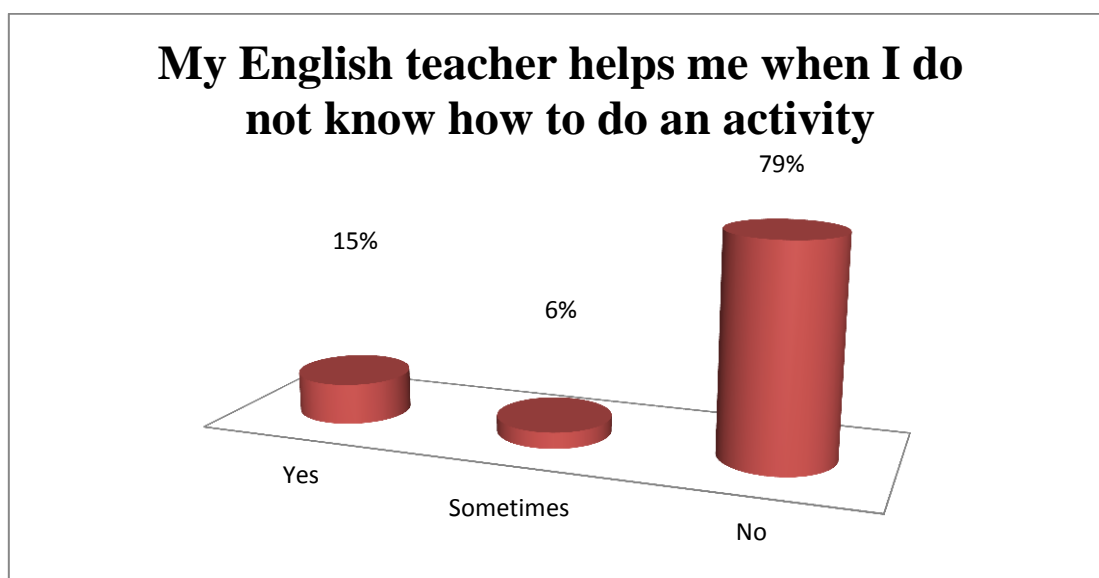
From a group of 190 students from sixth and seventh grades, 55 % of the amount, said that they have the opportunity to talk and participate during their English classes, then the 32 % of students are not sure about their answer, but 13 % of them said that they are not given the opportunity to talk and participate during the English class.

3.4.4.6 Statement 6

I can talk to my teacher when I have something important to say.

Answer	Number of students	Percentage
Yes	30	15%
Sometimes	10	6%
No	150	79%

Chart 20: Classroom observation results



Graphic 12: Classroom observation results

Students' survey from sixth and seventh grades

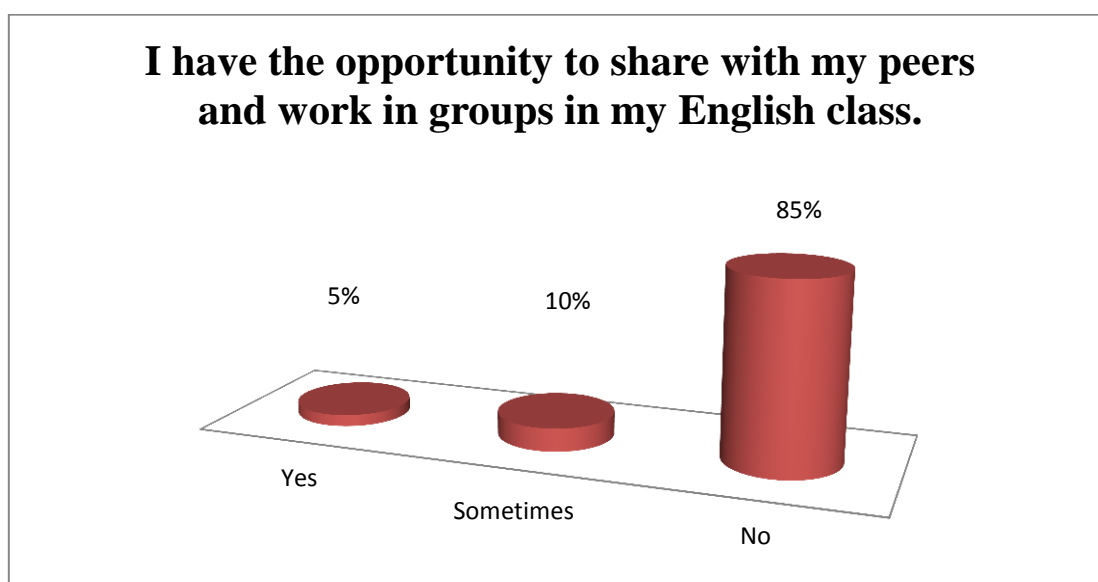
From a group of 190 students from sixth and seventh grades, 15% of the amount, said that their English teacher helps them when they have an activity they cannot do alone, then the 6 % of students said that their teacher sometimes helps them, but 79 % of them said that they do not have any help from their teacher during an activity they cannot do.

