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DEPARTMENT OF ENGLISH



**THEME:**

THE LACK OF MOTIVATION IN THE TEACHING-LEARNING  
PROCESS OF THE ENGLISH LANGUAGE IN 2<sup>nd</sup> YEAR AT  
MAESTRO GABRIEL INSTITUTE DURING THE SECOND  
SEMESTER OF 2011 IN MANAGUA

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## the lack of motivation in the teaching-learning process

### **PROBLEM:**

Motivation in the teaching-learning process of English language.

### **SUB-PROBLEMS:**

- Lack of interest in some students to learn a target language.
- Inadequate methodology of the teachers in the teaching of English language.
- Lack of necessary sources to motivate the students in learning the English language..

the lack of motivation in the teaching-learning process

**THEME:**

The lack of motivation in the teaching-learning process of the English language in 2<sup>nd</sup> year at Maestro Gabriel Institute during the second semester of 2011 in Managua.

## The lack of motivation in the teaching-learning process

### **GENERAL OBJECTIVE:**

To determine internal and external motivation teaching strategies making use of the necessary sources and the adequate methodology in the teaching-learning process.

## The lack of motivation in the teaching-learning process

### **SPECIFIC OBJECTIVES:**

- To learn about activities the teacher makes to encourage the students to participate in the class, and to practice English inside and outside of the classroom.
- To determine the methodological strategies that the teacher uses to help to motivate the students during the teaching-learning process.
- To find out the necessary sources the teacher has to motivate the participation of the students in the teaching-learning process in 2<sup>nd</sup> year at maestro Gabriel Institute in Managua.

## The lack of motivation in the teaching-learning process

### HISTORICAL BACKGROUND

Maestro Gabriel National Institute was founded on August 13<sup>th</sup> of 1961. It is located to the north of the Managua city in San Luis. This has 4,200 students in the two shifts, in the vespertine shift there are two second years with 41 and 39 students, also there are two English teachers who are graduated in the university, and they have two years working in this Institute. The English teachers need to receive some type of seminary related to Human resources, because they are very apathetic with the people and the students, they must learn about Human Relations.

In the area of English method of teaching began changing in Nicaragua since 1993. The last two decades have witnessed a remarked increase in the teaching of English as a foreign language in high school in many countries of Latin America. However the English teachers in our country have need to learn new methodologic strategies that help learners acquire the basics knowledge of the language according to the level learning of the student.

The education in Nicaragua have had for main objective prepare teachers of secondary school and universities, offering new alternatives in the methodology of the teaching, because most the problems in the learning of the students are the result of the inadequate motivation on the part of the educational one, thus of the educational one their authoritarian behavior by the absence of didactic material (sources) and inadequate motivational strategies inside of the classroom, this don't permit to have a good interaction between teacher and student.

For the teachers of high school at "Maestro Gabriel" who are teaching English think that the motivation is important when they are sharing the teaching-learning of the English with the students, however they think that the students should have interest in the class, if they don't like to learn other language is very difficult get a motivation with them,

We have done some research about problems with the lack of motivation of the students and teachers. The work is mainly focused on the personality of each student, the methodology used by the teacher, didactic materials, motivation and their living situation so also to determine internal and external elements of the motivation and the relation with the sources that the teachers have during the teaching process.

## The lack of motivation in the teaching-learning process

### THEORIES

Referring to the lack of motivation in the teaching-learning process of the English language any normal child born anywhere in world of any racial, geographical, social or economic heritage is capable or learning any language to which he or she is exposed the differences we find among languages can not be to biological reason.

#### Lack of Motivation and Enthusiasm By Remez Sasson

Motivation and enthusiasm manifest as desire and interest, and as a driving force that pushes to take action and pursue goals. Lack of motivation and enthusiasm denotes absence or deficiency in desire, interest and driving force.

Lack of motivation and lack of enthusiasm are two of the main reasons for failure and of living a mediocre life. People lacking in motivation and enthusiasm are usually passive, blame everything and everyone for their circumstances, and often come up with many excuses why they shouldn't or cannot do this or that. On the other hand, a motivated person is energetic and positive, takes action to improve his or her life, and does not give up when there are problems.

