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What problems influence in student motivation in the Learning English as a second language on 4th. Year student, Second Semester 2007 at Nicarao Secondary School?

SEMINARIO DE GRADUACIÓN UNAN – MANAGUA

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DEDICATORY

This study is dedicated first of all to our Creator, who gave us in every moment of our research, the good sense to finish it.

To our family members, who have offered us their support and comprehension in the achievement of our work?

To our teachers who shared their knowledge with us to be able to accomplish this difficult work. Specially our Tutor Hans Miranda and Adilia Barrera, teacher who helped us.

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ABSTRACT

This research investigated the factors that influenced negatively on student's motivation. first we talked with the principal of Nicarao school to let us visit this school to do our research about students motivation.

The present study deals with how educational factor affect negatively for Learning English to students of the afternoon shift of the fourth years of English class at Nicarao Secondary School have low academic performance to acquire a second language.

The survey was developed on educational factor directed to 40 students; we select one section to make out research. We can pointed that during our research we found out some social, economical and educational factors that affect the teaching learning process in EFL.

we observe the class to analyze the teacher-students interaction in the classroom the activities and material used in class, we also observed that there is limited number of didactical material also we can observed the students have family instability, and that many of them work to help their family and own studies. Our research is supported by considerable number of documents concepts and theories that we found in books, internet and others research works.

Also our research works include a system of variables and graph with the information acquired through the survey applied to the students finally we have conclusions and recommendation which we hope it will be helpful for the English teacher to overcome this problem.

The data was analyzed through frequency and cross tabulation particularly on average in order how these factors studied influence the acquisition of Second Language.

TABLE OF CONTENTS

PAGES

1. Dedicatory	
2. Acknowledgement	
3. Abstract	
4. Table of content	
4.1. Introduction	1
4.2. Problem – Sub problem	2
4.3. Hypothesis	3
5. Theoretical Framework	4-27
5.1. Historical Background	28-29
6. Justification	30
7. Objectives	31
7.1. General Objective	31
7.2. Specific Objectives	31
7.3. Variable	32-34
8...Methodology design	35
9. Population and Sample	36
10. Discussion of result	37-38
10. Conclusion	39-40
10.1. Recommendation	41-42
11. Bibliography	43-44
12. Appendixes / annexes	45-61

INTRODUCTION

In English motivation has a great importance. It is one of the main factors to acquire a second language. Our work is about motivation on 4th. Year students at Nicarao secondary school.

In the acquisition of a second language we usually find that some students are not motivated to acquire the language. We think that some of the factors that are influencing negatively in the development of the target language are the following:

Social, economical and educational, how does this factors limit students development and performance?

They sometime come from separated families, their parents don't assume their own roles, why they become little adults taking responsibilities, Other social factor affect them is when the students think that drugs, alcohol get them free the problems and they awake new interest different to integrate to school activities.

The economical situation of the student. Some of them have to work part-time this makes the learner process difficult for them.

We are going to talk about of creativity that the teacher uses to encourage the students participation and the activities that promote the use of language. We analyzed the student's way of living and their behavior at home and at school, and the time he spends studying.

PROBLEM

How does lack of motivation affect the English student learning process in fourth year II semester 2007 at Nicarao high school?

SUB – PROBLEMS

- 1 Student social factor.
- 2 Lack of economical support.
- 3 Classroom environment.
- 4 To find out some techniques and strategies that student motivates.
- 5 Lack of materials.
- 6 Teacher`s methodology to encourage students participate.
- 7 Lack of technical resources to student motivates.

HYPOTESIS

The lack of motivation affects the students English Learning process negatively in a high school.

THEORETICAL FRAMEWORK

The education of a nation is the decision of its future. The students of the public and private school have to chance to learn English as a second language, this situation open new opportunities in this globalization world.

The teaching English in secondary school required a special attention, accurate methods, resources and technologies that gather all the elements for teaching, but in this case there are serious problems, above all, in relation to strategies and techniques to teach English in a Spanish environment.

A lot of teachers have problems with teaching English that low the student motivation, there are different text books that came from the United States, and these books are used by Spanish teachers.

We think teacher doesn't use the second language all the time into the classroom by several reasons one of them will be when the teacher are not capable, because in some cases, they are teacher, but not professional teacher. Besides the best teacher dislike work as a teacher by the low salary. On the other hand, the Educational Minister doesn't worried in English teacher capacitating, for that reason the student lack of motivation in English Learning process.

Teaching learning process is very important at high school the teaching of English is important because the teachers facilitate communicative educational activities with students the English teaching reflects the influence of communication based on theories of language acquisition where the learners motivated become autonomous and responsible for the learning process and attributes greater value to their experience and knowledge in the classroom.

The English teaching-learning process can be defined as the technical and practical knowledge of a language transmitted from teachers to students in classroom setting. This will be easier if the student have a previous knowledge and experience for each other.

Learning in the classroom and if the teacher make both, the role of imparting, and encourage learning in the classroom setting.

The language learning is not only a process of acquiring rules or participating in communication activities in our research we are gathering information activities about the main factors that affect the student motivate themselves acquiring the language to use as a second language in student of fourth year at Nicarao school. We recognize that in all the teacher process there are factors that are very complex.

In our research we found some external and internal factors that influence negatively in lack of students motivation in our school.

As we know in English learning process we find some difficulties that students have to acquired the language where they are not motivated by their families support or directly society expectation.

Also remember that in English there are a lot of factors that are involve in English Learning process.

According to “**Brophy Jere**” (1987), Motivation to learn is a competence acquired “Trough general experience but stimulated most directly through modeling, communication by significant others (especially parents and teachers).

Although student’s motivational histories accompany them into each new classroom setting, it is essential for teachers to view themselves as “**ACTIVE SOCIALIZACION AGENTS**, capable of stimulating ...student motivation to learn”. (Brophy 1987).

The learning of the Foreign Language involves far more than simply learning skill or a system of rules, or a grammar; it involves an alteration in self – image. The adoption of new social behaviors and way of being, and therefore has a significant impact on the social nature of the learner.

As English teachers, we must be clear that language learning will also be affected by the whole social situation, context. The whole field of language is intricately involved relationship between individual and groups of people with social mom of behavior. The English Learning process will be influenced particularly by attitudes towards the community of speaker of that language.

One cause to impede students concentrate in their studies is the economical situation in secondary (high school) it is essential:

1. The support of parents according to their economical situation, for getting book and others needs they have.

We observed the majority of students get stressed because they in some times come from separated families, their parent don't assume their own roles, that why they become little adults taking responsibilities, their parents don't do or helping moms.

Is very important for us to identify when our students begin to present the lack motivation in English Learning process to reflect what social or economical problems are affecting them.

In this research we investigated the possibility that three factors are influenced negatively on student's motivation and they present difficulties in English Learning process can be devastating to the student education and steam.

Some people are motivated by wanting to integrate into the Target Language culture (integrative motivation). It it's easier and more useful to think in terms of the "motivated" learner one who is willing or even eager to invest effort in learning activities and to progress. Learner's motivations make teaching and learning immeasurable easier and more pleasant, as well as more productive. Motivation is encourage the understanding that each will contribute to the others.