3.4.4.7 Statement 7

I have the opportunity to share with my peers and work in groups in my English class.

Answer	Number of students	Percentage
Yes	10	5%
Sometimes	20	10%
No	160	85%

Chart 21: Classroom observation results



Graphic 13: Classroom observation results

Students' survey from sixth and seventh grades

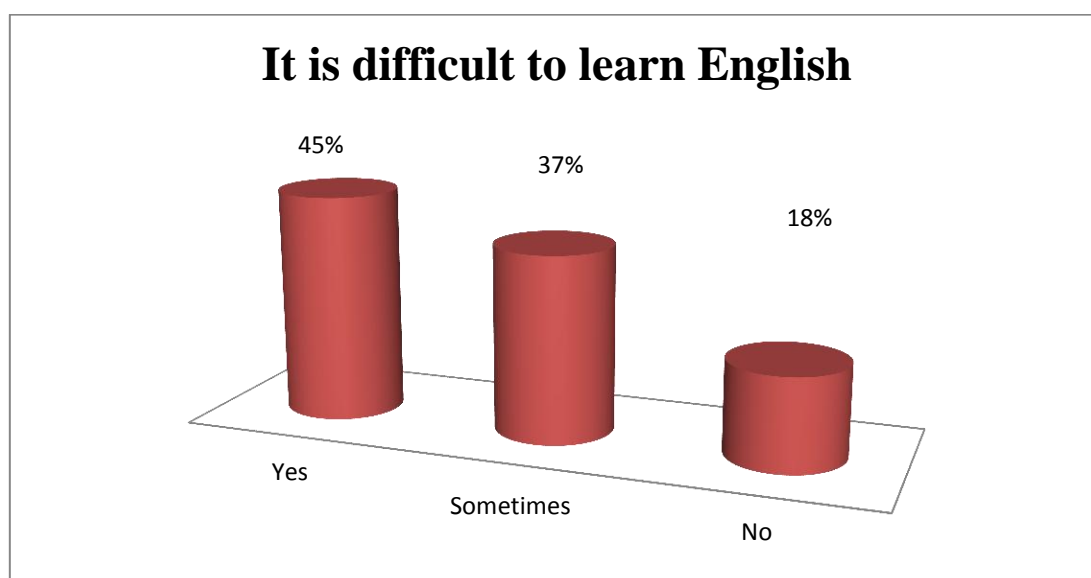
From a group of 190 students from sixth and seventh grades, 5% of the amount, said that in their English class, they have the opportunity to share with their peers and work in groups, then the 10 % of students said that they sometimes have the opportunity to do these kind of activities, but 85 % of them said that they do not have the opportunity to share and work in groups in their English class. .