Lack of motivation and enthusiasm can show up everywhere, at home, at work, in relationships, in pursuing goals and in everything else. This often brings indifference, unhappiness and dissatisfaction.

#### **What are the reasons for lack of motivation and enthusiasm?**

- Lack of faith in one's abilities.
- Fear of failure..
- Low self-esteem.
- Lack of enough interest.
- Fear of what others might say
- No awareness of the importance and usefulness of the subject or goal.
- The feeling or belief that there are other more important things to do.
- Not having the time to delve into the subject or goal.
- Being too stressed or nervous.
- Absence of enough stimuli or incentives.

## The lack of motivation in the teaching-learning process

The above mentioned reasons stifle motivation and enthusiasm, and are only excuses for not acting. However, you learn to overcome and disregard them, by becoming aware of them, acknowledging them, and understanding that you can change the programming of your mind.

Sometimes, people show short bursts of motivation or enthusiasm. They start doing something enthusiastically, but lose interest and motivation after a while, because they find it hard to sustain them.

If you wish to improve your life, you need to awaken motivation and enthusiasm. You need to realize how much you lose by their absence, and how much you gain by havi

If you are a student, and are too lazy to study, you need to strengthen your desire to invest more attention, time and energy in your studies.

You need incentive and drive for following your big dreams, and also for the performance of minor daily tasks and chores, otherwise, laziness, absence of energy and procrastination will set in. Instead of suffering, feeling uncomfortable and passive, it would be much better to produce enough motivation to take action and do things. This will make you feel much better, happy and satisfied.

Procrastination, laziness, indifference and passivity cause unhappiness, weakness and lack of satisfaction, but being enthusiastic, motivated and active bring a sense of joy, strength and power. By getting motivated, you act, do things, take your mind off problems and difficulties and focus on finding solutions and achieving success.

### **What can you do to get motivated and more enthusiastic?**

Find out where you really need motivation. This means finding out what really matters to you, what actions will bring benefits and improvement into your life and the life of the people around you.

Find what are your real goals in life, but don't forget also to focus your attention on the little things of life, where a little motivation will help too. You will feel better and your life would improve, if you also overcome lack of motivation in small everyday life matters, such as studying in the home ot in the school.



## **METHODOLOGICAL STRATEGIES FOR TEACHING-LEARNING**

### **Problem-based learning**

Problem-based learning is a teaching methodology that actively involves students in the acquisition of knowledge and abilities through the presentation of a complex problem or situation. In order to solve the problem correctly, they must investigate, understand and integrate the basic concepts of the subject. Another version of this methodology is project based learning. In this case, instead of being presented with a problem, in groups, students must develop a project following a set of steps and a logical sequence of actions. The steps and specific sequence to follow is given by the teacher and/or designed by both agents (professor and student) together so as to instil a greater sense of ownership and responsibility. The content is presented as the project advances.

### **Learning contracts**

A learning contract is a formal agreement established between professor and student regarding the attainment of certain learning objectives through a proposal for autonomous coursework. This technique is a tool that encourages students to be committed to their own learning process, adapting the objectives that they wish to achieve. Upon formalizing the agreement by contract, the emphasis is placed on the commitment to the student's professional and personal development of both parties, and this, in the direction that the student desires. It is important to maintain a periodic follow up in each case so that both professor and student can value the process itself.

### **Case Study**

The method of case study is a teaching/learning strategy which tries to bring students closer to reality with the description of a real or hypothetic situation. The case describes a global scenario where multiple variables meet together and which is likely to be the object of study. Students must analyse the situation, recognise the problems and come up with their own conclusions about the actions to be taken, discussing the case with the rest of the team and describing or defending their plan of action orally or in writing. The situation may be presented written, recorded, drawn and with IT or audiovisual support. Study cases may be used as an example of the theory, to put the acquired knowledge into practice or as a tool of evaluation of students' learning. It is a strategy which improves the involvement of students in their own learning process and enables teamwork. It can be used both in small groups and in bigger ones.

## **the lack of motivation in the teaching-learning process**

### **Brainstorming**

Brainstorming is a tool for group work that facilitates the generation of ideas related to a particular topic or problem. The desired result in a session of brainstorming is the accumulation of a great number of ideas whether or not these are applicable in reality. To achieve this, it is necessary to establish a set of rules conduct: all ideas are acceptable and no one can criticize another's ideas.