We need to know as English teacher that student motivation naturally has to do with students desire to participate in the English Learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

According to “**Skinner and Watson**” Motivation is very difficult to define. Primarily is the feeling by the classroom teacher in the learning situation. The moment of truth. The enhancement of motivation occurs when the teacher close the classroom door smile and proceeds to interact with various individuals by making comments or asking question which indicate personal concerns.

The “**Webster Dictionary**”, to motivate means to provide with motive, a need or desire that causes a person act. Also motivation is define as the impetus to create and sustain intention, and goal seeking act. It is important because it determines the extent of the learner’s active involvement and attitude toward learning.

We recognize the importance that our students need to be motivate because learning a language is never individual depend of different factors, environment, support and strategies to increase students, motivation; also the relationship teacher, students and parents. So they have economical problems in our country and the low interest in the subject.

Beside it is not only recognize the problems it is necessary to find solutions to the problems and solve it.

The student must have motivation because English Learning processes include strategies based on interest self efficacy and attributions.

“Mayer Richard E.” The most important in student motivation is a desire to achieve a goal. Combined with the energy to work toward that goal, many researchers consider motivation as one of the main element that determines success in developing a second language foreign age.

Also exist different perspective about motivation.

Definition given before are different of the theory of human behavior one adopts for example, if one adopts a behaviorist point of view like the one of **“SKINNER OR WATSON,”** one note that they stress the role of rewards, from this theory. Human beings, kike other living organism, will pursue a goal because they perceive a reward, for doing so. This rewards serves to reinforce behavior to cause it to persist. A behaviorist would define motivation as the anticipation of reinforcement.

Learner pursue goal in order to receive externally administered reward: Praise, goal, stars grades, certificates, diplomas, scholarships career, financial independence and ultimately happiness.

According to the theory of different perspectives that define motivation (**Skinner or Watson**). We think that behavior is the principal stimulus in comfortable inside the classroom, some times students motivation is not only depend on teacher’s material is an essential key to motivate to develop their learning English process.

We consider that our students as English learner who are motivated perceive goal of several kinds we can make a useful distinction between short – term goal and long – term goal might have something to do with to get a better opportunities in the future date or desire to be able to community short term goal might include such thing as wanting to finish a unit in a book.

For us motivation is a desire, a feedback that learners perceived like a boost to their feelings of competence and self – determination and their own personal autonomy, critical thinking and ability motivation does not always have to be in the teacher's material.

Besides motivation term in student motivation, refers to student willingness, need desire, one compulsion to participate in and be successful in the learning process.

People involved in language teaching often say the students who really want to learn will succeed whatever the circumstance in which they study. All teachers can think of situation in which certain motivated student do significantly better than their peer student frequently succeed in what appear to be unfavorable condition they succeed despite using methods which experts consider unsatisfactory in the face of such phenomena it seems reasonable to suggest that motivation that students brings to class is the biggest single factors affecting their success.

We know that some students have different situation but they really want to learn English but the circumstance in which they study with out support they don't feel motivate also by the unfavorable conditions that they have.

Today more and more students are showing up in our classroom without having developed a motivation to learn the language. Students can tune out for several reasons.

The student have a learning disability, they can't keep up also. We observe that they are not getting help from their parents and they simply give up! They become convinced that they cannot do the work, we think they have poor vision and poor hearing and they don't see school as providing any benefit to them, they are distracted by many competing force.

In our research we find out some causes of lack of motivation that student present in fourth year at Nicarao School.

- The modern entertainment media provides too many distractions. Entertainment takes on a higher priority than those educations.
- Students with significant learning disabilities, who have not received help, are discouraged.
- Students have not developed their ability to think and can't discover motivation on their own.
- Parents and other family adult are not involved enough to in still the basis of self motivation.
- The teachers are not taking sufficient step to motivate. **(RUSS'S WEB Education).**

We think that some our students present these kinds of problems and the message in this research is to help of learner motivation.

We should not forget the traditional view of motivation that account for human behavior.

Sometime their parents hold jobs outside the home or they don't have any adults to provide loving guidance, wisdom, and motivation or any nuclear family support and they also don't have any interest in the subject.

The majority of the students need to be supporting by their family.

Self – motivation.

It is central to everything positive and negative that you want to do in your life. Perhaps it is even more important than your self –steam!

You may be motivated by external factors others may encourage you to start something new or begin moving in a positive direction, also you can be motivated by faith , by your believe in GOD, and in doing what is right. You can be motivated by negative events to achieve positively. **(WEB PAGES ON LACK OF MOTIVATION).**

We consider that in some cases the students don't feel any support about their community because sometimes there is family instability and they have to live with a familiar or a friend for that reason they feel bad and frustrated and they start to lose their self – steam, also they sometime don't know what is right and they suffer psychological damage and little interest for their studies.

In this Web page “Lack of Motivation,” The subject is basic on lack of motivation on behalf of the teacher also other difficulties the students have to overcome such as shyness, fear o making mistake and some other, which are learning a second language involved on.

We also consider that students should have self- confidence and believe in their own self – steam! , because it make them to be sure about all things that they want to make.

Also we comments about student home environment that motivated or dismotivate to students it, depend will be positive or negative on their family situation, to help student engage in English Learning process, we are exploring ways to help increasing student motivation

There are two basic possibilities regarding, which aspect of second language acquisition is affected by individual learner factor one that differences in motivation, age, learning, style attitude and personality, student motivation is often divide into two categories:

According to “**Deci Ryan**” (1985), Self motivation determination (Theory), it is based on the relationship between extrinsic and intrinsic motivation and the basis human need for autonomy.

We consider that intrinsic and extrinsic motivation on students, are the most important factors, because it proposes that a person must be able to initiate and regulate through personal choice, the effort expanded according to their feeling.

“**Csikszentmihayi and Nakamura**” (1989), provide a clear definition of these concepts, very simply, when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtain financial rewards, the motivation is likely to be extrinsic.

Psychology for language teacher” **Williams Marion and Burden Robert L**” pag. 123.

The intrinsic – extrinsic motivation has been influential in studies of motivation, and these concepts have been used in various attempts to explain differences in motivation between different learners.

In this case our students are very unsafe because themselves are not extrinsic – intrinsic motivated also some of them haven’t emotional stability, this social factor affect their participation or integrate in school activities learning English.

Some researchers, most notably "**Harter Susan**" (1981), view "intrinsic" and "extrinsic" as the opposite ends of a continuum.

Harter, distinguishing five separate dimensions that are considered comprising motivation, each of which is defined by intrinsic and extrinsic pole. So, for example.

Does the student work hard to satisfy his or her own interest and curiosity?

Do the students do school work to satisfy the teacher and get good marks and grades? **Harter** (1981: 304)

We think that both motivations into the classroom are important because the student

Need to be stimulating in their emotional conditions to help to develop the confidence in themselves.

Intrinsic

Extrinsic

- | | | |
|---------------------------------|-----|--|
| - Preference for challenge | vs. | Preference for easy work. |
| - Curiosity – interest | vs. | Pleasing teacher – getting grades. |
| -Independent mastery | vs. | Dependence on teacher in figuring
Our problems. |
| - Independent judgment | vs. | Reliance on teacher`s judgment. |
| - Internal criteria for success | vs. | External criteria for success. |

"Extrinsic motivation": A student can be described as an extrinsically motivated when he or she engages in learning. "Purely for the sake of attaining a reward or for avoiding some punishment" school practices that seek to motivate student extrinsically include publicly recognizing students for academic achievements giving out stickers, candy and other rewards and taking away privileges such as recess, on the basis of students, academic performance. In our classroom we have students with extrinsic motivation which concerned with

factors outside the classroom and we consider that can be illustrated by different actions.