3.4.4.8 Statement 8

It is difficult to learn English

Answer	Number of students	Percentage
Yes	85	45%
Sometimes	70	37%
No	35	18%

Chart 22: Classroom observation results



Graphic : 14 classroom results

Students' survey from sixth and seventh grades

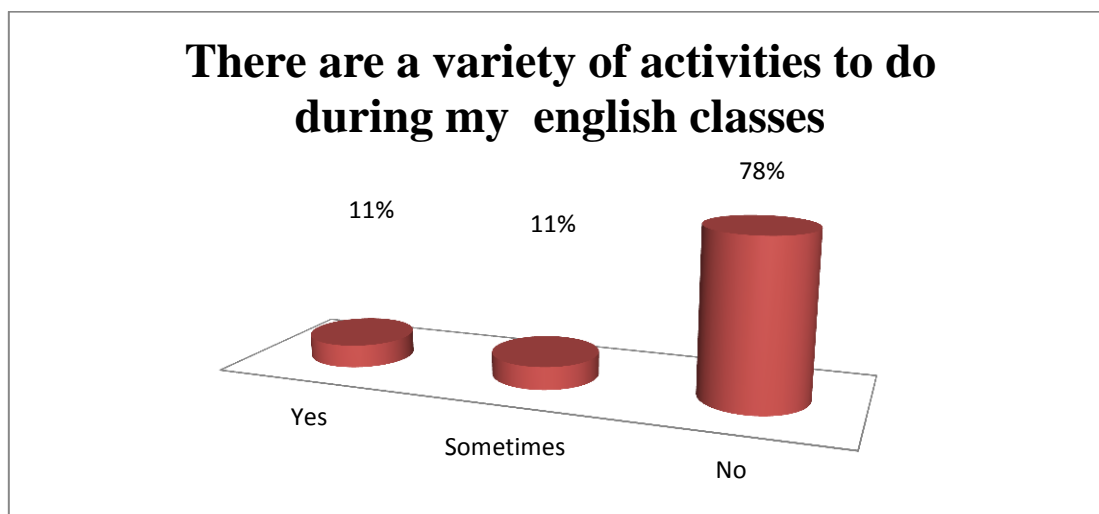
From a group of 190 students from sixth and seventh grades, 45% of the amount, said that they consider English difficult to learn, then the 37 % of students said that it is sometimes difficult to learn English, but 18% of them said that it is easy for them to learn English.

3.4.4.9 Statement 9

There are a variety of activities to do during my English classes.

Answer	Number of students	Percentage
Yes	20	11%
Sometimes	20	11%
No	150	78%

Chart 23: Classroom observation results



Graphic: 15: Classroom observation results

Students' survey from sixth and seventh grades

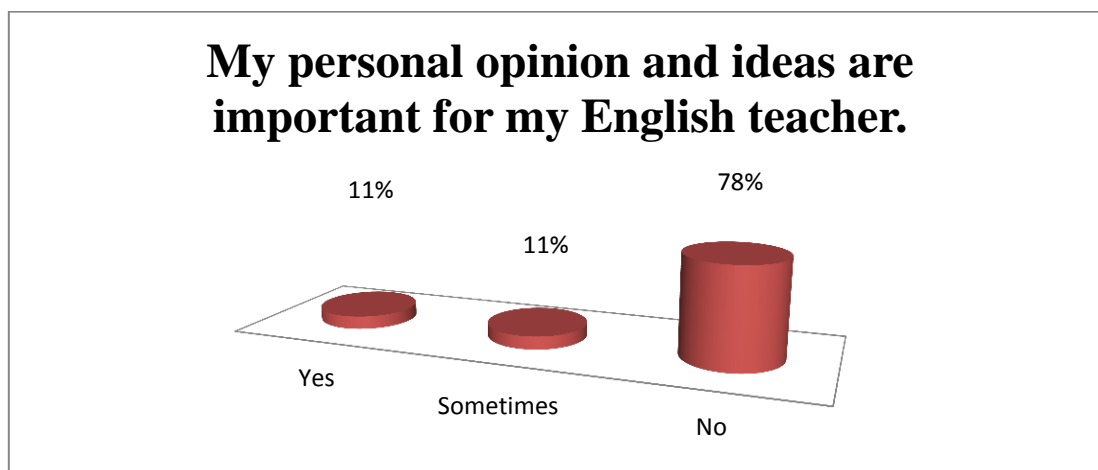
From a group of 190 students from sixth and seventh grades, 11 % of the amount, said that They are given a variety of activities to do in their English classes, then the 11 % of students said that there are sometimes a variety of activities to do during their English classes, but 78 % of them said that they do not have a variety of activities to do during their English classes.

