Factors influencing motivation in the English teaching-learning process

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## ABSTRACT

Motivation is an important factor in creating self-confidence; therefore it is indispensable to develop a good learning in students, so that they can feel more confident in the development of any didactic activity. This is achieved with a cordial relationship of respect, but always remembering that the teacher is an instrument for student learning, it is not the last word, nor does it possess an absolute knowledge in the world. To be friends of our students is basic, it is necessary to be at the same level. This inspires confidence, self-confidence and this leads us to have motivated environments. According to Spaulding (1992) "*Students should feel from the first moment that we are interested in them, in their needs ...*" (pag. 123).

It is necessary to teach students to be self-reliant and self-confident, to face not only learning situations, but also in their personal self-esteem. A fundamental element is the confidence that we provide to them to identify the factors that influence the motivation of the students before the teaching-learning process of English as a foreign language in a real context factors that facilitate teaching and student learning.

*Keywords:* Motivation, factors, learning, teaching, self-confidence.

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CHAPTER 1


INTRODUCTION

The present project presents a report of the results of the research done to a group of 34 students of the fifth grade of elementary education of the educational institution Camilo Torres in Monteria. This process of collecting sample data such as surveys, interviews, observations and analysis was achieved results that concluded with the identification of some factors that stimulated the motivation of students in the development of educational learning of English as a foreign language process. Factors that will serve us in our teaching work in the classroom would become tools to facilitate the process in teaching practice, it is well known that teaching and learning is a challenge, so the English teacher must take over strategies that stimulate the motivation in his students.

During the development of this research it was found different reflective perspectives of English teachers and management teachers in which they emphasized the importance of English teachers in the basic school in the area of the English language, despite not having in profile or command of English as a foreign language they do a good job achieving excellent results, in the development of the process of teaching and learning of English as a foreign language.

Where the students take an important interest in the English language and the importance and recognition of this learning in their personal and professional projects this research is focus on those factors that help in that process in which the relation between teachers and students through the self-confidence and motivation. Finally, it is presented the results obtained and the final conclusions where, through the explanation of the steps taken in the development of the research, the motivating factors were identified, the different recommendations to improving and

facilitating the teaching-learning development of the English as a foreign language in the classroom.

## 1.1 Significance of the Study

In teaching-learning process of a new language it is necessary to know. What are the factors that affect the learner to develop more motivation towards the new language, so we will diagnose the most important factors that influence students to motivate themselves to a certain Language, in this case we will be covering the English language as a foreign language.

In the educational field there are feeling of lack of motivation in students, when they refer to English and in the cultural field, those same students We could see them, humming English phrases of the song from their favorite artists of Anglo-Saxon origin. Then we ask ourselves why this happens? These students in the classroom are apathetic, with little motivation to learn the language of their favorite artists, but in their sociocultural environment, they try to imitate the language of their artists.

It is therefore necessary to promote motivation and in this sense the teacher plays a fundamental role, because the teacher is the molder and facilitator of this process.

Specifically, the motivation is directed to the field of education and learning, it is called academic motivation (González Fernández, 2005). Several authors - Alonso Tapia, 2000; González Fernández, 2005; Paoloni et al., 2010; Bono and Huertas, 2006-, consider that academic motivation is one of the main concerns of teachers in different educational settings.

According to the authors, it seems that the new educational dilemma has to do with somehow deciphering the new ways of being and feeling motivated, the novel reasons that are motivating today for students. From this, teachers' pedagogical proposals should address these changes and variations in the ways of learning and teaching.

Undoubtedly, motivation is one of the essential aspects on which attention is focused when analyzing learning; Thought this from the perspective of both teachers who teach and learners.

In today's society of knowledge in which we are immersed, academic success and academic becomes an essential tool that marks and, in many cases defines, the destiny of a person. In this sense, there are many factors and variables that we must consider when we think about the learning process that students develop in the classroom context.

In this sense, it is important to consider what Bono (2010) maintains as pointed out by Pintrich and Schunk (2006), teachers influence their students' motivation and learning through their planning and instruction, and, in turn, the way students react causes teachers to modify. They understand, will affect motivation and learning better (2010, p.5).

## 1.2. Statement of the Problem

Analyzing the educational reality, today I could realize that although the state has educational strengthening programs to promote English language learning, there are also many weaknesses at present that contrast what is stimulated and statistics show results that demonstrate that motivational strategies are needed for students in our school.

The student lacks exposure to real situations, not everything should be impersonal, but I can emphasize that new technologies have opened great doors to our students today; they can learn even several languages, through the uses of these technological tools.

Deficiencies in learning have to do with extrinsic and intrinsic student motivation. A student with motivation learns in less time a new language than a student with a lack of motivation; therefore it is necessary to work first of all on the self-confidence of the student. According to Dulce Monserrat (2016) "*Motivation is the fundamental element for a complete educational development in the students. The motivation begins with the respect and the trust that transmits the teacher to his students"*.

Additionally, citing to Ramirez (2016) "The importance of the motivation in the classroom is that the teachers must take into account in their plans of work strategies that motivate their students to obtain optimal results in the process of learning English".

Which it means that a motivated student, strengthened in his learning will have better opportunities in the development of his profession and personal life because to master another language creates self-confidence and that gives him personal security.

According to the Ministerio de Educación (2016) "... Strengthening the command of a foreign language is essential for any society interested in being part of global academic, cultural, and economic dynamics. Colombia is among the countries with very low level of English". [1]

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[1]The newspaper El Tiempo in its edition of November 10, 2015 publishes an investigation of why this situation is presented.
    Retrieved 9/8/2016 from http://www.eltiempo.com/estilo-de-vida/educacion/indice-de-nivel-de-ingles-colombia-tiene-muy-bajo-nivel-de-ingles/16426446

According to the authors of this investigation and its director Minh Tran. Hong Kong - Spokesperson. Writer. Connector. Educator. - EF Education First. Minh is the Senior Director of Research and Academic Partnerships at EF. The situation of the low level of English in Colombia is due to the lack interest in people interested in learning English, in the investigation participated most people who were interested or wanted to know about their levels and skills in that language.

However in the investigation it is considered that teachers should be qualified not only in their domains of English but also in how they teach their students.

**1.3. Objectives**

**1.3.1. General Objective**

To identify the factors that motivates students to strengthen the four skills in the English teaching and learning process.

**1.3.2. Specific Objectives**

1. To identify which skills are most likely to develop the English learner. (Speak, listen, read, and write).

2. To generate self-confidence in students through strategies, to strengthen their learning styles.

3. To promote music as a strategy and motivating agent in learning English in students.

CHAPTER 2

LITERATURE REVIEW

With the advent of varied educational reforms, the teacher has been in the last two decades one of the main concerns of students and researchers. The evaluation constitutes an important axis of the educational process as an evaluation and research activity, facilitating and regulating the changes that occur in it. These changes are fundamentally oriented by the teacher, who acts as mediator of learning, developing various didactic actions in order to reconstruct, readapt and re-contextualize the knowledge of a new language. The situation that arises questions how to reconstruct, readapt and re-contextualize this knowledge of the teaching of English as a foreign language in the classroom? What general and specialized competences it possesses in order to place them in its teaching action.

Until recently there was a widespread belief that motivation came from a leadership figure that exerted its influence on others and that through that leadership was able to modify that behavior. According to Dornyei (2005) "... *Motivation is related to one of the most basic aspects of the human mind and it has a determining role in success or failure in any learning situation*" (p.79)

Today it is considered that the process of motivation is developed by a whole set of actors of a given process; And that the role of the leader or motivator is to help each individual align their own goals with the common objectives of the group, motivation is not to impose one will on another, but to convince all will to achieve a goal common.

English teachers have a fundamental role in this field of teaching and learning and in this particular study, since it is the focus group of study. In their hands is great responsibility for what

happens in the classroom. The perception that teachers have about learning and specifically about motivation is decisive in this process. Again, NOELS (2001) says "*the teacher's perception of providing feedback on how to improve competence in a positive way is associated with increased intrinsic motivation.*" (Pg.231)

The focus is on motivating factors, encouraging motivation in English-speaking students, the professional competence of the English-speaking teacher, and how he adapts to conditions stipulated in periods of change and reform, and specifically, how it reacts in the classroom to encourage motivation in learners.

According to Byram M (1997) says, *"We must be critical and we must compare and analyze different methodologies brought from different cultures, and thus accommodate them to the needs and objectives of a society like ours"*

It meaning teachers should be aware of the cultural implications, teachers should be prepared to help their students to be reflexives and understand the values and different perspectives of the world.

I then formulate the following question: Does the English teacher have professional competence in her/his classroom work? And in her/his projection to this necessary adaptation to motivate her/his students. Therefore motivation plays an important role in the development of any activity, physical or intellectual, identify the factors that stimulate motivation in learning English, makes the teacher easier work and also facilitates the acquisition of new knowledge to the student.

According to Gilbert (2002) "*Authentic motivation arises from the inner world"* (p. 21). This means that intrinsic motivation is more important than extrinsic motivation for this author. There may be external, socio-cultural factors that influence in a negative way while we are

motivated to do a certain action, however if the motivation is so strong, that no matter the adversity you do not give up and you do the action.

Sánchez (1999) states that *"both the intrinsic or extrinsic motivation is very important and a balance must be sought between them"* (pg.47).

It is not easy to achieve equilibrium frequently in certain events of motivation, reason why this author also makes appreciation of the importance in rewarding the actors involved.

The theory of motivation is summed up in "the impulse-effort to satisfy a desire or goal". Maslow, (1991) says:

> *The need for self-esteem is the need for balance in the human being, since it constitutes the fundamental pillar for the individual to become the successful man he has always dreamed of, to failure, which cannot achieve anything by its own means.*

It can be deduced according to this approach that these impulses can come from external factors (impersonal, socio-cultural among others) or internal (personal, feelings, desires, among others) to create self-confidence.

Intrinsic motivation has a series of sub-motivations and among them the motivations cultivated according to this Murado (2010) says "*These motivations are those that develop teachers, together with didactic aspects to motivate students"* (p. 3. 4)…

A facilitating tool of this process is the music in English; the songs have an important role in the acquisition process.

Dr. Suzanne Medina is an education teacher. At California State University, who did quite a bit of research it is interesting to join the two disciplines mentioned above, as she called *"songs - story"* to explain the origin of the songs - history, Medina states that...

> *Is a common practice of first and second language teachers Let them read stories to their students. In carrying out this practice, teachers not only shape literary skills but cultivate listening skills and promoting the acquisition of vocabulary...*

The song - history is basically a poem with a woven history through such a poem. Because the story has been set in music can be sung instead of spoken. (Medina: 1993) Medina's research measured the amount of vocabulary that occurred when the stories were sung, spoken, illustrated and not illustrated among a group of 48 third grade students of foreign language. And a new foreign language, as proposed by Murado (2010) "*music facilitates the memorization of messages*" (p. 43) ... We can say that music as a pedagogical tool motivates students, because in addition to facilitating the memorization of the Messages, learners want to learn more of these messages, therefore seek new knowledge of the foreign language.