Intrinsic motivation: A student who is intrinsically motivated undertakes an activity “For its own sake, for the enjoyment it provides, the learning it permits or the feelings of accomplishment it evokes” (**Lapper Mark** 1988).

By ((**Marshal Herminie** 1987) it is defined as “the meaningfulness, value, and benefits of academic tasks to the learner regardless of whether or not they are intrinsically interesting”. We identify in our students who is intrinsically motivated when they don’t need any type of rewards or incentive to initiate or complete a task. We have this kind of students with this characteristic actively engage themselves in learning out of curiosity interest or enjoyment, or in order to achieve their own intellectual and personal goal.

“Deci Edgard” (1975) Define extrinsic motivation

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.

Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self – determination.

We consider that students intrinsically motivated need to be oriented toward English Learning Process to obtain a complex intellectual task because those with an intrinsic orientation used more logical information gathering that is important to their own motivation.

When intrinsically motivated students tend to employ strategies that demand more effort and that enable them to process information more deeply (**Lepper Country J. And Chambers J. 1978**). Found that when students were confronted with complex intellectual tasks, that are moderately challenging.

Although every educational activity cannot, and perhaps should not be intrinsically motivating, these findings suggest that when teachers can capitalize on existing extrinsic motivation, there are several potential benefits (**Lepper**).

a) Integrative motivation: For this of motivating students need to be attracted by the culture of the target language community and in the strong form of integrative motivation they wish to integrate themselves into that culture.

A "**Weaker**" For of such motivation could be the desire to know as much as possible.

About the culture of the T.L.C.

We consider that students need to integrated in school activities and know about the English culture as a Target Language to motivate in a native way with their attitude in the English Learning process.

b) Instrumental motivation: This term describes a situation in which students believes that mastery of the T.L will be instrumental in getting them a better. Job position or status. The language is a n instrumental attainment of such goal.

We believe that instrumental motivation is very important because our students attain the language easily to develop the English Learning process and improved their emotional conditions or their behavior and will be able to acquire the language with this kind of motivation by their attitude.

Is very important teacher should presumable try to make their classroom as pleasant as possible. Even where condition is bad it maybe possible to improve the atmosphere with poster student's works etc. On the wall.

IF the students find it deadly boring they will probable become desmotivated. Whereas if they have confidence in the method they find it.

c) Motivational: Differences to know exactly how or why your students are Motivated will mean finding out how they feel about learning – English at the Beginning of a course (this would any way be a good idea). Motivation| is a mixture of different factor nevertheless it is possible to make some general statements about motivational factors for different age, group and different level.

It is important by the specific term goal of the students to associate effort with success (Stipek). The purpose of the specific task when introducing them to students is also beneficial (Brophy 1986), are beneficial because they stimulate student's curiosity and motivational, it depend in our students for different factors how they feel, age, group and different level and we will look at children, adolescents, adult beginners, adult intermediates, students and adult advanced students.

Adolescents: Are perhaps the most interesting students, but they also present the teachers with more problems that others age, group. Certainly not expect any intrinsic motivation.

We find from the majority of our students particular also we have to remember that adolescent attitude has been positively influence by those around them.

Brittle! They will probably not inspired by more curiosity and teacher approval is not longer of vital importance. Indeed, The teacher may not be the leader, but rather the potential enemy.

We consider that the teacher should never then forget that adolescent need to be seem in a good light; they become discourage and the motivated. It is the

teachers' task too. To put language teaching into an interesting context for the student.

Work with adolescents is very interesting because sometimes their attention and the teacher need to be like their parents will be careless with this kind of students, also the teacher should be able to be a friend. Besides, it is very important that the relationship between teacher and students is not like their enemy; he will be their best friend and need to create an environment for the adolescent to be motivated.

We are going to analyze some techniques that teachers use to motivate the student.

- First we want to mention that as an English Teacher, we need to know the influence of motivation in the classroom of young people, and the method used by teachers for young people.
- In any kind of classroom we can find positive and negative motivation, it depends on the level of motivation teachers give to the students or how much motivated students are when they are performing in class.
- The teacher has to create an atmosphere in the classroom that encourages students to try out language, to venture a response and not just to wait for someone else to volunteer language and help to students believe in their own self – esteem!

We think that environment in the classroom is the most important factor because the students also need the right environment and the teacher must be prepared. Given the condition, besides the student should not be afraid of their teacher, in addition, teachers should be supportive of students who lack confidence.

We also consider that the students need some activities like games and role plays, teacher also need to work to develop good relation between the student themselves – also teacher – student, remember school is the place where we spend most our days.

The teacher should be having different kind of techniques and strategies to teach the language for example:

- Individual learning techniques: there is tremendous variety in the techniques employed by different learners.
- Preparing and memorizing vocabulary list : learner recorded first the English word, then the foreign work in phonetic transcription and finally the orthographies
- Learning word in context.
- Practicing vocabulary is the area that learners seem most conscious of, playing game as trying to think of words, with the same ending repeating words to one self.

We consider that use of learning strategies can increase motivation for language learning task, also our student's stimulus with some activities that the teacher use with gestures, mimes, and games into the classroom and integrate the rest of the students.

We recognize that as English teacher need to create an atmosphere into the classroom that encourage students to practice the language and develop a good relation between themselves to use of the foreign language.

Classroom climate is important, if students experience the classroom as a caring, supportive place where there is a sense of belonging and every one is valued and respected, they will tend to participate more fully in the process of learning.

However for us it is not only to recognize this factor that affects the student motivation, it will be necessary to put attention to prevent them of lack of motivation in the English Learning process. Also the students can find a solution with the teacher and the students will pay more attention on their classes.

We think that the role of the teacher is helping students and offer guidance to engage the students need to have Faith in teacher and to care them.

Also the teacher needs to demonstrate with his o her feeling giving affect. That means we must be prepared by the teacher.

To create the environment in the classroom we recognize that teachers should be positive and friendship to motivate their students may be the principal element to develop the English Learning process.

Also the way the teachers control and influence in the classroom such as:

- Classroom management.
- Methodology.
- Interpersonal relationship.
- Lesson planning.
- Student´s motivation.

We consider in this analysis that teacher is to provider of material conditions

Where learner should take responsibility for his or her motivation and Performance. What the teacher can do to stimulate motivation are:

- Set personal sample with his/her own behavior.
- Create a pleasant relaxed atmosphere in the classroom.
- Present the task properly
- Good relationship with the learners.
- Increase the learner's main interest.
- Promote learning autonomy.
- Familiarize learners in the target language culture
- Personalize.
- The learner's process.

In this research we find different theories about students motivation but in this case we recognize the teaching process involved different components of language lesson and we want to improve the student interest in the subject, applying every component that are involved in English Learning process in our students.

In this" English Teaching Forum", (Number 1 January 1997). We find some strategies that we consider use it in our classroom to raise student's motivation in English Learning process,

In spite of the array of factors that tend to reduce language learning motivation, teacher working with many strategies to increase their students – self - confidence and interest in English.