The participants present new ideas as soon as these occur to them and all ideas are recorded. The brainstorming process ends when no new solutions are generated. It is then that the critical discussion begins, analyzing the value of each contribution made, as well as reflecting upon, and arguing for or against the viability and pertinence of each in terms of its application to the real situation and/or the particular case presented.

### **Role playing**

Role playing is an active learning technique simulating a real life situation. Students can learn difficult concepts through the simulation of a scenario where these concepts must be applied. The teacher provides the information that each students needs about the different characters involved in the representation. During the role play the students interact, taking on the part and perspectives of their characters in order to understand the motivations, interests and responsibilities of each.

Through the exercise the students:

- Learn to collaborate with others to achieve solutions to problems as they arise.
- Learn the roles that they themselves represent.

## **WHY THE TEACHERS DON'T MOTIVATE TO THE STUDENTS?**

The teachers are having problems of motivation, they are not able to motivate completely the students. The teachers need methodological strategies and teaching strategies in the teaching of the English language.

Actually they have got more participation during the class, before the students did not pay attention, they were doing other things or they were talking with their classmate, but it is necessary that the students have more initiative and the teacher more creativity. When the learners are younger they sometimes don't have responsibilities then the teachers should help them and they can do the assignments during the class and outside of the classroom.

Most of the students are getting nervous easily when they are in the class, and don't like to participate. The teachers are very serious and they do less activities during the class, the students are teenagers they are between thirteen and eighteen years old so they need to develop the knowledge and skills themselves, and they can feel motivated and helped by the teacher.

## WHAT IS INTERNAL AND EXTERNAL MOTIVATION

“

The internal motivation is the intellectual curiosity or Epistemic curiosity”.

Dornyei.Z. and Otto. I ( 1998 ) Motivation in Action.

On the other hand the teachers should do a feedback

When they begin the class, because the students

Need to understand something that they did not

Understand in the last class.

“ The external motivation is the reinforcements of the knowledge “.

( Dornyei. Z. and Otto ).

The main argument and differences between internal and external motivation contends that internal motivation is derived from a self-concept, core belief, internal need and development opposed to external motivators which can undermine these motivations. According to Dr. James Gavin a professor at Concordia university, motives need to be additive in effect, which means the more reasons you find to motivate yourself to engage in a behavior, the more likely you will continue with and persist in these behaviors. External motivation are typically not additive.

The differences between internal external motivation, the motivators primarily lie within the reason for doing something. In order for you to ultimately change or improve behavior, you have to understand the reason the behavior. Internal and external factors are important to understanding behaviours, regardless of differences.

When the students are not initially interested in the learning , can be for the type of activity, by the class content, in many cases by their attitude to the participation during the class, but the teacher can influence their students. It is by their own behavior and enthusiasm that they can inspire the motivation, because the Institute does not provide the necessary resources to the professors and the students receive some copy in the moment of the class.

## The lack of motivation in the teaching-learning process

Well some materials designed can be save and used again and again with the two groups of students in the two classroom of the second year at " Maestro Gabriel " Institute. In the vespertine shift some students think that they don't have emotional support when they need, maybe because they have problems in the language learning, is evident that the lack of motivation is a factor existent in all human being and we should help to get motivational strategies with the objective major the teaching-learning of our students

The motivation is a unitary process. One of the most excellent aspects of the motivation is to arrive at a certain and preexisting behavior has to do with the future. The motivation should have contact with the needs and learning exists. Each student differs in his sensitivity, preoccupation, perception, enthusiasm and capacity of learning. Each student will be motivated insofar as it feels it jeopardize his personality and insofar as the information that appears to him means something for him.

The teacher works to provide resources to the students. The communicative approach does role of the teaching partly as a provider of resources. The teacher provides material or ideas to their students to prompt various classroom activities. It is the responsibility of the teacher in our case, the textbooks are not sufficient, teacher collects materials such as pictures, articles, poems, songs, language game from whatever sources they can find, also they have to develop some of their own materials puzzle, group games, complete phrases and others.