### 2.1 Types of Publications

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419&sa=X&ved=0ahUKEwji8PSyiszMAhVHmh4KHa89A1wQ6AEIQDAG#v
=onepage&q&f=false
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https://books.google.com.co/books?id=8wPdj2Jzqg0C&printsec=frontcover&dq=autores
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CHAPTER 3


METHODOLOGY


This research is descriptive with a qualitative approach, whose main objective is to explain the cause-effect relationship between two or more variables. The importance of the teacher as an agent of change that motivates his students in the teaching-learning process of English as a foreign language is one of the distinguishing variables in the teaching and learning process of English as a foreign language.

**3.1 Processes of transformation**.


We understand the competence of the English teacher as the description of the acquired ability effectively and efficiently when executing the act of teaching a new language.


**3.2 Communicative competence**

The human being, as a social being, has the need to interact with who share their world, but beyond this need must acquire the talent and the virtue to communicate adequately with their peers: it requires from the simple attitude of recognizing their existence in an environment and listening, to the complex activity of forming coherent terms to make judgments that maintain the interconnection of ideas.

Said talent or virtue to communicate properly, or competition communicative, depends on the demands that a linguistic community determined to establish, that is why the talent to know how to communicate, it must be developed *"The communicative competence is that which a speaker needs to know to communicate effectively in contexts culturally significant."*(Lomas 1998; pag.38) Communicative competence requires listening, knowing how to express oneself and being situated within a linguistic community. For communicating you need two people who handle more than one language:

To live in a single region, to understand the proper ways of using the language in the region to which it belongs (dialect) and handle the same knowledge or at least a very close cultural knowledge.

This competition, as mentioned by Sandra Savignon, "... may be defined as the ability to function in a truly communicative environment, that is, in a dynamic exchange in which linguistic competence must be adapted to the linguistic and paralinguistic information of one or more." (Sauvignon: 1972, 8) for this reason, the ability to communicating must be developed from the approach of the learner with specific context and communicative objectives.

Necessarily we must relate the competition with terms of quality, to satisfy the study objective will be carried out an experimental and descriptive design, based on a survey methodology - Analysis of the demographic and sociocultural situation of the population of interest. - Determination of the process of sampling. - Elaboration of the instrument of data collection and administration process.-A first descriptive analysis and percentages will be made. Subsequently, possible relationships between the variables will be analyzed. Observations We will observe several teachers from the area of English at IE CAMILO TORRES, MONTERIA, in the 5th grade, I will observe their classes, number of students per class, Time used by the teacher in the classroom, method or teaching strategy used by the teacher in the development of his class, which didactic methods used, body language, nonverbal and verbal language used by the teacher in the development of the class. We will observe the students, At IE CAMILO TORRES, MONTERIA headquarters in the 5th grade, their responses to classes, which factors during the course of the class increase their self-confidence and motivation to acquire English. Several teachers in the English area, at IE CAMILO TORRES headquarters MONTERIA in the 5th grade primary, so that they express their experiences. We will also engage students in IE

CAMILO TORRES headquarters MONTERIA in the 5th grade Elementary in random form, to know of their own words that they think as affected population. Research Type: descriptive. Approach: Qualitative Emphasis in: Manipulation of several variables in order to identify the factors incident in the cause of the reason of the situation and Give solution, demonstrate that the methods used will give solution to the cause of the problem. Independent variable. It is the variable that precedes a dependent variable, which is presented as the cause and condition of the dependent variable, that is, the conditions manipulated by the researcher in order to produce certain effects. It is the effect produced by the variable that is considered independent, which is handled by the investigator. Population: Students of the 5th grade of the I.E. CAMILO TORRES headquarters Monteria and general educational community.

CHAPTER 4

RESULTS

4.1 Population

Students of the 5.1th grade of the I.E. CAMILO TORRES.

Table 1 presents the feature of students with average ages of 34 students divided into:

| Number of students 9 years old | Number of students 10 years old | Number of students 11 years old | Number of students 12 years old | Number of students 13 years old |
|---|---|---|---|---|
| 13 | 10 | 8 | 2 | 1 |

*Figure 1*. Average ages. Number of students 34



Average ages students of the 5.1th grade of the I.E. Camilo Torres. Monteria
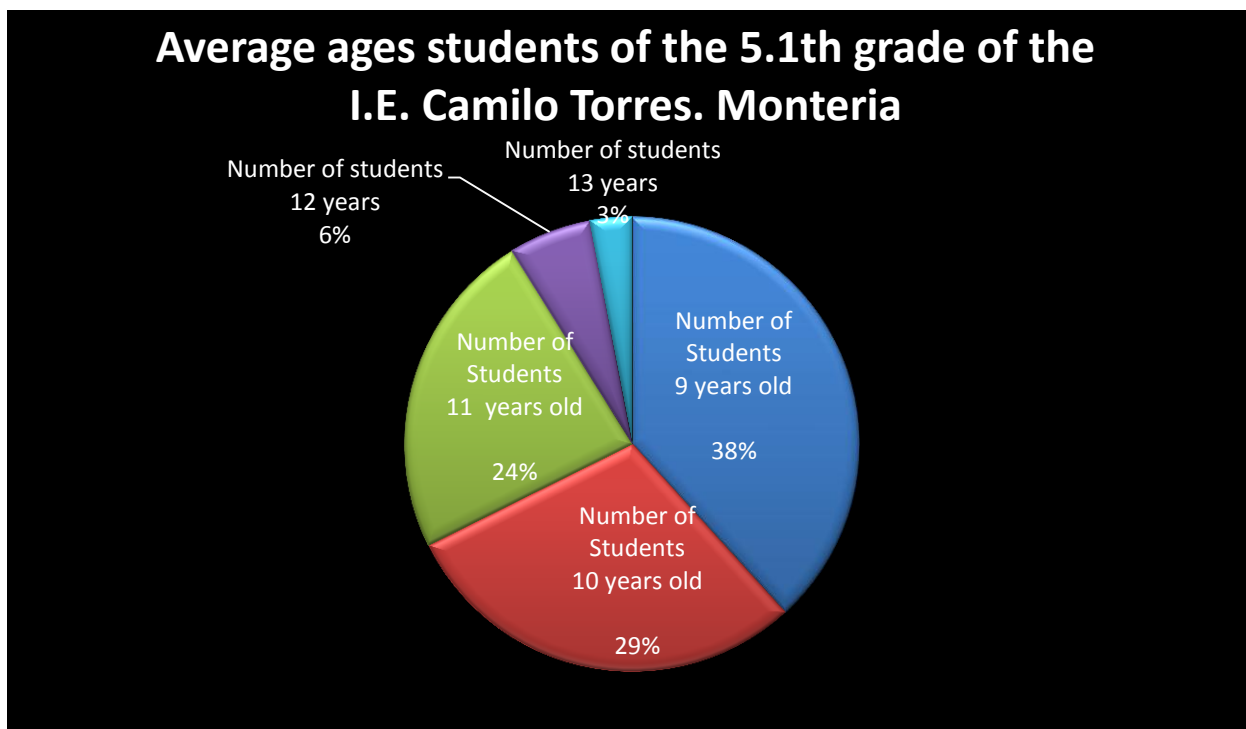
*Figure 2. Students* 5.1th grade of the I.E. Camilo Torres. *Answering surveys*



Analytical surveys: Its objective is to explain and describe it in order to find the best solution. The kinds of questions were closed. Surveys were done to students during the development of several classes to develop this activity with the students, surveys of teachers and teaching managers were gradually when the teachers and managers had a free time to respond appropriately to the questions.

The surveys to parents it sent the invitation to a meeting with the teacher director of the course 5.1  of the English area it was explained the reason about the surveys and interviews, the objectives that were sought to leverage in this research to this way to improve the quality of education in the area of English to their children. They very kindly responded gratefully that they were happy that their children would be helped especially in the area of English because many parents do not have knowledge in this area to support their children in them homework.

General objective is to identify the factors that motivate students in English learning to take advantage of them and take them as a tool to help the teacher in their professional practice and the student in acquiring new knowledge.

It was possible to identify the following factors that motivate to learn the English as a foreign language in the development of the teaching-learning process of English.

## 4.2 The communication

The communication between students and teachers is important and one of the most important factors for the beginning of stimulating motivation in students where the main role of the teacher is to be facilitator of the teaching-learning process of the English language as a foreign language.

Communication helps to stimulate the reflection and action of students, because it is not only the educational link but also the communicative link according to (Santoyo, 1981). *"Learning occurs when there is a significant behavior change resulting from the interaction of the sender and the perceiver in the attempt to appropriate knowledge."*

According to this statement the communication helps to appropriate all knowledge, therefore this factor is listed as the first factor identified, evidence was taken through the observation of the interaction of the teacher during the development of the English class where the analysis of the Mutual communication between students and teacher was making the process of motivating through the word of the teacher reach the students in a clear and direct manner, motivating you to carry out the activity presented by teacher.

*Figure 3. Interaction between teacher and students*

**4.3 Self-confidence**

According to Abraham Maslow, "*we all have the desire to be accepted and valued by others. Satisfying this need for self-esteem makes people more confident about themselves*." Self-confidence means the need for respect and self-confidence as individual and unique people because each person is special and unique in the world.

As stated by the author Laura Pla. (1997) when it says *"intrinsic and extrinsic factors are linked" p*. 32.33,34,35.

The students of the group investigated 46% showed to the first interaction that they felt confident when exposing a subject in English in front of their companions, nevertheless the remaining 54% were added, when they saw the example of their companions and the example of the teacher of the classroom, not feel shame, if they pronounced clearly or not, only they showed the desire to learn each new word that as a food to continue interacting and inquiring, achieving an excellent collaborative work demonstrated individually and as a group that the balance of intrinsic and extrinsic motivation are important to generate that personal motivation.

The following table shows the number of students who responded to feel confident when presenting a topic in English in front of their classmates.

Average of the answers the survey to the sample are 34 students.

Surveys were applied in Spanish, but here the references in English.

Table 2

| Questions: | Always | Almost always | sometimes | Never |
|---|---|---|---|---|
| **1.** <br><br> **Do you enjoy learning English classes?** | 28 | 4 | 2 | |
| **2.** <br><br> **Do you enjoy learning oral English classes?** | 21 | 8 | 5 | |
| **3.** <br><br> **Enjoy learning the lessons written in English?** | 16 | 11 | 7 | |
| **4.** <br><br> **Enjoy learning the lessons read in English?** | 15 | 6 | 13 | |
| **5.** <br><br> **Enjoy learning the lessons listened in English?** | 20 | 9 | 3 | |

| | | | |
|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 27 | 4 | 3 | |
| **7.** Do you enjoy learning songs of English in class? | 21 | 6 | 6 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 19 | 6 | 6 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 21 | 10 | 2 | |
| **10.** Do you feel confident when you do exhibitions in English? | **16** | 7 | 6 | |

*Figure 4*. The percentage of the general responses of the group of students.