However, teacher should take time to get to know their students individually at the start of each term. This is especially important for native speaking. "Kuykendall Cristal" (1992). The bored – looking student in beginning conversation class actually grew up in English – Speaking country or that half of the class did not want to major in English at all.

We think that teacher need some strategies to motivate student and disappear boring classes helping students to connect language learning to their personal goal, issue in their classroom developing their individual plan for success.

Also there has been a shift of emphasis from instructional techniques to developing learning techniques; our role is to increase student's motivation and develop the skill or strategies that make a student more competent and to structure the learning environment so that students are able to take ownership of their own learning. The focus here is on the strategies that teacher may use to develop and maintain motivation among EFL students.

We consider breaking the routine by incorporating a variety of teaching activities and method in your class:

- Role playing
- Brainstorming
- Demonstration
- Debates
- Discussion
- Case studies
- Audio visual presentation
- Guest speakers or small group work. (Source: Forsyth and Mc Milan, 1991).

According to attitudes to the teacher and material some student prefer a teacher who in "Stevicks" (1980). Term; create space for them to pursue their own learning.

Some of our students wanted the teacher to act as informant, but other praided teachers who where logical, clear and systematic. Also vary in their attitudes to teaching material. They prefer a variety of materials and the opportunity to use them in way they choose for themselves.

Also we can mention that the student have difficulties in technical resources because the Educational Ministry aren't supporting the teachers with any technical recourses. Also we consider that the economical situation is affecting the students learning Process.

Other factor is the mom supporting, is very important for student's motivation to learn a second language. If parents value the native language and English communicative.

We observed that methodological problems that affect student motivation need to be solved by actualization problems.

WE NEED TO KNOW THE WAY TO MOTIVATE OUR STUDENT

How can you motivate your students? Here are some useful ideas.

- 1. Know the kind of students you have.** Know their names, occupations, civil status, interest, hobbies, skills, learning styles, the reasons why they are learning English, etc. Try to get as much information you can from them. This will generate conversation topics later.
- 2. After knowing the kind of students you have, prepare or design your strategy or plan for the course.** Include the objectives, skills, activities materials and equipment you will use, evaluation, dates for exams, etc.
- 3. Commit your to do your best to accomplish those objectives and ask your students to commit themselves to do their best as well.** At the end of the course you can evaluate if the objectives were accomplished or not.
- 4. "Fail to plan; plan to fail." Plan your classes in advance. Include different kinds of activities, materials and techniques for each**

day. You may use the teaching cycle (preview, practice and review) as an outline or guideline.

- 5. Arrive at your class in advance and start your classes on time.** Start the class with the students you have. Doing this, students will see you as a professional and responsible teacher and they will also know that you respect them.
- 6. Try to create an enjoyable and comfortable atmosphere from the very beginning.** When you step into the classroom remember to greet enthusiastically, ask them how they are, ask them about their weekend, their day at work or at school, etc. Break the ice by reviewing the last lesson and ask them if they have any questions about it.
- 7. Use a student – centered approach.** Ask yourself these questions: Who should be the center of the activities? The teacher or the student? Who should do most of the talking? The teacher or the student? Once you realize and agree that the student should be the center of the class, start planning and using activities that place the student as the “start” of the classroom.
- 8. Be dynamic!! Change activities every 20 or 30 minutes.** Use individual, pair or group tasks, Remember to assign a specific time for every task.
- 9.** When you assign a task in class, monitor and check your students work and progress. Do not “abandon” them by going to the cafeteria, talking to another teacher, reading a book etc. Students always have questions and doubts, so you should be around to help them

and support them. Remember to care for them, stand by them, get involved in their groups, and be a real facilitator.

10. Play games!! If learning is fun, students will be more interested and motivate to participate and work. Remember that many of them come from school or work and they are very tired, so they expect or need to find in the English class some kind of motivation, relaxation, distraction or energy.

11. Use music that they like. Ask them what kind of music they like, what their favorite singers, groups and songs are. Be creative and try different ways to use music in the class. You can use songs to reinforce any of the five basic skills (listening comprehension, speaking, reading, writing and critical thinking).

12. Use sense of humor appropriately. Tell jokes, say funny things, use funny examples, etc. Make them laugh.

13. Praise their effort and work. Use encouraging and edifying words like excellent, great, good job, very good, congratulations, etc. Applaud them when they do something good; give them candy; stand their homework with words like **Excellent - Very good job**. Make recognition cards for them too.

14. Speak in the target language at all times and encourage them to do so too. You may use a “Piggy bank” to charge money to those students who use too much Spanish in the class.

15. Break the ice some days by having “parties” or special celebrations in the class. Celebrate special days like their birthdays, Thanksgiving Day, father`s day, students` day, etc.

- 16. Give your students their graded homework, quizzes and exams as soon as possible.** Students like to know the scores of their examinations soon. Do not make them anxious by letting them wait for days to see their results.

- 17. Come to class every day.** And when you cannot come to class for one or more days inform them of the reasons of your absence. Assign a substitute teacher for your class and give him or her clear and a complete lesson plan of those classes. This will show your students that you respect them.

- 18. Have class outside of the classroom from time to time.** You may plan to study one of the lessons of the course in a restaurant, out on the patio, at a library, etc. This will break the routine of studying in the same place every day.

- 19. Use extracurricular activities.** Field trips, movies, conversational club, cultural days, and English festivals are some recommended activities that motivate students.

- 20. Invite native speakers to come talk to your student.** Students need and enjoy the opportunity to listen to different kinds of accents, and many feel motivated when they can understand and effectively communicate with a native speaker.

- 21. Assign them interesting and challenging projects.** Projects develop teamwork and independence in students. Through projects, students also have the chance to learn new vocabulary and expressions and they also put into practice what they have learned in a different context.

Some common and useful projects assigned by English teacher's area bulletin boards, magazines, newspapers, videos and role-plays. You may let your students show their projects to other classes or to the whole school **so** that others appreciate their work too.

- 22. Discuss interesting and controversial issues.** Make an effort to stimulate controversy, agreement, and disagreement in the discussions so that they can participate more (a functional approach). Elicit challenging questions.
- 23. Be a “friend” to your students.** Be nice, honest, reliable and fair with them, listen to them, pay attention to them, show them that you are interested in helping them to learn more and improve their learning unconditionally.
- 24. Encourage your students to give positive feedback to other students.** Never allow your students to laugh at or make fun of other students when they are speaking. This would discourage that student and inhibit further participation by that student as well as others.

CLASSROOM ASSESSMENT TECHNIQUES.

Assessment techniques can be used for effective and practical.

Role – Play: This informal assessment technique combine oral performance and physical activity. Student of all ages, when assessed through this techniques, feel comfortable and motivated especially, when the activity led's itself to cooperative learning and is seem as a fun way of learning. Kelmer (1993), believe that role – play can be an enjoyable way of informal assessment.

Drawing games: The students draw a simple picture which they pretend to hide. – somewhere in the classroom, the partner has to try to find out where it is guessing games, generally are a useful device for getting student to motivate.

Word games: The students try to find some people like in boxes to complete the information and the first person who complete it Wong! “Like bingo”.