**HOW IMPORTANT IS STUDENT'S MOTIVATION?**

Students' motivation is important every day during the class so that they feel motivated and wish to get to learn English. The teaching of the English language in high school is not to learn to speak English very well like in others academies of English or courses of English where the learner's goal is learn to speak English very well.

In the high school the students learn the basic techniques of the English, but the teacher should have the methodological strategies so they get to keep the students active inside of the classroom.

“ Motivating students should be a teacher's primary teaching goal. If students are not motivated during the class it doesn't only affect their learning but their classroom discipline issues. Teachers who have a genuine interest in their students will get the opportunity to discover learning, generally motivating classroom, however there are resources available when you are planning how you will motivate your students to learn.”

Jackson Harding. (Models and strategies for today's classroom).

It is important to consider how the students should be motivated in the class, but the teacher should determine what type of motivation is needed external or internal motivation or both, and they can reinforce the motivation to their student when the they lack of motivation. The teacher should be able to understand what type of motivation they need.

## The lack of motivation in the teaching-learning process

### **HOW THE TEACHER MOTIVATE HIS STUDENTS IN THE CLASS?**

Before the teachers did not have technologic resources, but they had other resources for motivating at their students in the classroom such as: songs´ book, games, dance,competences between groups. These are resources that we are always using with the students, but now we have also the technology like a new motivation´ s strategies in the external motivation. The English teacher can use them in the classroom and this can be a powerfulmotivater, so that He should encourage students use slide show presentation videos or podcast to consolidate their learning.

For the English teachers of the second year they think that the students are motivated, but the students don´t think the same, because they say that the teacher should realize more activities during the class, and they consider that the motivation is important and that the teaching strategies help to increase the level of learning.

The teaching strategies increase the motivation of the students.

The English teachers aren´t dynamic or enthusiastic.

The English teachers aren´t innovators or creative.

The students don´t have work materials.

The teachers don´t do activities for motivating the group.

The teachers should better the teaching methodology.

The teacher can inspire to do things that the learning can be more interesting for the students, and they can encourage them to be come self motivated. They should give frequent early positive feedback that supports students beliefs that they can do well, help students find personal meaning and value in the material, and so create an atmosphere that is open and positive everyday and they can learn more easily with the help of their teacher.

## The lack of motivation in the teaching-learning process

### THERE ARE THREE PHASES IN THE PROCESS OF MOTIVATING.

- 1- Energize In this phase, the teacher enters the learner's world to set the stage for motivation. He creates the right physical environment and energizes himself and the learners.
- 2- Engage-educate is the phase where the teacher performs the little miracles that will engage the learner's interest and promote deep level learning.
- 3- Evaluate-Encourage In this phase, the teacher comes full circle by providing feedback the learner to ensure all of them have something to feel good about, celebrate, and look forward to in future learning.

Characteristic emerge as major contributor to student Motivation.

- Instructor's enthusiasm
- Relevance of material
- Organization of the lesson
- Active involvement of students
- Rapport between teacher and student
- Use appropriate, concret and understandable

### GENERAL STRATEGIES

- Capitalize on students' existing needs
- Make student active participants in learning
- Ask students to analyze what make their classes more or less motivating

The teachers, must **develop strategies, encourage** , and find ways to motivate students to reach their potential, their goals and their dreams.

However, having said that, students must also share the **responsibility** by doing some things for themselves, such as:

\* Set realistic goals for themselves, (based on their desires, not on what others may say)and thus become more motivated to attain their goals.

\* Understand that achieving one's goals takes work and may involve some **risk**. Learning is work and can be risky to your self esteem when you try something new, admit you don't know something and have to ask for help.



The lack of motivation in the teaching-learning process

## CREATE STUDENTS` MOTIVATION IN THE CLASSROOM

There are so many ways for you to develop students` motivation:

Motivational Strategies:

1. **Encourage** to the students find their own learning` goals.
2. Give students more **control** - create their own personal choices. Establishing their own rights, is a very resourceful motivational technique. We are talking about students choosing their own ways (with your agreement of course) of completing assignments, learning new or complex tasks, etc.
3. As much as possible relate assignments and class projects to **real life** situations.
4. Practice the **assertive discipline** (positive discipline)
5. Of course most teachers will come across students who will be very difficult to motivate and who will not care about what happens in school. You have to create **incentives**. There are ways to motivate students such as these.