3.4.4.0 Statement 10

My personal opinion and ideas are important for my English teacher.

Answer	Number of students	Percentage
Yes	20	11 %
Sometimes	20	11 %
No	150	78 %

Chart 24: Classroom observation results



Graphic 16: Classroom observation results

Students' survey from sixth and seventh grades

From a group of 190 students from sixth and seventh grades, 11% of the amount, said that their personal opinion and ideas are important for their English teacher, then the 11% their personal opinion are sometimes important for their English teacher, but 78 % of them said that their personal opinion and ideas are not important for their English teacher.

3.5 Resources/Timeline /Budget

3.5.1 Resources

Resources	Requirements
Cyber center	To search information for literature review
Copies	For teachers and students.
Laptop	Where we worked our research project
Printer	To print all the material needed
Dictionary	To get the meaning from unknown words
Books	To get information for the research project.

Chart 25: Resources

3.5.2 Timeline

Month	Topics	Days	Hours	Observation
October	Seminar Draft	10	20	
November December	Chapter 1 <ul style="list-style-type: none"> ○ Introduction. ○ Background and statement of the problem ○ Objectives. ○ Significance, rationale, justification of the study. Chapter 2 <ul style="list-style-type: none"> ○ Literature review Introduction ○ Theoretical Review ○ Conceptual framework. 	30	120	
December January	Chapter 2 <ul style="list-style-type: none"> ○ Research questions ○ Hypothesis ○ Variables and indicators ○ Definition of terms ○ Summary Chapter 3 <ul style="list-style-type: none"> ○ Research methodology and findings. ○ Methods and techniques. 	30	120	
February	Chapter 3 <ul style="list-style-type: none"> ○ Research population and sample. 	60	240	

	<ul style="list-style-type: none"> ○ Research instruments. ○ Result finding and analysis. <p>Chapter 4</p> <ul style="list-style-type: none"> ○ Final conclusions ○ Problems and limitations ○ Recommendations. 			
February March	<p>Final Review</p> <p>Power Point Visual aids</p> <p>Before the explanation of the topic</p>	45	180	

Chart 26: Timeline

3.5.3 Budget

Resources	Number	Price	Total
Paper	20	\$5	\$100
Printed Paper	400	\$ 0.10 c	\$40
Internet	150	\$ 0.5 c	\$75
Others	Transport	\$5	\$ 50

Charts 27: Budget

CHAPTER IV

4. Final Conclusions

4.1 Conclusions

This research project was conducted in order to find the reasons why students are demotivated and with lack of concentration during the English classes. This project also helps us to determine the causes for not interaction and development of skills at Unidad Educativa Mariscal Sucre .

In order to find the reasons, it was indispensable to make two surveys from students, one of them was to assess students' achievements in their English class, and the second one was to evaluate teachers' performance in class. 2 surveys for English teachers in order to get information about them.

According to this analysis we consider that socio-affective strategies have an important role in the classroom because they help teachers and students to interact in the class and with the use of learning styles, students get involved using their potential.

Students have different styles when learning and we as teachers must make them develop their best way for learning. It is not only to share information and knowledge but also to give them the support and attention they need.