The graph shows the percentage of the general responses of the group of students.
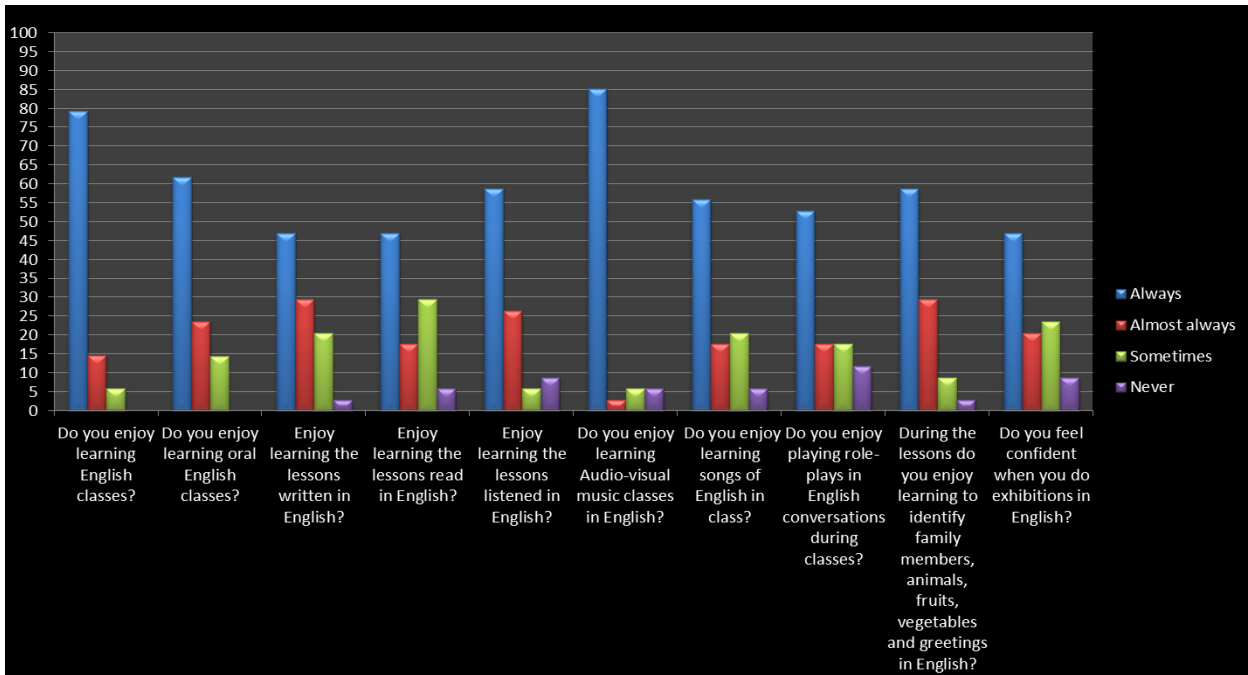
*Figure 5. Students developing concentration exercises*



## 4.4 Discipline

The discipline are the set of rules of behavior to maintain order, the discipline makes us responsible and therefore to act correctly in the group, disciplined students will obtain better results in both individual and group results.

The discipline is a factor cognitive that helps a better concentration and attention is therefore a determinate factor for motivation, it is an effective tool to motivate, because a disciplined student is guided and will be held responsibly with their activities in class, obtaining the new knowledge learned.

The discipline and the environment of educational learning must begin with the interaction between the teacher and his students through the same communication are indispensable factors in the teaching – learning process of a foreign language.

This factor is identified through the transmission of teacher values to their students, respect, solidarity and forgiveness, this evidence is taken from the result of the observation of the classes of the researcher teacher, where through the analysis of the data can say that the order, respect, solidarity that the classroom teacher transmits to the group of students demonstrates the

order or better we can say the developing discipline of the classes of English as a foreign language achieving a meaningful learning in the group observed .

## 4.5 Dynamic

The dynamics of a group is another factor identified to motivate the group to learn English in classes, this is achieved through the teacher's classroom guide as facilitator, Read a story, the teacher creativity such as role plays helped by the didactics this last is important in the development of the dynamics together with the strategies and styles of teaching and learning of the group in this case the teaching method is  the translation method so the didactics is used in all its forms, readings, write , Translate into dictionaries this group in particular is motivated by a good group dynamics directed effectively by the teacher, is evidenced and identified this factor mediate the interaction of the group and the teacher in the development of the class.

The teacher invites his students to search the 10 words in English given by him, they with that list in hand are motivated to search in their English-Spanish dictionaries, then they socialize the results of their searches, discovering new knowledge developing the class with a collaborative dynamics.

*Figure 6. Collaborative dynamic*



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[2] All the pictures in this research are of investigator propriety.

**4.6 Audio Visual tools**

The proper application of ICTs in education greatly increases the interactivity of learning, both individually and in groups. The biggest Advantage found in this interactivity is that it avoids "learning Passive ", since children can interact with the material with which they work and with the different people who may be learning collaboratively.

This means that the students will exercise greater control of the act of communication that allows their own learning. ICTs also make it possible to create more open environments and allow for a huge increase in the amount of information that can be updated very quickly. The fact that children are familiar with these technologies, increasingly at an earlier age, makes their incorporation into education more necessary.

Education must respond to what society demands, and adapt and Evolving in terms of their goals and the means used to achieve them. The incorporation of new technologies into education and its use as a didactic resource makes children learn in a much more enriching and motivating way and therefore the success and quality of learning is greater.

The learning of English has as one of its purposes the acquisition of skills communication, in which the student acquires the necessary competences for the mastery of that language, so that they can understand and make themselves understood, and this aspect can be worked extensively and successfully through the didactic use of New Technologies.

According to Ana Moro. (2012) *"The teacher plays a fundamental role in the extent to which he defines and projects Purposes and specific objectives for the development of their educational task and the why and for what of its implementation in the classroom".*

It means that the teacher plays a very important role within the classroom in the benefit and pedagogical utility we can obtain from the audiovisual media.

It was observed and analyzed the classes mediated by the audiovisual media, managing a great motivation from the investigated group, the group was happy and during the show of the video it was observed the contributed material, the teacher, after completing the audiovisual presentation, asked a series gave some questions about things that were new and already known to the group, they were attended and ready to respond to what they considered important as a group.

Regarding this Yubero (2010) tells us the following: "LE teachers have always been very attentive to arouse the interest of their students through all kinds of motivational didactic strategies". (p.2)   from the flash cards to the new multimedia resources available on the web, it is a question of taking advantage of the resources available to develop useful didactic applications in our classrooms.

**4.7 To identify which skills are most likely to develop the English learner. (Speak, listen, read, and write).**

To identify the skills of teaching in English the most popular to students of the 5th grade of Camilo Torres institution Monteria it was used the data collection instrument as was the survey, where the crosses of the responses by age order was analyzed finding that the students with 9 years old were more inclined by the skills of writing and speaking this survey was done with the answers of the Students of 9 years of age where a balance of 45% of them responded that they enjoyed learning in the written and speech English classes during the development of the class.

The following   sample of the survey format and its answers of the same form it shows the graph.

Answers from 9-year-old students.

Number of students 13

Table 3

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.**<br><br>**Do you enjoy learning English**<br><br>**classes?** | 12 | 0 | 1 | |
| **2.**<br><br>**Do you enjoy learning oral English**<br><br>**classes?** | 6 | 5 | 2 | |
| **3.**<br><br>**Enjoy learning the lessons written in**<br><br>**English?** | 6 | 6 | 1 | |
| **4.**<br><br>**Enjoy learning the lessons read in**<br><br>**English?** | 5 | 3 | 5 | |
| **5.**<br><br>**Enjoy learning the lessons listened in** | 5 | 5 | 2 | |

| English? | | | | |
|---|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 1 0 | 1 | 2 | |
| **7.** Do you enjoy learning songs of English in class? | 1 0 | 1 | 2 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 9 | 1 | 2 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 8 | 4 | 1 | |
| **10.** Do you feel confident when you do exhibitions in English? | 4 | 3 | 4 | |

*Figure 7. To identify the skills of teaching in English answers from 9-year-old students.*

Number of students 13
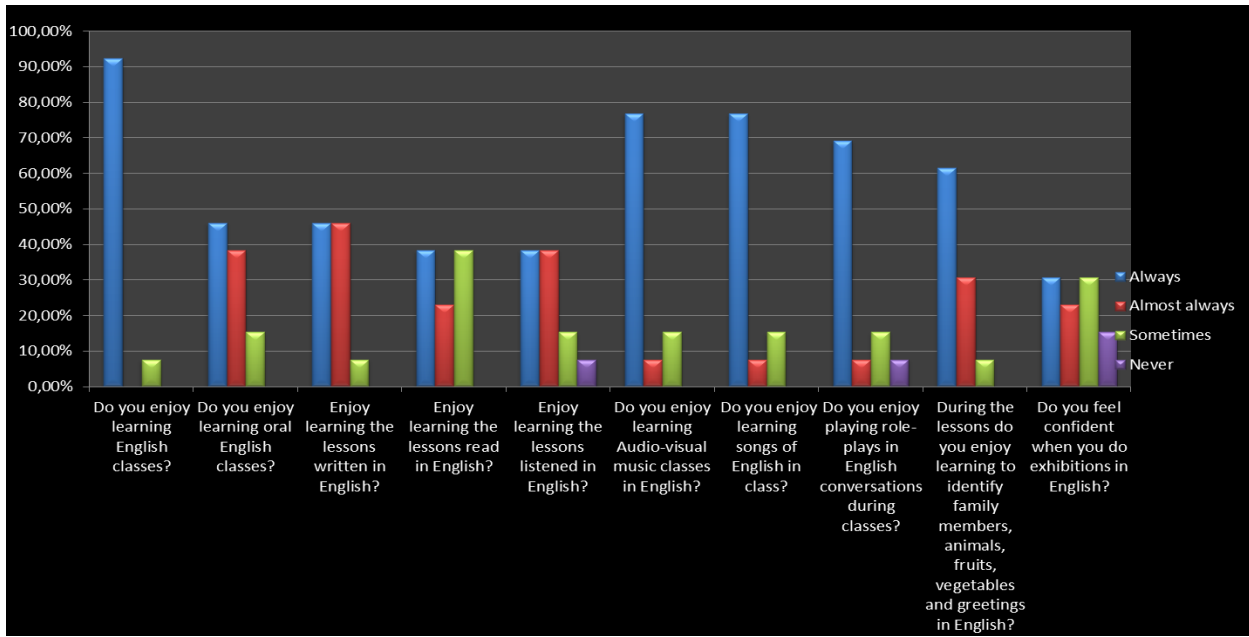
Doing the same process it was analyzed the responses of 10-year-old students and it was found that between 70% and 80% of 10-year-olds chose speech and listening skills.

Answers from 10-year-old students.