Doing unique activities, creating situations where they can work in small groups, creating a **reward system** are just a few ideas as work with the students.

Teaching in primary grades is quite different than in junior grades and so is student m

6. Having students help with some of the many jobs that need to be done in the classroom, will not only make your life as a teacher easier but classroom jobs are also a **great student motivational tool**.
7. Games are fabulous classroom **team building** activities which are great for creating motivation in the classroom. It's amazing how it does wonders for students' self esteem and camaraderie.
8. Another of the favorite classroom activities for team building are a classroom meeting that is called Special Talk and Student of the Week . The students **love** it! This is another excellent student motivational tool.
9. Always remember that humor in the classroom is a great way to motivate students.
10. Motivating students to read has always been a **challenge** for teachers. Motivating students to read doesn't have to be taxing and stressful.
11. Another great motivational tool is using the smartboard to deliver your lessons. It's great for encouraging student participation and interaction.

## The lack of motivation in the teaching-learning process

### **HOW THE TEACHERS SHARE THE EXISTING OF THE TEACHING WITH THEIR STUDENTS?**

Well teaching English to very young learners is a great adventure and an existing challenge for the teachers and learners, the teachers are in many ways like mountain climbers then we can say that both mountain climbers and teachers are driven by a passion to achieve their goals, both must plan, train, work individually and with others and rely on their own creative intuition as well as research, after all intuition goes only so far to keep one alive at school in a class with 35 or 40 students where the motivation can be very complex by the number of students in this case the teacher can use motivational strategies of group.

When the teachers don't have resources to motivate into the classroom, they have to be creators and innovators, but in this Institute the teachers always are writing on the whiteboard and the students aren't interested about the class the practice is very different to what that they say.

### **THE ENVIRONMENT IN THE LEARNING PROCESS.**

Learning environment can be a factor very important in the learning of a language. Although we may not be able to choose our actual classroom, we can still do a lot about the emotional atmosphere of our lesson and the learner's natural interest. Both of these can have a powerful effect on the initial and continuing motivation of students, when students walk into an attractive classroom at the beginning of a class it may help to get the motivation in the learning teaching process going. When they come to an unattractive place motivation may not be initiated in this way.

We can decorate even the most unattractive classroom with all kinds of visual material to make them more agreeable as learning environments. We can still change the atmosphere through such things as the use of music, even the innovability of the furniture can be ameliorated by having students get up and walk around the room when this is appropriate.

The institute has new structure, good chairs, and a good environment in the classroom, but the teachers lack of didactic material, they only have books and pamphlets sometimes, we think that they need major resources so they can feel motivated to continue teaching in this Institute. If the teachers don't have the necessary resources it is very difficult that they can develop the class with success.

## The lack of motivation in the teaching-learning process

### **TEACHER'S PERSONAL CHARISMA**

The emotional and spiritual characteristics are the best tools to motivate students, is important consider the way teacher walks including the sound of the voice, the expression that he uses when he is sharing his knowledge with the students, how he moves around the classroom, because the reaction of the students will depend of the actuation of the teacher.

Also the teacher should remember that the eyes can send powerful messages to the learners. They can portray your deepest feeling the teacher should be sure that they do not portray any negative feeling toward the students, the teacher should share interesting activities and so discover where your own personal charisma lies, and use it to cast a magic spell as soon as English class begins. The English teachers are very serious. They don't interact with the students.

The teacher can do activities such as: Reading using the CD, Games with songs, write phrases in a piece of paper and interact with the students.

Also the teacher needs to have resources in the teaching-learning process, books, tape recorder, video, computer, tables etc.

## TYPES OF MOTIVATION

There are two types of motivation these are:

### Internal motivation:

Internal motivation, as the name suggests, comes from within. An internally motivated person is inspired by staying true to their own core values, interests, and doing the things which they love the most. When you are doing the things that you enjoy, for reasons which resonate with your authentic self, it's easy to remain motivated, and little willpower is needed to take the actions that are necessary to achieve your goals.

For example; when you are motivated intrinsically you have fun and look for skill development and competency, personal accomplishment and excitement. As well when you learn a new game and seek to play it often because it excites you to think differently and work internally to develop your skills, you are motivated by intrinsic measures.