There are different factors that can cause demotivation in the classroom, one of them and the strongest is their family relationship. Family problems really affect Students' learning and when students come to school they feel rejection to the class and it is here where teachers should cover that lack of love and attention by making them feel important for the teacher and the group. During the class observation, they did not check their lesson plan

before starting the class, these classes were not totally completed in accordance with a planning, there was not observable a completed task, there was organization in the classroom, there was a good behavior, the teacher was not really motivated and there was a poor performance from a group of students. Furthermore, students were not totally working with their learning styles.

What we really observed was that there was not motivation shown by the teachers to be interested in students' needs. Then, we can say that teachers were not using socio affective strategies in their English classes, there was not group work, students did not seem to be very happy with their English class, some of them were like resting on the desks and others were talking.

The survey from the students reflects the non-implementation of socio affective strategies by the teacher.

The literature review gives the same point of view from different authors, and they mention that socio affective strategies are important because they support the connection and interaction among teachers and students.

There are different learning styles, but teachers must find the best method to carry out the teaching and learning process in an enjoyable and motivating environment.

4.2 Problems and Limitations

The basic problem in this project is the bad attitude some students presented during their English classes and the teachers who are not concerned about the big problem it can cause in the future, because if teachers do not pay attention to this problem, students will reject

their classes. Students who face difficult situations such as family problems will not be willing to participate and in addition to that there is always a group of teachers who ignore this group of students with difficulties.

Another problem is the non - implementation of learning styles during the classes where teachers are supposed to know more their students and to apply the correct activities for them according to their needs.

Every student learns differently, they receive the information but they apply what they learn according to their likes. Some of them are tactile, visual and auditory learners and teachers should not give mechanical activities but also activities where they can get involved and be motivated to learn.

4.3 Recommendations

English teachers should apply better techniques and methods to improve their students' performance by giving them the opportunity to discover and develop their skills effectively in the class .One way of getting this is, to implement the socio- affective strategy which is important to help them feel valued, integrated, and motivated to learn.

The use of socio-affective strategies must be essential to create a nice, friendly and adequate English classroom environment.

It is really important to improve teaching methods in order to provide the students more opportunities to learn and to interact each other. Teachers must replace unhelpful methods and traditional strategies that have been applied in the classrooms and break down barriers created in some students 'mind, to avoid frustration, demotivation and lack of interest in the language learning. On the other hand, we have to bring a wave of motivation that can bring back the desire to learn and teach the English language. Teachers should apply activities

where all students can feel motivated to participate by including the learning styles (tactile, auditory and visual). These activities will help students be more integrated and self-aware learners. These activities will also help students to be in contact among them; they will also create a funny atmosphere and will improve their learning process in class. Another aspect we have observed is that there are some other factors which influence the desire to learn in students of sixth and seventh grade at Unidad Educativa Mariscal Sucre . The most common problem in the students is the family relationship.

We as teachers must pay attention to our students' needs and be willing to help them integrate and get involved with the class by talking to them and making them feel value and important for us. Teachers should know that our work does not only consist on sharing knowledge or information but also being sensitive with the difficulties they present during the learning process. A teacher is the person who can change students' lives, feelings and thoughts; we can transform student's minds by giving them love, attention and some advice.

We can change those old traditional methods and make our English classes more dynamic, interesting and funny. It does not mean to lose control or authority in the classroom, but we as teachers should recognize that our students especially those with misbehavior problems or demotivation could be problem solver in the classroom when the teacher knows how and when to apply the correct strategy to help them.