Number of students 10

Table 4

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** **Do you enjoy learning English classes?** | 8 | 1 | 1 | |
| **2.** **Do you enjoy learning oral English classes?** | 7 | 1 | 2 | |
| **3.** **Enjoy learning the lessons written in English?** | 5 | 2 | 3 | |
| **4.** **Enjoy learning the lessons read in English?** | 3 | 2 | 5 | |
| **5.** **Enjoy learning the lessons listened in English?** | 8 | 2 | 0 | |

| | | | | |
|---|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 9 | 1 | 0 | |
| **7.** Do you enjoy learning songs of English in class? | 7 | 1 | 1 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 6 | 2 | 0 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 6 | 3 | 0 | |
| **10.** Do you feel confident when you do exhibitions in English? | 5 | 1 | 2 | |

*Figure 8. To identify the skills of teaching in English Answers from 10-year-old students.*

Number of students 10
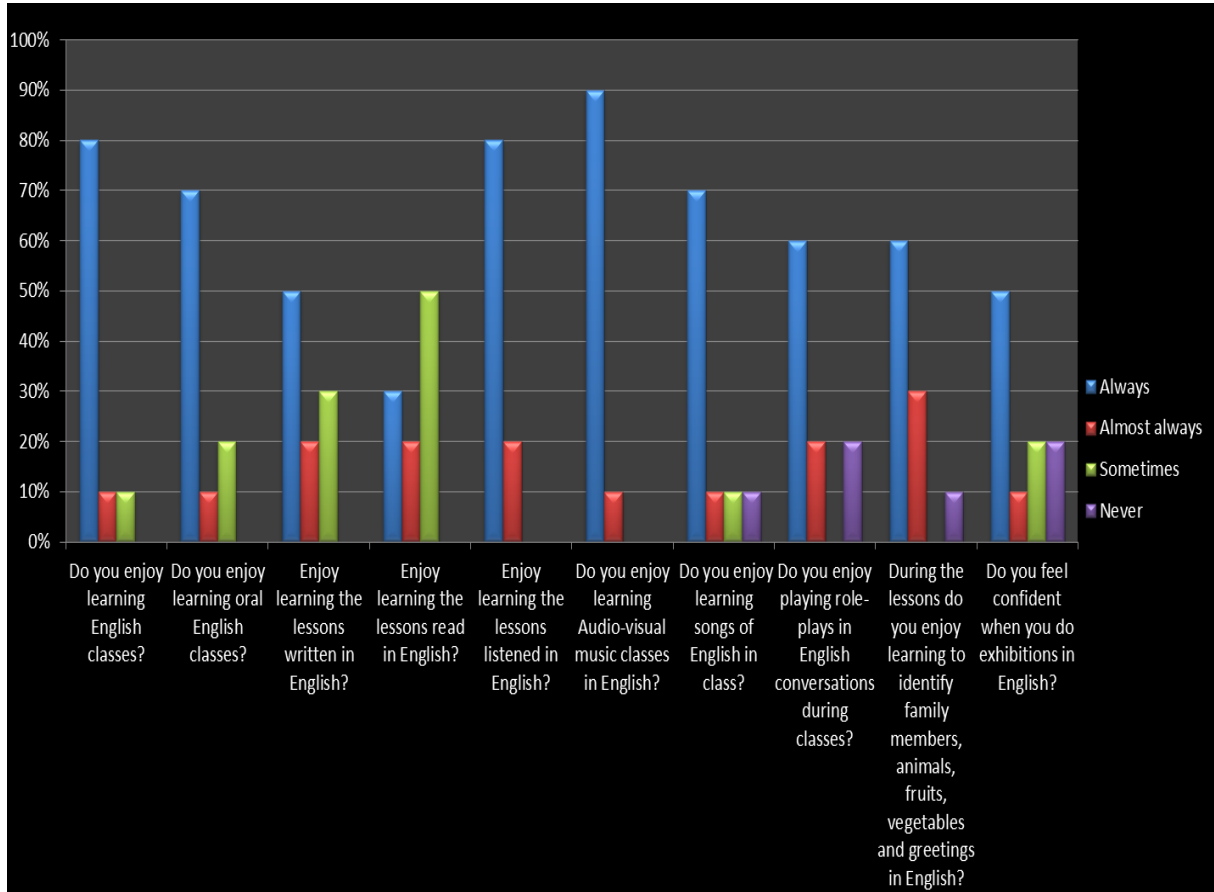
Doing the same process it was analyzed the responses of 11-year-old students and it was found that between 60% and 70% of 11-year-olds chose speech and listening skills to develop the English class.

Answers from 11-year-old students

Number of students 8

Table 5

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** **Do you enjoy learning English classes?** | 5 | 3 | 0 | |
| **2.** **Do you enjoy learning oral English classes?** | 5 | 2 | 1 | |
| **3.** **Enjoy learning the lessons written in English?** | 4 | 2 | 2 | |
| **4.** **Enjoy learning the lessons read in English?** | 3 | 1 | 4 | |
| **5.** **Enjoy learning the lessons listened in** | 5 | 1 | 1 | |

| English? | | | | |
|---|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 6 | 1 | 1 | |
| **7.** Do you enjoy learning songs of English in class? | 3 | 3 | 2 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 3 | 2 | 3 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 5 | 2 | 1 | |
| **10.** Do you feel confident when you do exhibitions in English? | 5 | 3 | 0 | |

*Figure 9. To identify the skills of teaching in English answers from 11-year-old students.*

Number of students 8
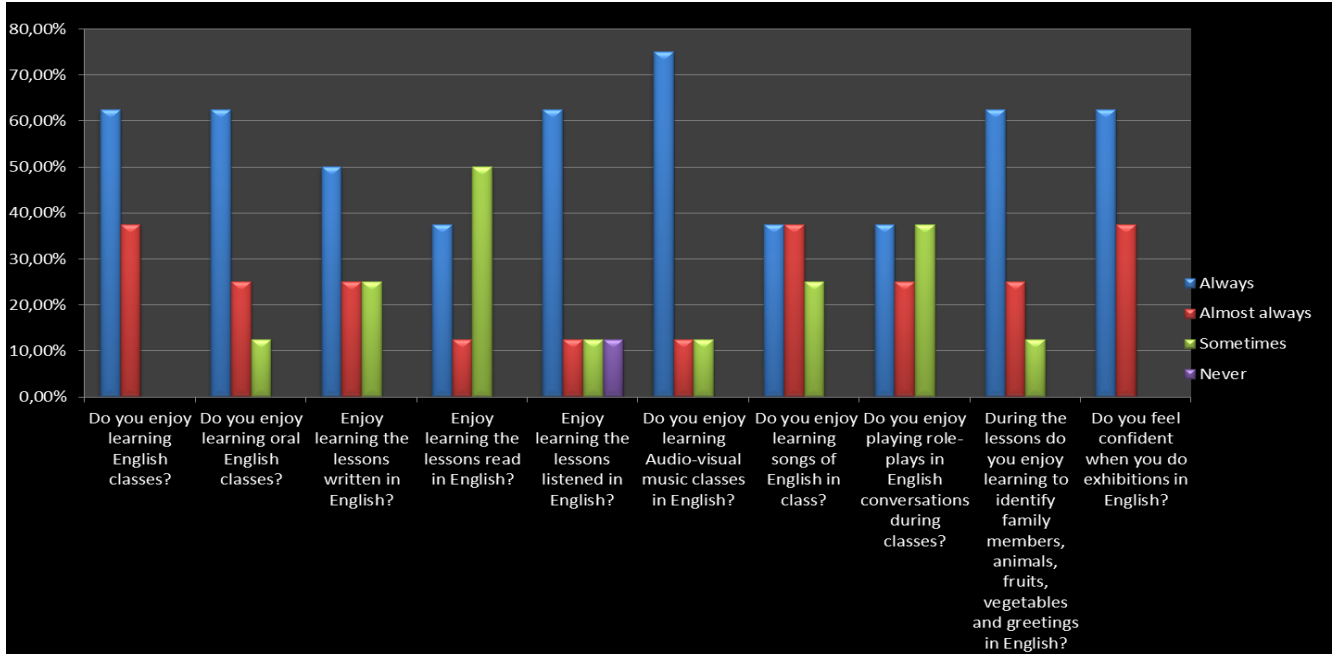
Doing the same process it was analyzed the responses of 12-year-old students and found that 100% of 12-year-old students chose speech skills as their favorite to develop English classes. Answers from 12-year-old students.

Number of students 2

Table 6

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| 1. Do you enjoy learning English classes? | 2 | 0 | 0 | |
| 2. Do you enjoy learning oral English classes? | 2 | 0 | 0 | |
| 3. Enjoy learning the lessons written in English? | 1 | 1 | 0 | |
| 4. Enjoy learning the lessons read in English? | 1 | 1 | 0 | |
| 5. Enjoy learning the lessons listened in | 1 | 1 | 0 | |

| English? | | | | |
|---|---|---|---|---|
| **6.** **Do you enjoy learning Audio-visual music classes in English?** | 1 | 1 | 0 | |
| **7.** **Do you enjoy learning songs of English in class?** | 0 | 1 | 1 | |
| **8.** **Do you enjoy playing role-plays in English conversations during classes?** | 0 | 1 | 1 | |
| **9.** **During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English?** | 1 | 1 | 0 | |
| **10.** **Do you feel confident when you do exhibitions in English?** | 1 | 0 | 0 | |

*Figure 10. To identify the skills of teaching in English answers from 12-year-old students.*

Number of students 2
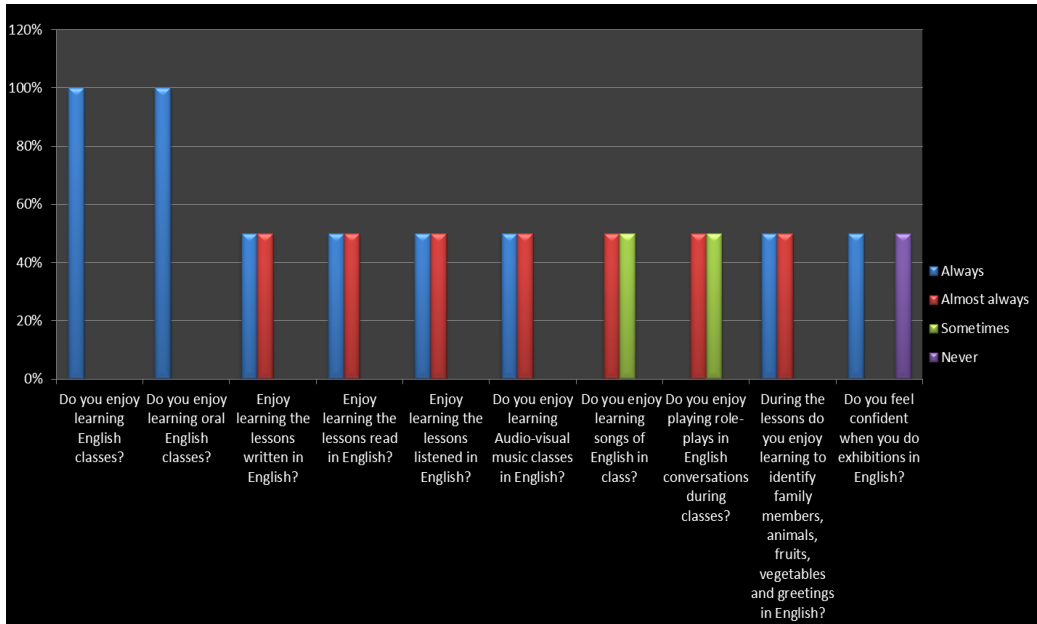
Doing the same process it was analyzed the answers of the oldest student and finding the result that the latter chose 100% the skills of speaking and listening to develop English classes.

Answers from 13-year-old students.