Interviews: One students need to guess who famous persons is, describe it from other student with principal characteristics.

Puzzles: The student want to have a girlfriend or boys friend and write the surname in crossword puzzles.

Tape record: The student can develop their listening through some exercise that book have or listen a romantic song.

Audio visual: Showing some picture and mimic.

HISTORICAL BACKGROUND

History of the Nicarao School: It was founded in 1968. It's a public school located in Managua city. Its purpose is focused on helping poor people, transmit the knowledge and offer them a better economical situation.

It's first academic year began in 1968, offering educational services in different modalities: Kinder garden, Primary and secondary.

There are kinder garden, primary and secondary in the morning and primary and secondary in the afternoon shift in which English is taught. This Institute has eight classrooms in kinder garden attending thirty – five students to each level in first, second and third. There are fifteen classroom in primary attending forty-five student in each grade from 1ST, to 6TH. There are twelve classrooms in secondary attending fifty student in each level there are three (first year) three (second year) two (third year) and two (fourth year).

In the afternoon there is only one grade for each The periods of English class are three times a week of forty five minutes each one. The Institute has electrical system and a Director's office, a Secretary and a beauty saloon this is an important project. Talking about the teachers: -They are very professionals 80% of teachers are graduated and 20% are under graduated, most of them are preparing in different universities and polytechnic education. There are 44 teachers.

The English program is so poor to the students to speak the language, which is focus on writing activities and grammar but not in speaking skill. It means that all the teachers have worked hard in looking for their materials.

About familiar situation: Sometimes there are instability families, such as the students parents fight against each other constantly. In some cases the students don't live with their parents or they live only with the mother or father.

This institute is a model institute for MINED, because has an excellent order is very clean, also participate in different activities.

The vision of this school is to form student's knowledge of themselves learning with an education based on social beginnings, moral, and ethic and civic through the analytic thinking, critic, reflexives and creative developing abilities from logic reason the value and respect to the different points of view and circumstances that determine each situation.

Mission: With the end of improve the quality of teaching the Nicarao school apply active methodology in the educative process developing the abilities and stress of reasoning, based on social value morals ethics and civic through the active participation of the educative community.

JUSTIFICATION.

We decide to investigate about the difficulties that students have during the teaching –learning process at Nicarao secondary school, because we want to know how motivation will affect the student in the English class.

The main reason that we decide to investigate this topic was because the teachers always face with students who are not motivated in Learning English.

We pretend to find out and demonstrate that motivation is the main reasons that that stops the students from learning.

We also speak about individual aspects that affect the learning process of students; we can say also apart from social problems that affect the motivation of each student, we also involve the part of economical and educational factors.

Moreover we want, to identify the teaching techniques, methods, strategies and didactic material that teacher are using to develop a dynamic class for motivating the students to an active participation.

We hope our result will be helpfull for teacher to avoid these problems. At the end of this research work, we will give recomendation which we hope will be of great help to eccourage students to learn English.

GENERAL OBJECTIVES

To determine how motivation affects learning process of the students in fourth year II semester 2007 at Nicrao School.

SPECIFIC OBJECTIVES

1. To determine the social problems that affect student English learning process making language acquisition more difficult.
2. To identify the economical problems that influence negatively in student motivation.
3. To know the level of motivation that students have in learning process.
4. To analyze some techniques that teacher use to motivate student in Teaching learning process.
5. To determine the teaching materials that motivate student to acquire the language.
6. To find out some strategies that students motivate.
7. Analyze the difficulties that students have in lack of technical resources.

SYSTEM OF VARIABLE

VARIABLE	SUB - VARIALE	INDICADORES
General Information	Age	15 - 20
	Sex	Male ----- Female -----
	Status	Single ----- Married ----- Widow -----
Social Problems	Live with	One parent Grandparents Others.
	Family supports your class.	Mother ----- Father -----
	People who live in your house.	2, 3, 4, 5 or more -----
	People who works in your family.	Mother Father Sister Brother Other

Economical problems	Family Income	High Middle Low
	People who depend on this salary	# -----
	Help your parents economically	Yes _____ No _____
	If you work. Time work	# _____
Educational problems	Like English	Yes ----- no -----
	Time dedicate to study English.	One hour ----- Half hour ----- 15 minutes ----- More -----
	Didactical material	Yes ----- No -----
	Techniques to motivate	Role play ----- Group work ----- Dramatization ----- Ask question -----

	Technical resources	Tape recorder -----
		Picture -----
		Project -----
		Magazine -----
		Flash card -----
		bibliography -----

METHODOLOGICAL DESIGN

This research was descriptive because it was a study that demonstrate and analyzes different problems that student have in lack of motivation to acquire the English as second language in fourth year at Nicarao school In Managua. Second language acquisition is affected by social, economical and educational factors that influence negatively in student motivation to study English subject

PROCEDURE: The information in our research was collected through a survey in which there was some general information, social, economical, and educational data addressed to student of the fourth year at Nicarao School. Also it was released a survey to English teacher.

Also the information collected in this survey there was elaborated a matriz where the student answers were tabulate and analysis. It was made in order to know social, economical and educational factors influences students lack of motivation.

1. In this research was made of, interview that was applied to each student and the teacher of English with the purpose to know the different strategies and techniques that teacher used to motivate student to acquire the English subject because we consider that motivation is the main element in learning process.

In our research we decide to use an observation class for the teachers, because we think that it`s the best way to get the information and analyzing the different factors that influence negatively in student lack of motivation on the student from fourth year at Nicarao school in Managua.

POPULATION AND SAMPLE

The population in our research was 40 students from fourth year of secondary school of the English subject and English teacher at Nicarao School in Managua in the afternoon shift. We need to use questionnaires for student and interview for the teacher using question relative with the factors that influence negatively on student motivation English learning process.

Considering the number of students of 40 students, 8 are working in the morning and then in the afternoon study in a high school and the rest of the students dedicate to study with free time.

Sample: 40 students that are our sample in our research.
These 40 students correspond to 100% of the population and sample.

INSTRUMENTS

Student's questionnaire: It had 16 questions relate to the student motivation in English learning process as a second language.

Observation classes: We observed four classes, in order to know what kind of methodology that the teacher uses to motivate their students.

DISCUSSION OF RESULT

The result of analysis the survey we found that second language acquisition is affected by several factors social, economical and educational in lack of motivation by individual learner factor in age, attitude and personality.

The analysis of age. Table 1 has demonstrated that 80% percentage of the students enquired is located with ages 15 to 17. According with the theories age is an internal factor that affects the rate of learning and the level of success and we conclude that younger students is more rapidly than older students. While 15% percentage of students enquired are located with in ages 18 to 19, which is significant, too. And 5% percentages of the students enquired are locating with ages 20 to 21.

Table 2. We found that from the total students enquired 55% percentages are female and 45% percentages are male.

This analysis demonstrates that female populations in our days are more dedicate to learn the language than male population.

Table 3. In the table 3, it was important to ask who live with the students. The most relevant situation in this analysis is that 68% percentage live with both mother and father, but 20% live with his / her mother, Which affect the relationship between them, because she most be work hardly . We demonstrate in our analysis the poor attention on their children in educational system. She couldn't to check and help their homework.