### External motivation:

External motivation, on the other hand, comes from outside the self. It includes things like money, recognition from other people, prizes, trophies and awards etc. While all of these things are nice, the problem with relying on them as your main source of motivation is that for the most part, the sense of fulfillment they provide is temporary. If you are going down a path that's not in alignment with your real goals, just because you want the rewards that you think it'll give you may find that these rewards aren't worth very much once you get them. At this point, your motivation to continue will suffer drastically, if the goal isn't something that you're also interested in for its own sake.

For example; trophies, medals, money, discounts, grades, entrance to programs or school, higher commission percentages, new games in the school, recognition based on good behavior, grocers use discount cards and coupons to save you money, in the students it is important that the teachers encourage each activity with them.

## The lack of motivation in the teaching-learning process

### **HYPOTHESES**

The lack of motivation is affecting the active participation and the interest of the students in the English learning. They need an effective motivation that contributes to major the teaching learning process of English language.

## **The lack of motivation in the teaching-learning process**

### **POPULATION AND SAMPLE**

The population of second year in the vespertine shift at Maestro Gabriel Institute is 80 students. According to the students population of 80 students, we took a sample of 25% which is 20 students to answer the questions and two English teachers. We will get the information with interviews and surveys.

## VARIABLES SYSTEM

VARIABLE	SUBVARIABLE	INDICADORS
General Information	Age	<ul style="list-style-type: none"> <li>• 13-14</li> <li>• 15-16</li> <li>• 17-18</li> </ul>
	Sex	<ul style="list-style-type: none"> <li>• Male</li> <li>• female</li> </ul>
Educational factors	Teaching- learning activities	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual work</li> <li>• Short dialogues</li> <li>• Short questions</li> </ul>
	Teaching -strategies	<ul style="list-style-type: none"> <li>• Feedback of learning</li> <li>• Provide reinforcement</li> <li>• Change of activities</li> <li>• Repetition of new words</li> <li>• Use of the dictionary</li> </ul>
	Classroom activities Students´ participation	<ul style="list-style-type: none"> <li>• Very little</li> <li>• Sometimes</li> <li>• Never</li> </ul>
	Teacher´s Charisma	<ul style="list-style-type: none"> <li>• Enthusiastic</li> <li>• Dynamic</li> <li>• Boring</li> <li>• Positive</li> </ul>
Educational factors	Didactics resources	<ul style="list-style-type: none"> <li>• Books</li> <li>• Pamphlets</li> <li>• Videos</li> <li>• Tape recorder</li> <li>• Illustrations</li> </ul>
	Learning Environment	<ul style="list-style-type: none"> <li>• Attractive classroom</li> <li>• Noiseseless</li> <li>• Illumination</li> <li>• Order in the classroom</li> </ul>

### **METHODOLOGY**

Our investigation is descriptive, because we are making use of the interviews, surveys, and questionnaires to obtain the information that we need of the students and teachers. The results of this information will reflect if in real life The lack of motivation is affecting the teaching-learning process in the most students of high school.



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# The lack of motivation in the teaching-learning process

## **INTRODUCTION**

The purpose of the following research done at Maestro Gabriel Institute located in Managua jurisdiction of the department of Managua is approach students the lack of motivation in the teaching learning process in the classroom during the English's class, and cover some important aspects concerning the development and application of adequate strategies for motivating the students' active participation, in addition if the teachers have the didactic resources that they need in the English language teaching to their students.

According to the data collected in our investigation we expect to contribute better the motivation in the learning-teaching process of the English language in Nicaragua. It is important that the students and teachers have an excellent interaction and a communicative participation during the class.

## The lack of motivation in the teaching-learning process

### **JUSTIFICATION**

In the actual world education has had a lot of changes. We consider that the motivation is part of these changes, the teachers should understand that the lack of motivation is a factor that is affecting the students' interest to learn the English language ; therefor, The teachers should promote and focus the students' participation in the differents levels of learning with motivation in the classroom,so the teachers can better the teaching and the students get a major learning during the teaching - learning process.

## The lack of motivation in the teaching-learning process

### DEFINITION OF MOTIVATION

The motivation can be described as behaviours that illustrate interest, enthusiasm, appreciation or dedication.