Number of students 1

Table 7

| Questions: | Always | Almost always | Sometimes | never |
|---|---|---|---|---|
| **1.** **Do you enjoy learning English classes?** | 1 | 0 | 0 | |
| **2.** **Do you enjoy learning oral English classes?** | 1 | 0 | 0 | |
| **3.** **Enjoy learning the lessons written in English?** | 0 | 0 | 1 | |
| **4.** **Enjoy learning the lessons read in English?** | 0 | 1 | 0 | |
| **5.** | 1 | 0 | 0 | |

| | | | | |
|---|---|---|---|---|
| **Enjoy learning the lessons listened in English?** | | | | |
| **6.** <br> **Do you enjoy learning Audio-visual music classes in English?** | 1 | 0 | 0 | |
| **7.** <br> **Do you enjoy learning songs of English in class?** | 1 | 0 | 0 | |
| **8.** <br> **Do you enjoy playing role-plays in English conversations during classes?** | 1 | 0 | 0 | |
| **9.** <br> **During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English?** | 1 | 0 | 0 | |
| **10.** <br> **Do you feel confident when you do exhibitions in English?** | 1 | 0 | 0 | |

*Figure 11. To identify the skills of teaching in English answers from 13-year-old students.*

Number of students 1
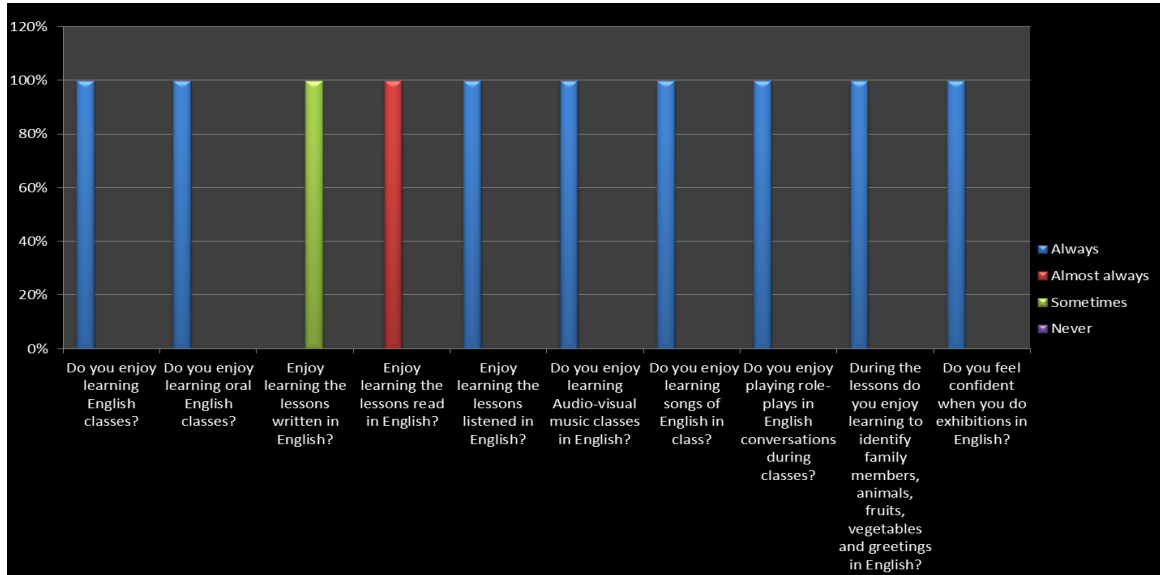
**4.8 English level in the researched population**

The groups of students during the period of collection of data as were the observations in classes can be said to handle an **A1** level.

According to British Council the MCREL the international reference of the English domain are.

**A1.**

He/she is able to understand and use everyday expressions of very frequent use as well as simple phrases intended to satisfy needs of immediate type. You can introduce yourself and others, ask for and give basic personal information about your home, your belongings and the people you know. You can relate in an elementary way whenever your interlocutor speaks slowly and clearly and is willing to cooperate.

**A2**

He/she is able to understand commonly used phrases and expressions related to areas of experience that are especially relevant to him (basic information about himself and his family, shopping, places of interest, occupations, etc.). He knows how to communicate simple and everyday tasks that require nothing more than simple and direct exchanges of information on matters that are familiar or habitual to him. He can describe in simple terms aspects of his past and his environment as well as issues related to his immediate needs.

**B1**

He/she is able to understand the main points of clear texts and in standard language if they deal with issues that are familiar to him, whether in work, study or leisure situations. It knows how to operate in most situations that may arise during a trip in areas where the language is used. He is able to produce simple and coherent texts on topics that are familiar or in which he has a

personal interest. It can describe experiences, events, desires and aspirations, as well as briefly justify their opinions or explain their plans.

**B2**

He/she is able to understand the main ideas of complex texts dealing with both concrete and abstract topics, even if they are of a technical nature as long as they are within his field of specialization. It can relate to native speakers with a sufficient degree of fluency and naturalness so that the communication is carried out effortlessly by any of the interlocutors. It can produce clear and detailed texts on diverse subjects as well as defend a point of view on general subjects indicating the pros and cons of the different options.

**C1**

He/she is able to understand a wide variety of texts with a certain level of demand, as well as recognize implicit meanings in them. He can express himself fluently and spontaneously without very obvious signs of effort to find the right expression. You can make flexible and effective use of the language for social, academic and professional purposes. It can produce clear, well-structured and detailed texts on topics of a certain complexity, showing a correct use of the mechanisms of organization, articulation and cohesion of the text**.**

**C2**

He/she is able to easily understand virtually everything he hears or reads. He knows how to reconstruct information and arguments from various sources, whether in spoken or written language, and present them in a coherent and summarized manner. It can be expressed spontaneously, with great fluidity and with a degree of precision that allows you to differentiate small nuances of meaning even in situations of greater complexity.

[3] British Council. 2017 Retrieved 20/07/2017 from https://www.britishcouncil.es/ingles/niveles

According to Clouet Richard. (2010). "The approach of the Common European Framework of Reference for Languages: reflections on its implementation in the faculties of translation and interpretation in Spain". (pp. 71-92). To generate self-confidence in students through strategies, to strengthen their learning styles.

To encourage self-confidence in students, we must be clear as teachers about the importance of the following aspects; Every student has a talent, every student is different, teachers have to understand that our profession does not end in the exercise of giving some theoretical content, we are dealing with people, therefore, we have to educate on the basis of individuality and also the Collectively educating with the positive sense of curiosity, that is, motivating them to always ask questions of everything that they are not clear, many times, a student does not make questions for fear of made the ridicule. Therefore, whenever a student raises his or her hand to ask, we can congratulate you for asking an interesting question and give an explanation that will help the whole group.

During the development of this research we observed the way in which the classroom teacher constantly motivated his group of students to participate actively in the class, to perform a prayer before beginning each class, to give thanks to God first, for life, Health and asking for wisdom, to learn our knowledge. Then he held a talk for about 5 minutes, and emphasis is placed on the importance of mutual respect, tolerance, communication and understanding that everyone should have in the group, not to be sorry to express themselves, to express opinions, to argue, to ask, To respond, because they are important as people and as a group of students who are there for a purpose of learning and personal experience, this motivational dynamic makes the group

and in participating each student feels confident not to be afraid to make a fool of themselves when they come to exhibit, the researcher teacher also takes advantage of Space to motivate students to never surrender and to emphasize that through dialogue any difficulty with peers can be solved.

A strategy proposed by the researcher to the classroom teacher was to motivate the students to feel self-confidence through role-plays and round table, in these activities teachers participated primarily as an example to the students, the teachers started a  role play after the students in pair participated  the teachers correcting the students pronunciation, the group work participated showing confidence and not being afraid of the ridiculous, on the contrary they were attentive, lively and curious.

The importance of good communication and interaction between students and teachers helps in making the self-confidence more durable among the total group.

The process of teaching and learning is mediated by good communication, good dynamics and interaction, where values are indispensable, such as tolerance, respect and solidarity.

**4.9 To promote music as a strategy and motivating agent in learning English in students.**

The music is not only used for therapeutic benefits, also for recreation, fun and education about in the process of teaching a foreign language, music plays a very important role as a tool to stimulate motivation in students, The meaning of each student's favorite songs, the biography of the interpreters of these songs in the new foreign language achieving excellent results.

The relationship between the English teacher and cooperative teaching facilitates the learning of the language and develops musicality and favorable attitudes for the musical activity according to Pérez and Roig (2004) *to sing, to make rhythms, Expressing..., in English class without a doubt*

*It allows:*

*· Introduce new words, expanding the grammatical structure.*

*· To sing English popular songs, own of the culture of the language*

*· To know the history of the Country through its music (dances, auditions, authors ...)*

*· To facilitate the phonetic intonation of speech?*

*· Investigate with sound to apply it to a proposed grammatical structure.*

*· Enrich vocabulary*

*· Carry out motivational experiences.*

This means that students are motivated to learn by singing and giving advantages linguistically or musically, because singing is learned by singing and if it is a fashionable song, the taste for activity is even greater.

The music has been a didactic tool that motivates students of English to learn this important language in the social and personal development of people in the world today.

Music is defined as a grouping of interpreted sounds, through one of the most important aspects to be recognized in a foreign language is that it does not have a continuous interaction with it, but is learned academically in the first instance, and then used in the context of which belongs a student, Spanish-speaking, has full and continuous access to the language within a classroom; But outside of it, contact is reduced to short conversations, listening to international news and music.

During the development of this research was analyzed and took data through the surveys to the students where the high interest in music is demonstrated as a learning strategy in the development of the teaching-learning process of English as a foreign language.
Through a good communication and interaction between teacher and students, with the factors of discipline, (order and respect) using audio visual media such as video bin, computer, and radio among others enjoyed singing and learning new vocabularies in English which gives as Result self-confidence in themself and a good development of learning English as a foreign language.

The results section is where you report the findings of your study based upon the methodology you applied to gather information. The results section should simply state the findings of the research arranged in a logical sequence without bias or interpretation. A section describing results is particularly necessary if your paper includes data generated from your own research.

When formulating the results section, it's important to remember that the results of a study do not prove anything. The page length of this section is set by the amount and types of data to be reported. Be concise, using non-textual elements appropriately, such as figures and tables, to present results more effectively. Avoid providing data that is not critical to answering

the research question. The background information you described in the introduction section should provide the reader with any additional context or explanation needed to understand the results.

CHAPTER 5


DISCUSSION

Self-confidence means the need to respect ourselves as individual and unique people because each person is special and unique in the world is accepted that  students with high self-confidence learn faster that other with less self.confidence theses result have concordance with the statement of Maslow, (1991) *"we all have the desire to be accepted and valued by others. Satisfying this need for self-esteem makes people more confident about themselves."*
The incorporation of new technologies into education and its use as a didactic resource makes students learn in a lot more enriching and motivating way and therefore the success and quality of learning is greater. Nowadays the teachers and students count with many tools and strategies to facilitate teaching-learning process such as:

ICTs in education greatly increase the interactivity of learning, both individually and in groups. In this paper it presents the teaching and learning motivational factors used in the teaching and learning process of teachers and students. According to Ana Moro. (2012) *"The teacher plays a fundamental role in the extent to which he defines and projects Purposes and specific objectives for the development of their educational task and the why and for what of its implementation in the classroom.* Also the music plays an important role in students because it is awake in them the interesting about the message what they are listening, this tool as strategy helps teacher and students in the development motivation in the process of teaching-learning English as foreign language

.