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ANEXES

Before Students ´ Intervention



Picture 3

Class observation: Unidad Educativa Mariscal Sucre

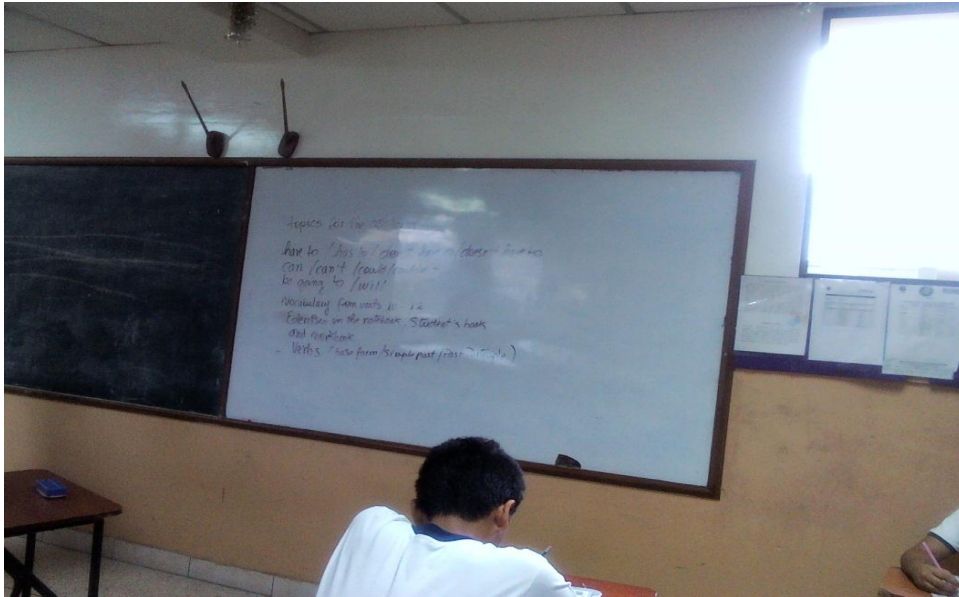
Presented by: karina Rodriguez and Lourdes Villalva



Picture 4

Class observation: Unidad Educativa Mariscal Sucre

Presented by: Karina Rodriguez and Lourdes Villalva



Picture 5

Class observation: Unidad Educativa Mariscal Sucre

Presented by: Karina Rodriguez and Lourdes Villalva



Picture 6

Class observation: Unidad Educativa Mariscal Sucre

Presented by: Karina Rodriguez and Lourdes Villalva



Picture 7

Class observation: Unidad Educativa Mariscal Sucre

Presented by: Karina Rodriguez and Lourdes Villalva

After Students' Intervention



Picture 8

Application of activities with the observer : Unidad Educativa Mariscal Sucre
Presented by: Karina Rodriguez and Lourdes Villalva



Picture 9

Application of activities with the observer: Unidad Educativa Mariscal Sucre
Presented by: Karina Rodríguez and Lourdes Villalva



Picture 10

Application of activities with the observer : Unidad Educativa Mariscal Sucre
Presented by: Karina Rodriguez and Lourdes Villalva



Picture 11

Application of activities with the observer:

Presented by: Karina Rodriguez and Lourdes Villalva

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
ENGLISH SCHOOL**

SURVEY FORMAT (A)

Please, answer the following questions in order to help us to identify your English learning needs. The information obtained in this form is important to improve our English program. Thank you for your valuable cooperation.

Directions: **Read the statements and put a tick using the following key:**

1= Yes

2 = No

3=sometimes

No.	Statements	1	2	3
1.	I like learning English.			
2.	I feel comfortable in my English class.			
3	I understand when my English teacher explains a new topic.			
4.	My English teacher is enthusiastic and dynamic.			
5	I have the opportunity to talk and participate in my English classes.			
6.	My English teacher helps me when I don't know how to do an activity.			
7.	I have the opportunity to share with my friends and work in groups in my English class.			
8	It is difficult to learn English.			
9	There are a variety of activities to do during my English class.			
10	My personal opinion and ideas are important to my English teacher.			

Chart 28: Classroom observation format



Test for visual learners

For students a-b

Find the differences

There is a drawing of grandma making a cake .student b has the same grandma but with different items. Find the differences in pairs.

Student b can ask questions but he/she must not see your drawing. When you have finished compare your drawing.