In the table 4. We find that 25% percentages work their mother and 58% percentage work their fathers that mean the disorder that student have.

Family Income is another external factor that affect student motivation in this analysis 85% percentage of total students enquired are with in middle economical situation in 15% percentage are with low economical situation, Which affect the low academic average and the opportunity to learn English in another place; It is a disadvantage. Table 6.

We consider that students don't feel motivated for learning English if they lack of money to buy their textbook, to eat, to travel or to attend the cultural program that will help them to increase their knowledge about the Target Language.

Table 7. We found the 20% percentage of the student is working par time, which cause low academic average. This indicator demonstrates that reason the lack of motivation.

- Finally we think the social, economical, and educational situation it considered some factor that influence the students motivation.

CONCLUSION

According to the results of this research after we applied different instruments to get the information about the factors that influence negatively on students motivation in English Learning process at Nicarao secondary school, and take into account our objectives that we pretend to carry on, we can conclude that exist many factors that affect them to develop the English learning process in this school, we consider that age affect the rate and success of foreign language acquisition because the young people don't want to study in this period they have other motivation. Some students are not motivate and lack of interest in the subject because they have social problems when they come from separated families and their mother have to assume their own role without any support from the father, another factor that affect is the economical situation sometimes the student have to work and help their parents because have a low family income and this affect to concentrate in class..

The majority of the students are agree that the teachers are using variety of techniques to develop in them the English as a second language ,the environment is not adequate to teach language because the teacher use the book, pictures, and in some cases tape recorded also the classroom does not have electrician condition and this educational factor unmotivated student. In general terms, student's motivation "refers to student desire need and compulsion to participate in learning process. Also the students and teachers were the main protagonist to facilitate all the information that we needed in our research. We know that the students think that English is very interesting for them, but for other is very difficult, due to the teacher don't have the necessary materials and adequate to teach the language

Other problems that we found in the study, Was the lack of didactical material, the techniques that the English teacher are using are well applied, but they are not sufficient, the time is well distributed, but we consider is very short, also the student don't care about high academic average they are motivated only to pass their subject with 60 points this situation affect the learning process.

The lack of visual aids that teacher has at the institute, bad conditions there are not enough technical resources, because of the economical situation that the institute and teacher present.

RECOMENDATIONS

According some theories that we analyze the problem the lack of motivation from student perception of non acceptance and poor self – esteem and we recommend the creation of a homework, monitoring program, to family support them, also the use of classroom activities to stimulate and motivate student participation and interest that were supported by cooperative learning, also lack of personal responsibilities and lack of initiate in general motivation are often to teacher and parents. Classroom environment, self determination

After analyzing the data collected about lack of motivation, we recommended that it's necessary to develop new strategies of teaching, because the teachers have many students by section and need to motivate them.

To have a good English teaching – Learning Process you need to select visual aids according to the level the students.

To apply the necessary didactical materials to develop and make the class more interesting and effective.

Is necessary to assume the challenge, how English teacher try to apply a good methodology and motivation.

To motive teachers by training them how to use visual aids in classroom effectively.

Teacher must always speak English and organized more work in group and in pair to practice English and motivate them to use the second language.

Teacher needs to attend individual problems.

Teacher and parents should give to students more time to study foreign language. They have to study their English class in their house three hours a week.

The parents must help and check their son or daughter homework.

Solve the difficulties in the acquisition of didactical material of the English class.

Finally the Educational Ministry should provide and improve training teacher to stimulate in their educational labor. And also give opportunities to students of primary school to receive the English class.

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DATA ANALYSIS AND INTERPRETATION OF RESULTS

AGE		
Scale	Frequency	Percentage
15-17	32	80%
18-19	6	15%
20-21	2	5%
Total	40	100%

Table: 1

In this table we find 80% of students with 15 to 17 are the majority of total 40 students enquired. While the 5% represent 2 students: it demonstrates that the main concentration of students is located in an average of 15 to 17 students.}

Fourth year English students at Nicarao school the younger people acquire easier the language than the older people.

SEX		
Female	22	55%
Male	18	45%
Total	40	100%

Table: 2

In this tabulation we find that 55% represent 22 students enquired that are female of total 40. And 45% that are male. It demonstrates that the female are the majority of our universe.

In this section we conclude that the women are more interest in the subject than the men, according to this analysis.

LIVE WITH		
Parents	27	68%
One parent	8	20%
Grandparents	4	10%
Others	1	2%
Total	40	100%

Table: 3

In this table show that 68% of students enquired live with their parents. While 20% of students live only with one parent. However, this data is significant for our study. While 10% live with grandparents and 2% live with others.

The family instability is the principal problem that affect the student, because sometime their parents are divorced, in other case overcrowded family, when their parents don't assume their own role.

WHO WORK IN YOUR FAMLAY		
Mother	10	25%
Father	23	58%
Sister	3	7%
Brother	2	5%
Others	2	5%
Total	40	100%

Table: 4

In this table we find that 25% work their mother. The 58% represent the father that work and 7% work sister and 5% work brother. Their parent's aren't professional for that reason they haven't a good economical situation. And the rest of the family has to work to help their parents support.

WHERE DO THEY WORK?		
School	3	7%
Hospital	10	25%
Market	15	38%
Other	12	30%
total	40	100%

Table: 5

The place where they work show that 7% work at school 25% at the hospital 38% at the market and 30% work in other places.

We recognize that the unemployment situation affect the family support, because the majority of the parents are not income.

FAMILY INCOME		
High	-	-
Middle	34	85%
Low	6	15%
Total	40	100%

Table: 6

Family income. The 85% students enquired relevant, because the majority are middle income category and the 15% percentage are low income category.

We consider that all above, is concerned with this cross tabulation.

WORKING		
Yes	8	20%
No	32	80%
Total	40	100%

Table: 7

Working cross tabulations show that 20% of students are working in different place. Other 80% of students don't working at the present. The study and work at the same time.

The minority of the students from fourth year at Nicarao School have to work to help their parents, working par time in some place where they are exploited.

DO YOU LIKE YOUR ENGLISH CLASS?		
Yes	31	78%
No	9	22%
Total	40	100%

Table: 8

In this table presents 78% the students like English class and 22% don't like English class. This information demonstrates that many people want to learn English, because the minority of the students don't like English for that reason they are not interest in the subject to learn a foreign language.