CHAPTER 6

CONCLUSION

From this research the expectations will be of educational transformation, the factors identified in this research such as the good communication between teacher and students, self confidence in students, discipline, good dynamics and the use of audio-visual tools will be introducing in the classrooms of the teachers and will have an acceptance by the teachers because they facilitate the development of the teaching-learning process to achieve excellent learning in their students, through the use of these factors will motivate their students to learn and the students are going to benefit in their English class as a foreign language, so this research project is made available to the directors of the institution Camilo Torres Monteria for their respective use to serve as pedagogical strategy in the institutional curriculum in the English language area.

For Open University and Distance this research is important because it has the opportunity to design strategies that facilitate not only the undergraduate student in English, but also to his faculty, because it is proving that the University is instructing and educating its future teachers such as teachers investigative, argumentative teachers with analytical abilities that seek in their professional work to help their students, promoting meaningful, autonomous and collaborative learning to their future graduates.

ICTs allow the creation of more open environments and the amount of information provided by the classroom teacher can be very quickly updated. They become familiar with these

tools technologies, increasingly at an early age, as is the case of primary in these ages children assimilate much knowledge through these technological tools.

The proper application of ICTs in education greatly increases the interactivity of learning, both individually and in groups. The biggest advantage of this interactivity is that it avoids "passive learning" because children can interact with the material they work with and with the different people who may be learning in a collaborative way.

This means that students will exercise greater control of the act of communication that allows their own learning.

Education must respond to what society demands, and adapt and evolve in terms of its objectives and the means used to achieve them. The incorporation of new technologies into education and its use as a didactic resource make children learn in a much more enriching and motivating way and therefore the success and quality of English language learning are greater.

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APPENDIX  A: **Surveys Students**

| Establecimiento Educativo INSTITUCION EDUCATIVA CAMILO TORRES | Ciudad: Monteria | Departamento: Córdoba | | |
|---|---|---|---|---|
| Jornada: Diurna | Grado y curso        : 5° 1 | Fecha | | |
| Área       : Inglés | Nombres: | F | M | E dad: |

Estimado(a) estudiante, tu opinión acerca de los factores que te motivan para el aprendizaje del inglés, son importante para esta investigación  A continuación se presentan una serie de aspectos relevantes en este sentido, para que expreses los momentos de la clase que más te gustan y sientes que desarrollas  tu aprendizaje mejor.  Marcando con una equis (X) frente a cada aspecto la respuesta que mejor represente tu opinión. **Factores que te motivan a desarrollar tu aprendizaje del inglés**

| Preguntas | Siempre | Casi siempre | Algunas veces | Nunca |
|---|---|---|---|---|
| 1.  Disfrutas aprendiendo las clases de inglés ¿Qué te motiva aprender inglés? | | | | |
| 2.  Disfrutas aprendiendo las clases  orales en inglés? | | | | |
| 3.  Disfrutas aprendiendo las clases escritas en inglés? | | | | |
| 4. Disfrutas aprendiendo las clases de lectura en ingles | | | | |
| 5. Disfrutas aprendiendo las clases de escucha en inglés? | | | | |
| 6. Disfrutas las clases audio-visual de música en inglés? | | | | |
| 7. Durante las clases disfrutas aprender canciones en inglés? | | | | |
| 8. Durante la clase disfrutas al | | | | |

| realizar juegos de roles en diálogos en inglés? | | | | |
|---|---|---|---|---|
| 9. Durante la clase disfrutas de aprender a identificar los miembros de la familia, animales, las frutas, los vegetales y saludos en inglés? | | | | |
| 10. Te sientes confiado cuando haces exposiciones en la clase de inglés? | | | | |

¡Gracias por su tiempo!

APPENDIX  B: **Surveys Parents**

| Establecimiento Educativo INSTITUCION EDUCATIVA CAMILO TORRES | Ciudad: Montería | Departamento: Córdoba | | |
|---|---|---|---|---|
| Jornada: Diurna | Grado y curso     : 5° | Fecha | | |
| Área      : Inglés | Nombres: | F | M | E dad: |

Estimado(a) padre y/o madre  de familia, su opinión acerca de los factores que motivan a su hijo (a) para el aprendizaje del inglés, son importante para esta investigación  A continuación se presentan una serie de aspectos relevantes en este sentido, para que expreses su opinión como padre del estudiante y lo que usted cree es más apropiado para motivar a su hijo (a) a un buen desempeño académico en el área de inglés. **Factores que inciden en la motivación ante el proceso de enseñanza-aprendizaje del inglés**

| Preguntas | Siempre | Casi siempre | Algunas veces | Nunca |
|---|---|---|---|---|
| 1.  **Como padre o madre Motiva a su hijo (a) al desarrollo de las tareas del área de inglés en casa?** | | | | |
| 2. Se comunica usted con los docentes de inglés para ver cómo va el desarrollo académico en esta área de su hijo (a)? | | | | |
| 3. Sabe usted si hijo (a) escucha música en inglés? | | | | |
| 4. Sabe usted si su hijo (a) ve películas en inglés? | | | | |
| 5. Esta usted conforme con la educación que recibe su hijo (a) en formación del idioma ingles en la escuela? | | | | |
| 6. Cree usted que es importante para la educación de su hijo aprender inglés? | | | | |

| | | | |
|---|---|---|---|
| 7. Su hijo (a) le comunica a usted temas relacionados con el área de inglés? | | | |
| 8. Ayuda usted a su hijo (a) a desarrollar las tareas en casa relacionadas con el área de inglés? | | | |
| 9. Identifica usted algunas palabras u oraciones en inglés? | | | |
| 10. Conoce usted lo que motiva a su hijo (a) aprender inglés? | | | |

¡Gracias por su tiempo!

APPENDIX C: Surveys Teachers

| Establecimiento Educativo INSTITUCION EDUCATIVA CAMILO TORRES | | Ciudad: Montería | | Departamento: Córdoba | | |
|---|---|---|---|---|---|---|
| Jornada: Diurna | | Grado y curso  : 5° | | Fecha | | |
| Área Inglés | Cargo: | Nombres: | | F | M | Edad: |

Estimado(a) Docente, su opinión acerca de los factores que  motivan a sus estudiantes ante el proceso de  enseñanza- aprendizaje del  inglés, es importante para esta investigación  A continuación se presenta una serie de aspectos relevantes en este sentido, para que  exprese su opinión personal y profesional de acuerdo a las experiencias en el ejercicio de la docencia.

**Factores que inciden en la motivación ante el proceso de enseñanza-aprendizaje del inglés**

| Preguntas | Siempre | Casi siempre | Algunas veces | Nunca |
|---|---|---|---|---|
| 1.  ¿Estimula usted la motivación en sus estudiantes en el aula de clases? | | | | |
| 2.  ¿Cuenta usted con herramientas didácticas y audio-visuales para proyectar y desarrollar la clase de inglés? | | | | |
| 3.  Se muestran sus estudiantes de inglés siempre motivados a aprender? | | | | |
| 4.  ¿Cómo docente promueve usted las manifestaciones culturales, artísticas utilizando la música como factor de motivación en el aprendizaje del inglés? | | | | |
| 5.  ¿Promueve usted el | | | | |

| trabajo colaborativo en la clase de inglés? | | | | |
|---|---|---|---|---|

¡Gracias por su tiempo!

APPENDIX D: Surveys Directives

| Establecimiento Educativo INSTITUCION EDUCATIVA CAMILO TORRES | | Ciudad: Montería | Departamento: Córdoba | | |
|---|---|---|---|---|---|
| Jornada: Diurna | | Grado y curso : 5° 1 | Fecha | | |
| Área Inglés | Cargo: | Nombres: | F | M | Edad: |

Estimado(a) Docente, su opinión acerca de los factores que motivan a sus estudiantes ante el proceso de enseñanza- aprendizaje del inglés, es importante para esta investigación A continuación se presenta una serie de aspectos relevantes en este sentido, para que exprese su opinión personal y profesional de acuerdo a las experiencias en el ejercicio de la docencia.

**Factores que inciden en la motivación ante el proceso de enseñanza-aprendizaje del inglés**

| Preguntas | Siempre | Casi siempre | Algunas veces | Nunca |
|---|---|---|---|---|
| 1. ¿La institución educativa cuenta con un modelo pedagógico incluyente que facilite la motivación en los estudiantes para el proceso de enseñanza-aprendizaje del inglés? | | | | |
| 2. ¿La institución hace una evaluación periódica del nivel de inglés de sus estudiantes de acuerdo a grado? | | | | |
| 3. ¿La institución cuenta con material didáctico para las clases de inglés? | | | | |
| 4. ¿La institución trabajo el fortalecimiento de las partes involucrados en el proceso académico, como charlas y capacitación con padres de familia, docentes, administradores y directivos en busca del fortalecimiento de | | | | |

| | | | | |
|---|---|---|---|---|
| relaciones interpersonales en la comunidad educativa? | | | | |
| 5. ¿La institución educativa impulsa el trabajo colaborativo y las manifestaciones culturales en el área de inglés? | | | | |

¡Gracias por su tiempo!

TABLES

*Table 1:* Age students

| Number of students 9 years old | Number of students 10 years old | Number of students 11 years old | Number of students 12 years old | Number of students 13 years old |
|---|---|---|---|---|
| 13 | 10 | 8 | 2 | 1 |

*Table 2:* The percentage of the general responses of the group of student.

Number of     students 34

| Questions: | Always | Almost always | sometimes | Never |
|---|---|---|---|---|
| **1.** **Do you enjoy learning English classes?** | 28 | 4 | 2 | |
| **2.** **Do you enjoy learning oral English classes?** | 21 | 8 | 5 | |
| **3.** **Enjoy learning the lessons written in English?** | 16 | 11 | 7 | |
| **4.** **Enjoy learning the lessons read in English?** | 15 | 6 | 13 | |
| **5.** **Enjoy learning the lessons listened in English?** | 20 | 9 | 3 | |
| **6.** **Do you enjoy learning Audio-visual** | 27 | 4 | 3 | |

| | | | | |
|---|---|---|---|---|
| music classes in English? | | | | |
| **7.** <br><br> **Do you enjoy learning songs of** <br><br> **English in class?** | 21 | 6 | 6 | |
| **8.** <br><br> **Do you enjoy playing role-plays in** <br><br> **English conversations during classes?** | 19 | 6 | 6 | |
| **9.** <br><br> **During the lessons do you enjoy** <br><br> **learning to identify family members,** <br><br> **animals, fruits, vegetables and** <br><br> **greetings in English?** | 21 | 10 | 2 | |
| **10.** <br><br> **Do you feel confident when you do** <br><br> **exhibitions in English?** | **16** | 7 | 6 | |

*Table 3:* To identify the skills of teaching in English answers from 9-year-old students.