A

B



Picture : Visual learners test

Test for tactile learners

Making predictions

Wallet wonder

Kyle and Steve were walking home from a Boy Scout meeting when Kyle noticed something brown and small on the ground. He picked it up. It was a wallet. Steve grabbed it and opened it. Inside was \$52. Steve and Kyle looked at each other, then looked at the money. Kyle thought about a new baseball bat. Steve thought about fixing his broken bike. They stood for a while thinking.

What do you think happened next?

Test for Auditory learners

YES/ NO QUESTIONS

Student A

Fill this form and report your answer about your partner.

Your partner:

1	ENJOYS PLAYING FOOTBALL	YES	NO
2	LIKES GOING TO PARTIES		
3	DOESN'T OFTEN LOSE HIS/HER TEMPER		
4	IS A GOOD FRIEND		
5	THINKS IS GOOD AT MATH		
6	WANTS TO EAT A BIG HOT DOG NOW		
7	PREFER POP MUSIC TO CLASSICAL MUSIC		
8	HAS A DOG		
9	EATS MORE FISH THAN MEAT		
10	ISN'T AFRAID OF MICE		

Student b

Fill this form and report your answers about your partner

Your partner:.....

1	ENJOYS GOING TO PARTIES	YES	NO
2	LIKES LEARNING FOREIGN LANGUAGES		
3	DOESN'T OFTEN GO TO THE CINEMA		
4	IS NOT VERY GOOD AT MATH		
5	THINKS IT IS WRONG TO DRINK MUCH CHOCOLATE		
6	WANTS TO BE RICH ONE DAY		
7	CAN COOK WELL		
8	HAS A CAT		
9	PREFERS FOOTBALL TO TENNIS		
10	ISN'T AFRAID OF SNAKES		

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: the importance of socio-affective strategies and their incidence on motivation in seventh and sixth grade students at Unidad Educativa Mariscal Sucre		
AUTOR/ES: karina paola rodríguez puga lourdes del carmen villalva rivera		TUTOR: msc. jenny chavez urbina REVISORES mtefl. janeth mora zapater
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte		FACULTAD: Facultad de Educación - Ciencias de la Educación Mención Ingles
CARRERA: Lenguas-ingles		
FECHA DE PUBLICACIÓN:		No. DE PÁGS: 68
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ÁREAS TEMÁTICAS: (el área al que se refiere el trabajo. Ej. Auditoría Financiera, Auditoria, Finanzas)		
PALABRAS CLAVE: (términos con el que podría ubicar este trabajo)		
RESUMEN: (de qué se trata, para qué, por qué?) Uno de los problemas en la enseñanza de Inglés como Segundo Idioma en muchas escuelas bilingües y no bilingües es la actitud negativa que un grupo de estudiantes puede tener en cada clase hacia el proceso de aprendizaje de Inglés. Podemos observar maestros experimentados listos para iniciar sus clases de inglés con un plan bien organizado en la mano, un gran grupo de estudiantes listos para aprender, pero cuando el proceso de enseñanza comienza, es notable ver estudiantes desmotivados. El objetivo básico de esta propuesta es determinar la importancia de las estrategias socio-afectivas y su incidencia en la motivación de los estudiantes de séptimo y sexto grado para ayudarles a mejorar su proceso de aprendizaje del idioma Inglés. Nuestra investigación se centra en dar a estos estudiantes la oportunidad de conocerse a sí mismos y ayudar a los maestros a dar a los estudiantes un entorno socio-afectivo y a su vez, promoviendo una actitud positiva mediante el uso de sus estilos de aprendizaje. Esto hará que nuestra clase de Inglés sea más organizado e interesante.		
No. DE REGISTRO (en base de datos)		No. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:		<input type="checkbox"/> SI <input type="checkbox"/> NO
CONTACTO CON AUTOR/ES		Teléfono: 09988557486 E-mail: krrpprr@gmail.com
CONTACTO EN LA INSTITUCIÓN:		Nombre: Ab. Michelle Vargas Aguilar
		Teléfono: 2596500 Ext. 221
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