DO YOU HAVE BOOK AND WORKBOOK?		
Yes	25	63%
No	15	37%
Total	40	100%

Table: 9

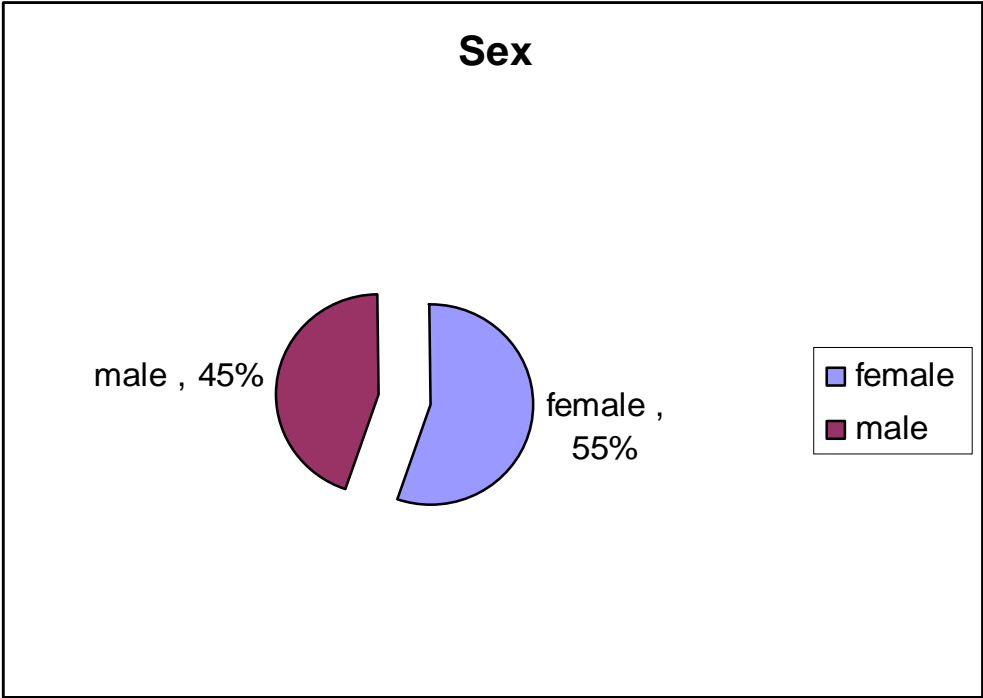
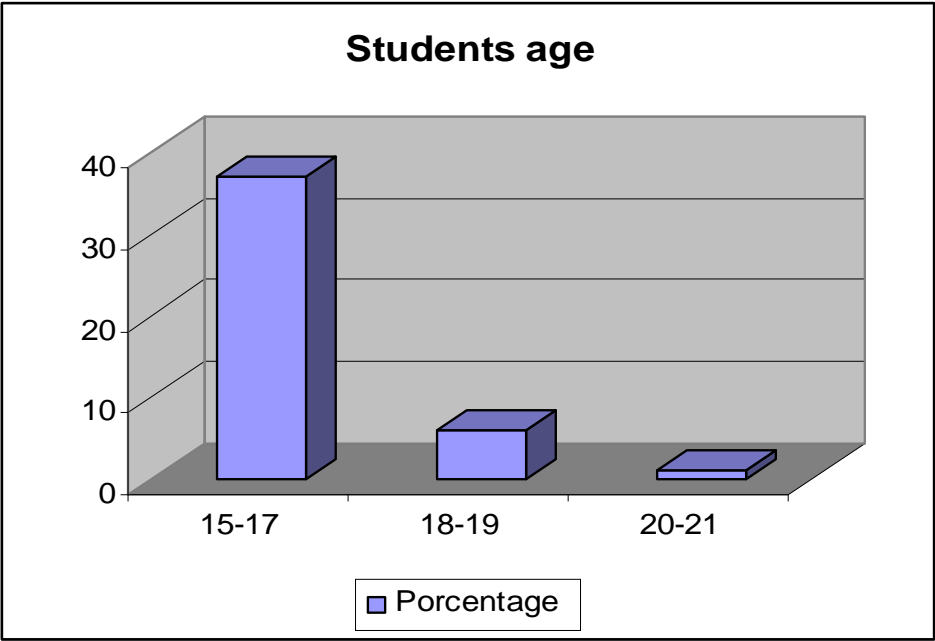
In this table show that 63% of students have book and workbook and 37% don't have book and workbook.

The main reason that students are not motivates to learn a language is because of lack of materials, and lack of support from the teacher to their students.

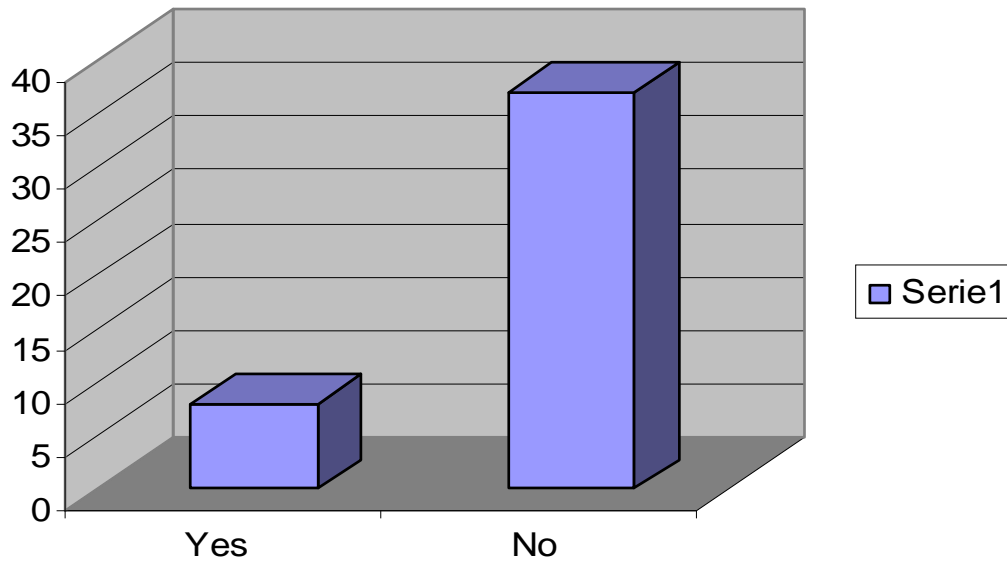
TECHNIQUES DOES YOUR TEACHER USE TO MOTIVATE		
Role play	11	27%
Workgroup	10	25%
Dramatization	5	13%
Ask Questions	6	15%
Oral presentations	8	20%
Total	40	100%

Table: 10 This table represent some techniques 27%of the teacher use role play 25% workgroup 13% drama 15% ask questions and 20% in oral presentations.

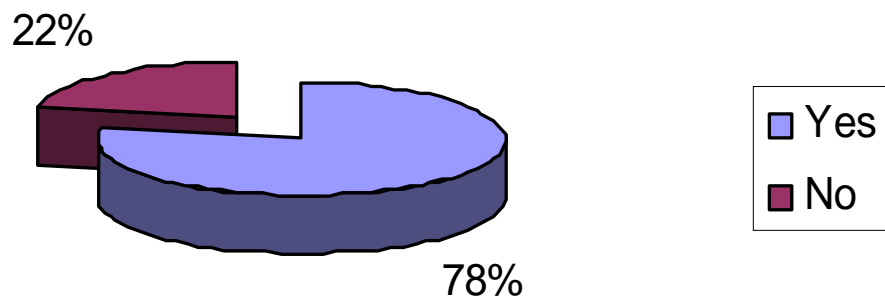
As a teacher we need to be as a facilitator gives some techniques to their students to turn them on their abilities and they need to feel motivated and stimulated to acquire a foreign language.