Number of students 13

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** <br><br> **Do you enjoy learning English classes?** | 12 | 0 | 1 | |
| **2.** <br><br> **Do you enjoy learning oral English classes?** | 6 | 5 | 2 | |
| **3.** <br><br> **Enjoy learning the lessons written in English?** | 6 | 6 | 1 | |
| **4.** <br><br> **Enjoy learning the lessons read in English?** | 5 | 3 | 5 | |
| **5.** <br><br> **Enjoy learning the lessons listened in English?** | 5 | 5 | 2 | |
| **6.** | 1 | 1 | 2 | |

| | | | | |
|---|---|---|---|---|
| **Do you enjoy learning Audio-visual music classes in English?** | 0 | | | |
| **7.** **Do you enjoy learning songs of English in class?** | 1 0 | 1 | 2 | |
| **8.** **Do you enjoy playing role-plays in English conversations during classes?** | 9 | 1 | 2 | |
| **9.** **During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English?** | 8 | 4 | 1 | |
| **10.** **Do you feel confident when you do exhibitions in English?** | 4 | 3 | 4 | |

*Table 4:* To identify the skills of teaching in English answers from 10-year-oldstudents.

Number of students 10

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** <br><br>**Do you enjoy learning English classes?** | 8 | 1 | 1 | |
| **2.** <br><br>**Do you enjoy learning oral English classes?** | 7 | 1 | 2 | |
| **3.** <br><br>**Enjoy learning the lessons written in English?** | 5 | 2 | 3 | |
| **4.** <br><br>**Enjoy learning the lessons read in English?** | 3 | 2 | 5 | |
| **5.** <br><br>**Enjoy learning the lessons listened in English?** | 8 | 2 | 0 | |

| | | | | |
|---|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 9 | 1 | 0 | |
| **7.** Do you enjoy learning songs of English in class? | 7 | 1 | 1 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 6 | 2 | 0 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 6 | 3 | 0 | |
| **10.** Do you feel confident when you do exhibitions in English? | 5 | 1 | 2 | |

*Table 5:* To identify the skills of teaching in English answers from 11-year-old students.

Number of students 8

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** **Do you enjoy learning English classes?** | 5 | 3 | 0 | |
| **2.** **Do you enjoy learning oral English classes?** | 5 | 2 | 1 | |
| **3.** **Enjoy learning the lessons written in English?** | 4 | 2 | 2 | |
| **4.** **Enjoy learning the lessons read in English?** | 3 | 1 | 4 | |
| **5.** **Enjoy learning the lessons listened in** | 5 | 1 | 1 | |

| | | | | |
|---|---|---|---|---|
| **English?** | | | | |
| **6.** Do you enjoy learning Audio-visual music classes in English? | 6 | 1 | 1 | |
| **7.** Do you enjoy learning songs of English in class? | 3 | 3 | 2 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 3 | 2 | 3 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 5 | 2 | 1 | |
| **10.** Do you feel confident when you do exhibitions in English? | 5 | 3 | 0 | |

*Table 6:* To identify the skills of teaching in English answers from 12-year-oldstudents.

Number of students 2

| Questions: | Always | Almost always | Sometimes | Never |
|---|---|---|---|---|
| **1.** <br><br> **Do you enjoy learning English** <br><br> **classes?** | 2 | 0 | 0 | |
| **2.** <br><br> **Do you enjoy learning oral English** <br><br> **classes?** | 2 | 0 | 0 | |
| **3.** <br><br> **Enjoy learning the lessons written in** <br><br> **English?** | 1 | 1 | 0 | |
| **4.** <br><br> **Enjoy learning the lessons read in** <br><br> **English?** | 1 | 1 | 0 | |
| **5.** <br><br> **Enjoy learning the lessons listened in** <br><br> **English?** | 1 | 1 | 0 | |
| **6.** | 1 | 1 | 0 | |

| | | | | |
|---|---|---|---|---|
| **Do you enjoy learning Audio-visual music classes in English?** | | | | |
| **7.** <br><br> **Do you enjoy learning songs of English in class?** | 0 | 1 | 1 | |
| **8.** <br><br> **Do you enjoy playing role-plays in English conversations during classes?** | 0 | 1 | 1 | |
| **9.** <br><br> **During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English?** | 1 | 1 | 0 | |
| **10.** <br><br> **Do you feel confident when you do exhibitions in English?** | 1 | 0 | 0 | |

*Table 7:* To identify the skills of teaching in English answers from 13-year-old students.

Number of students 1

| Questions: | Always | Almost always | Sometimes | never |
|---|---|---|---|---|
| **1.** Do you enjoy learning English classes? | 1 | 0 | 0 | |
| **2.** Do you enjoy learning oral English classes? | 1 | 0 | 0 | |
| **3.** Enjoy learning the lessons written in English? | 0 | 0 | 1 | |
| **4.** Enjoy learning the lessons read in English? | 0 | 1 | 0 | |
| **5.** Enjoy learning the lessons listened in English? | 1 | 0 | 0 | |

| | | | | |
|---|---|---|---|---|
| **6.** Do you enjoy learning Audio-visual music classes in English? | 1 | 0 | 0 | |
| **7.** Do you enjoy learning songs of English in class? | 1 | 0 | 0 | |
| **8.** Do you enjoy playing role-plays in English conversations during classes? | 1 | 0 | 0 | |
| **9.** During the lessons do you enjoy learning to identify family members, animals, fruits, vegetables and greetings in English? | 1 | 0 | 0 | |
| **10.** Do you feel confident when you do exhibitions in English? | 1 | 0 | 0 | |

Figures

Figure 1.  Average ages students of the 5.1th grade of the I.E. Camilo Torres. Monteria.



Average ages students of the 5.1th grade of the
I.E. Camilo Torres. Monteria
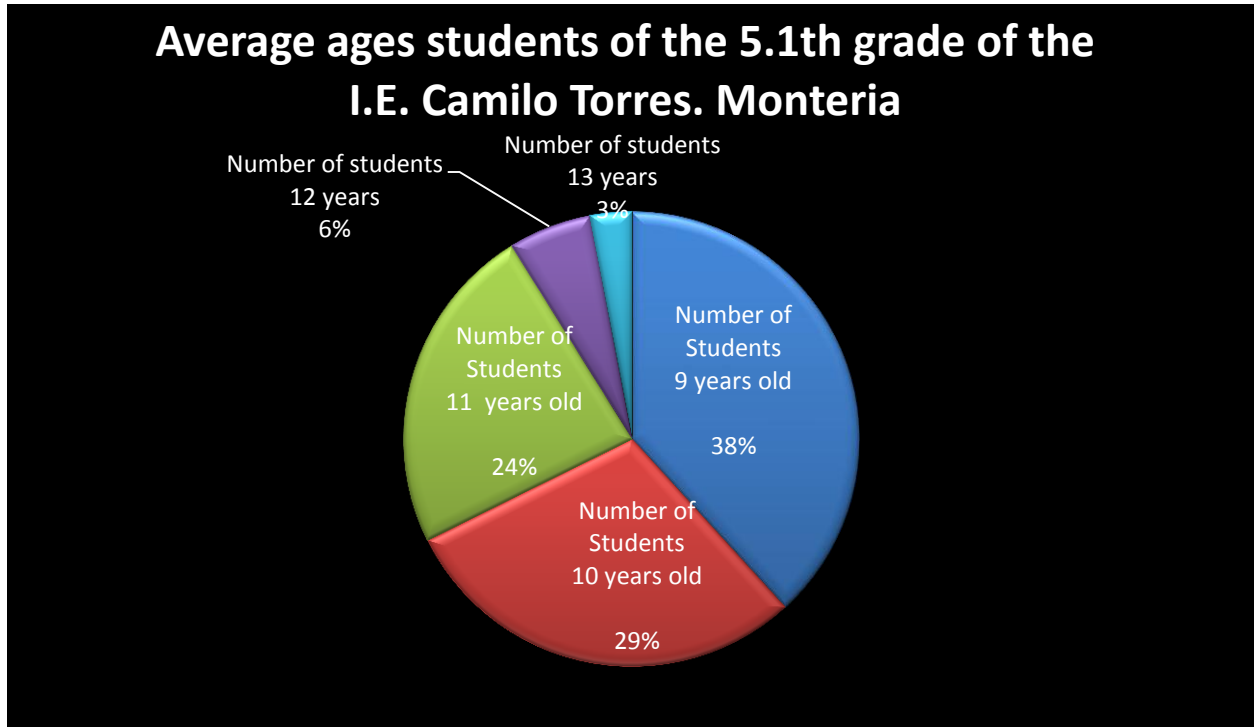
Figure 2. Students 5.1th grade of the I.E. Camilo Torres. Answering surveys

Figure 3. Interaction between teacher and students.

Figure 4. The percentage of the general responses of the group of students.
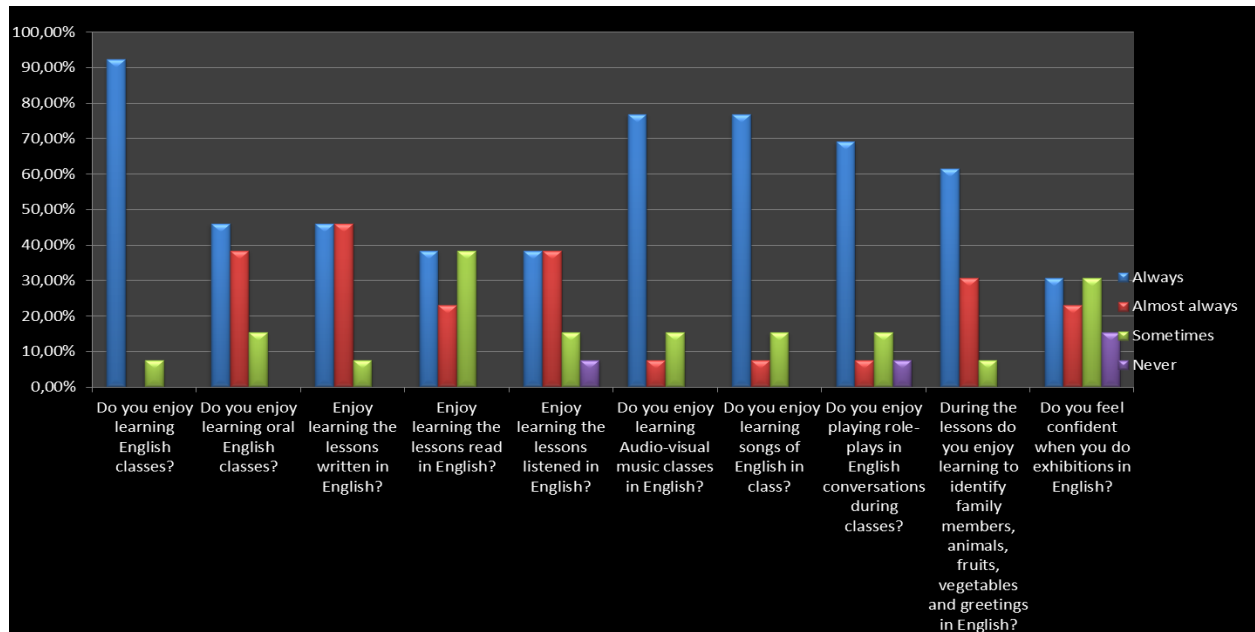
Number of students 34

Figure 5. Students developing concentration exercises.

Figure 6. Collaborative dynamic.

Figure 7. To identify the skills of teaching in English answers from 9-year-old students.

Number of students 13
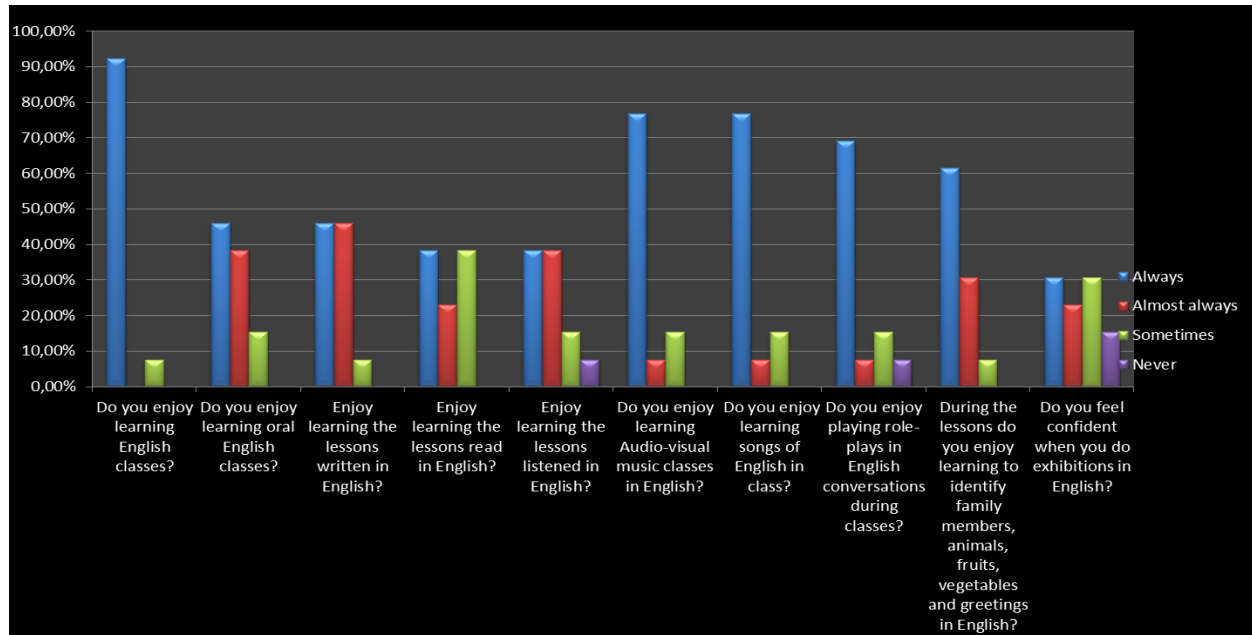
Figure 8. Figure 8: To identify the skills of teaching in English answers from 10-year-old.
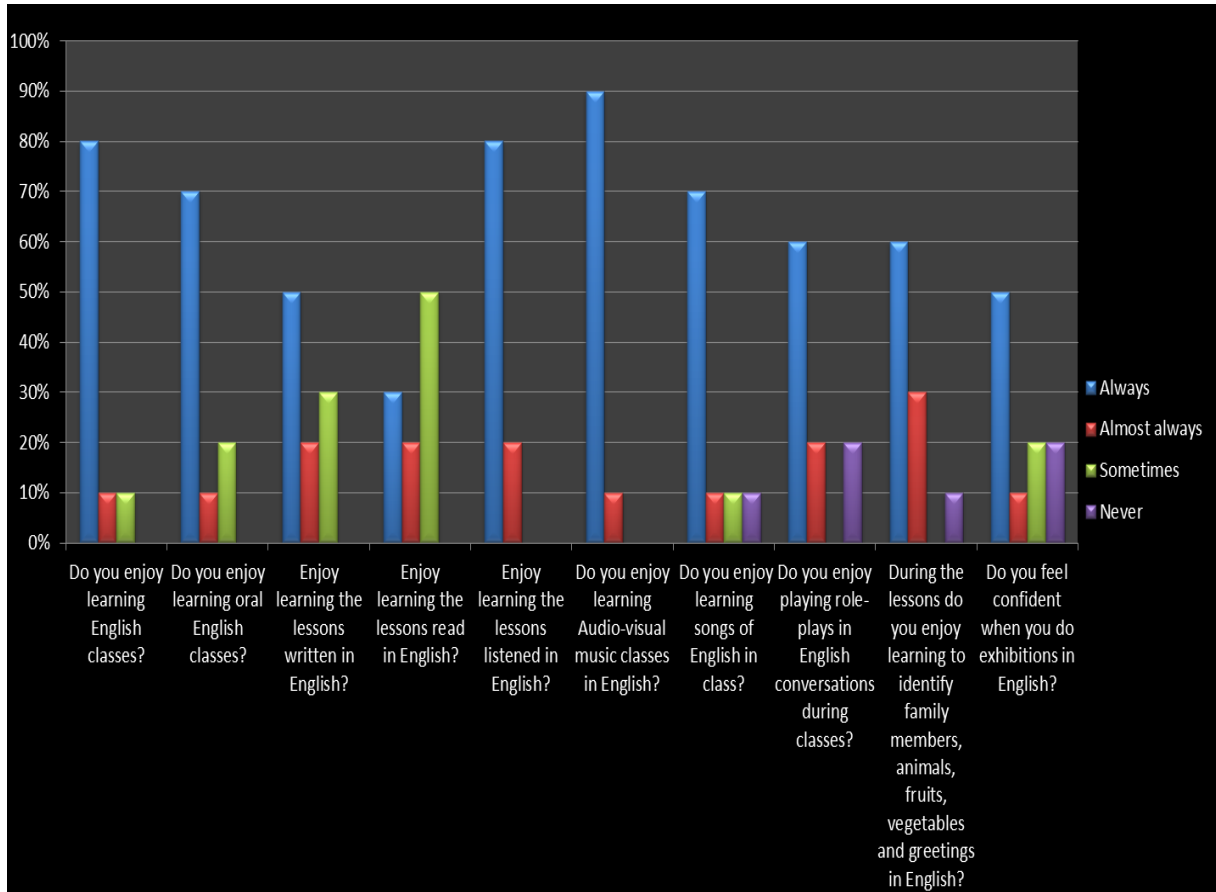
Students. Number of students 10

Figure 9. To identify the skills of teaching in English answers from 11-year-old students. Number of students 8
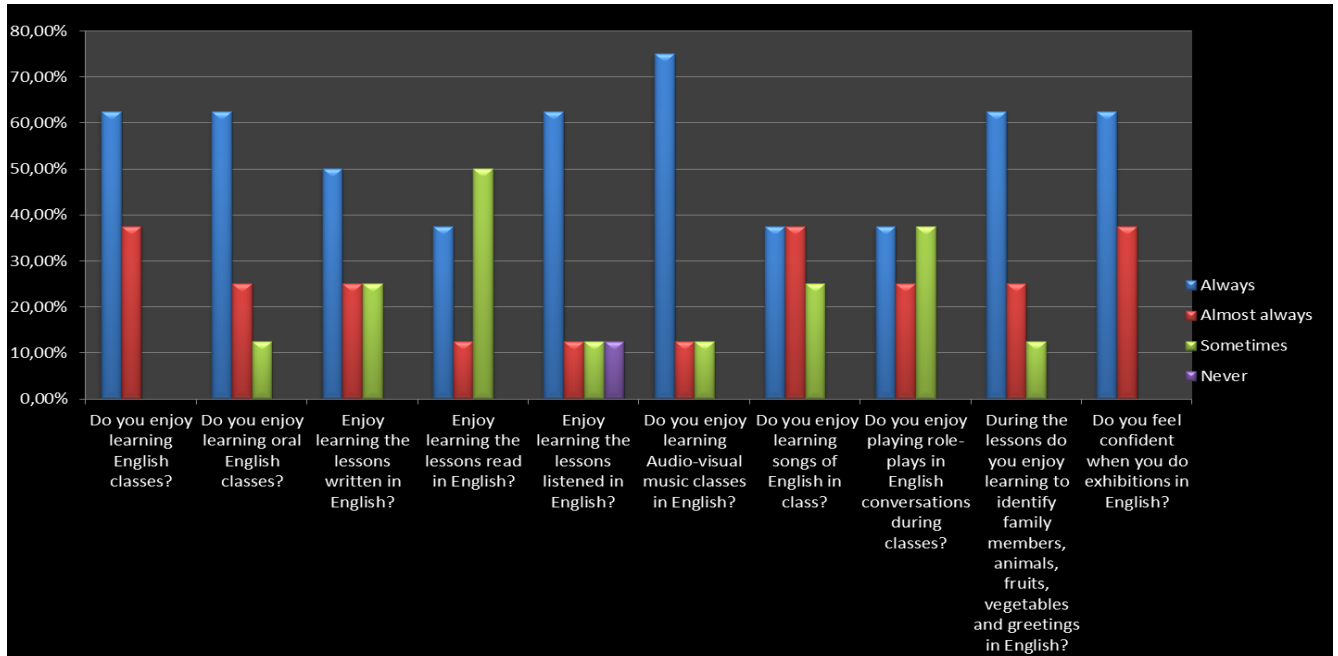
Figure 10. To identify the skills of teaching in English answers from 12-year-old students. Number of students 2
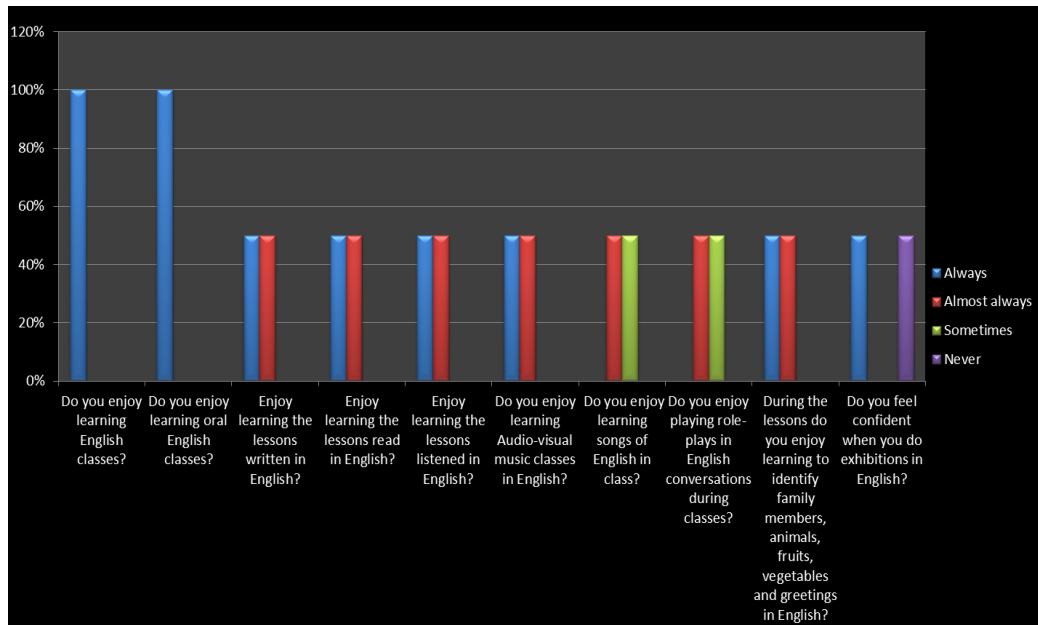
Figure 11. To identify the skills of teaching in English answers from 13-year-old students.

Number of students 1