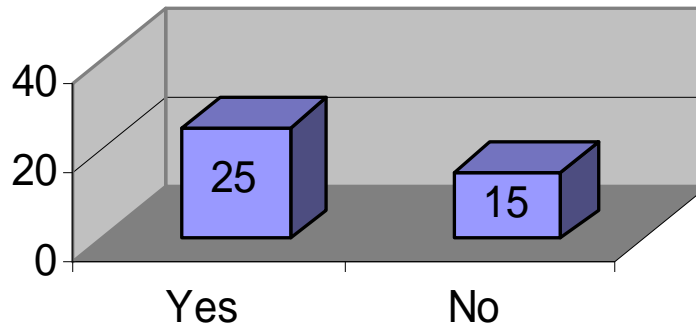
Students are Working



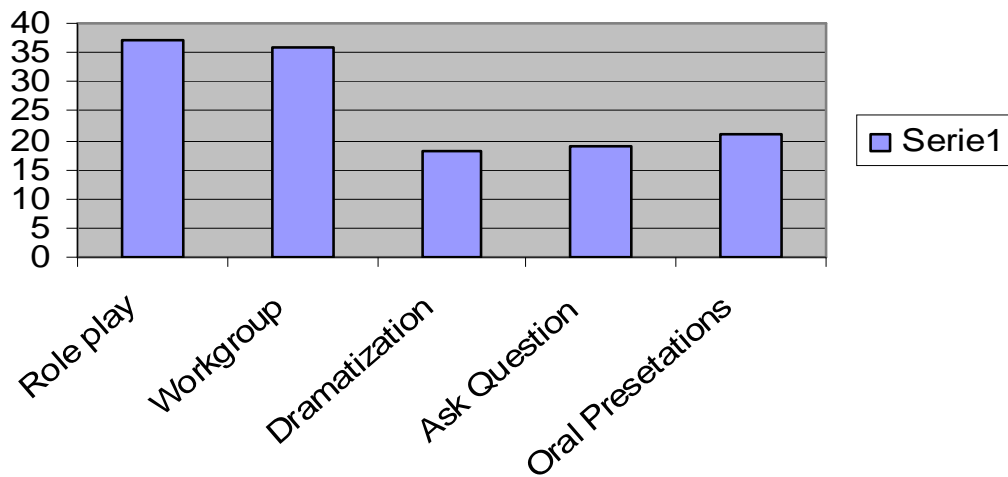
Students like English subject



Do you have book and workbook



Techniques does your Teacher use to Motivate



SURVEY STUDENT`S

Dear student, the goal of this survey is to ask for your collaboration to answer the following questions. Any questions ask the interviewer, Thank you. For your cooperation.

Read the survey before answer.

Age – 15____20_____.

1. Sex – Female _____ Male _____

2. Status – Single _____ Married _____

3. Do you live with?

Parents ----- Grandparents ----- One parent ----- Other -----

-

5. Do your parents support your class?

Mother -----

Father-----

6. How many people live in your house?

2, 3, 4, 5 or more -----

7. Who work in your family?

Mother _____ Brother _____ father _____

Sister _____ Other _____.

8. Where do they work? School _____ Hospital _____ Market _____ other _____

FAMILY INCOME

9. How do you consider the economical situation of your parents?

High _____ Middle _____ Low _____.

10. How many people depend on the parent's salary?

_____.

11. Do you work to help your parent economically?

Yes _____ No _____

12. How many hours do you work?

_____.

13. Do you like you English class?

Yes _____ No _____

14. How many hours do you study English?

One hour----- Half hours _____ 15 minutes _____ more -----.

15. Do you have book and workbook?

Yes ----- no -----

16. What kind of techniques does your teacher use?

Role play ----- Workgroup ----- Dramatization ----- Ask question -----

Oral presentation -----.

17. What kind of material does your teacher use in classroom?

Tape recorder -----

Picture -----

Project-----

Story teller-----

Magazine -----

Flashcards -----

Realia -----

Bibliography -----

NICARAO - SCHOOL
MANAGUA - NICARAGUA

Dear teacher, this survey that is been carried out to find out how we can motivate our students to learn English We will appreciate you cooperation to fill this questioners that will help us evaluate how to motivate them to learn. Thank you to your cooperation.

I – GENERAL INFORMATION.

Age. _____ Sex. : Female _____ Male. _____

II – SOCIO – ECONOMICAL SITUATION.

How many people depend of you?

2 _____ 3 _____ 4 _____ 5 _____ more _____.

How many people live in your house? _____.

III – EDUCATIONAL SITUATION.

Do you finish your career?

Yes _____ No _____.

Do you have other study in English? _____.

How many sections do you attend? _____.

How many students do you have by section? _____.

How many students pass your English class? _____.

How do you motivate your students? _____

_____.

Matrix Table

	General Information			Social Economical Situation													Educational Situation							
Enquired	Age			Live With				Who Work					Family Income			W Present		English		Hour Study			H. book	
	A	B	C	a	b	c	d	1	2	3	4	5	1	2	3	Yes	No	Yes	No	a	b	c	Yes	No
1	x			x				x						x		x		x		x			x	
2	x			x				x						x		x		x		x			x	
3	x			x				x						x		x		x		x			x	
4	x			x				x						x		x		x		x			x	
5	x			x				x						x		x		x		x			x	
6	x			x				x						x		x		x		x			x	
7	x			x				x						x		x		x			x		x	
8	x			x				x						x		x		x			x		x	
9	x			x				x						x			x	x			x		x	
10	x			x				x						x			x	x			x		x	
11	x			x					x					x			x	x			x		x	
12	x			x					x					x			x	x			x		x	
13	x			x					x					x			x	x			x		x	
14	x			x					x					x			x	x			x		x	
15	x			x					x					x			x	x			x		x	
16	x			x					x					x			x	x			x		x	
17	x			x					x					x			x	x			x		x	
18	x			x					x					x			x	x			x		x	
19	x			x					x					x			x	x			x		x	
20	x			x					x					x			x	x					x	x
21	x			x					x					x			x	x					x	x

22	x			x					x					x			x	x					x	x	
23	x			x					x					x			x	x					x	x	
24	x			x					x					x			x	x					x	x	
25	x			x					x					x			x	x					x	x	
26	x			x					x					x			x	x					x		x
27	x			x					x					x			x	x					x		x
28	x				x				x					x			x	x					x		x
29	x				x				x					x			x	x					x		x
30	x				x				x					x			x	x					x		x
31	x				x				x					x			x	x					x		x
32	x				x				x					x			x						x		x
33		x			x				x					x			x			x			x		x
34		x			x						x			x			x			x			x		x
35		x			x						x				x		x			x			x		x
36		x				x					x				x		x			x			x		x
37		x				x							x			x			x				x		x
38		x				x							x			x			x				x		x
39			x			x							x			x			x				x		x
40			x			x	x							x			x			x			x		x
Sub-Total	32	6	2	27	8	4	1	10	23		3	2	2	-	34	6	8	32	31	9	7	12	21	25	15
	15-17	18-19	20-21																						
Total	40			40				40					40		40		40		40		40			40	

Age	
a	15-17
b	18-19

Live With		Who Work		Family Income		Work at Present		Like English		Hour for study			Have book	
a	Parents	1	Mother	1	High	1	Yes	1	Yes	1	One hour		1	Yes
b	One Parent	2	Father	2	Middle	2	No	2	No	2	Half hour		2	No

c	20-21
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c	Gran Parent	3	Sister	3	Low
d	Others	4	Brother		
		5	Other		

3	15 minutes	
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The following picture is when students are making the survey about students motivation at Nicrao School in fourth year in the afternoon 2007.They were interested in answer it.