Motivation in general is the process that plays a important role in the individual's choice and continued engagement in particular activities that the teacher does for motivating the students, who simply lack the motivation and often attribute these motivational deficiencies to causes that are beyond their control such as poor parenting or weak personality characteristics, also teachers often see the individuals as semi-autonomous begins with stable personalities that are resistant to environmental influences

The passive teachers and passive students are the result the lack of motivation in the teaching-learning process is important to know when a teacher is passive or active or a student is passive or active.

Passive teacher is who doesn't motivate the students. He always is trying to evade responsibilities. He doesn't help to his students. He isn't dynamic. He doesn't support the curricular tasks.

Passive student is a student who doesn't have interest in the activities into the classroom. He doesn't like to participate in the different activities, and he prefers to be absent of the class.

Active teacher is a person very active and dynamic. He always is helping the students in the different activities and tasks of the school, he contributes in the education of the students.

Active students are students very dynamic, active. They like to interact with their classmate. They like to participate in all the activities and tasks, and they help their classmate when they don't understand the instructions.

## The lack of motivation in the teaching-learning process

### TEACHING- LEARNING PROCESS

Essential aspects of the teaching-learning process

It is important to examine the teaching-learning process, as was proposed by Diana Laurillard 1993- 1994. she argues that there are four aspects of the teaching-learning process:

- a) Discussion - between the teacher and learner.
- b) Interaction - between the learner and some aspect of the world defined by the teacher.
- c) Adaptation - of the world by the teacher and action by the learner.
- d) Reflection –on the learner’s performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

When we are talking about of the teaching-learning process, then we say that the teacher and learner are the actors principals of the movie, because they will do the work of the interaction and participation step by step.







TABLE FOR MTRIX INFORMATION

N°	shift		Sex		Age			Teacher Motivates the Class		Lock of Motivation		Effective Learning		Teaching- Learning Activities		Activities Importance		Adequate Methodology		Teacher is Boring or Dynamic		Influence of the environment		Didactic Resources			
	1	2	M		1	2	3	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	3	4
1.		1	1		1				1	1			1	1			1		1				1		1		
2.		1	1		1				1	1		1			1	1		1		1			1	1			
3.		1		1	1			1			1		1		1	1			1	1		1		1			
4.		1	1		1				1	1			1	1			1		1		1	1		1			
5.		1	1		1				1	1			1	1			1		1	1			1	1			
6.		1		1		1		1			1		1	1			1		1		1		1			1	
7.		1		1		1			1	1		1			1	1			1		1	1		1			
8.		1		1		1		1			1		1		1	1		1		1			1	1			
9.		1		1		1		1		1			1		1		1		1		1	1			1		
10.		1		1		1			1	1			1	1			1		1	1			1		1		
11.		1	1			1			1	1		1			1	1		1		1		1			1		
12.		1	1			1			1	1		1			1	1		1		1			1	1			
13.		1	1			1			1		1		1		1	1		1		1			1	1			
14.		1		1		1			1		1		1	1			1		1		1	1		1			
15.		1	1			1			1		1	1			1	1		1		1	1		1		1		
16.		1	1			1			1	1			1		1	1		1		1		1		1			
17.		1	1			1			1	1			1		1	1		1		1	1		1		1		
18.		1		1			1		1	1		1			1	1		1		1	1		1			1	
19.		1		1			1	1			1	1			1	1		1		1	1			1		1	
20.		1		1			1	1		1			1		1	1		1		1	1		1		1		
Total		20	10	10	5	12	3	6	14	13	7	7	13	6	14	19	1	8	12	14	6	12	8	13	7	-	-

## CODIFICATION

Shift:

- 1- Morning
- 2- Afternoon

Sex:

- 1- Male
- 2- Female

Age:

- 1- 13-14
- 2- 15-16
- 3- 17-18

Teacher Motivates the Class:

- 1- Yes
- 2- No

Lock of Motivation

- 1- Yes
- 2- No

Effective Learning

- 1- Yes
- 2- No

Teaching- Learning Activities

- 1- Yes
- 2- No

Activities Importance

- 1- Yes
- 2- No

Adequate Methodology

- 1- Yes
- 2- No

Teacher is Boring or Dynamic

- 1- Boring
- 2- Dynamic

Influence of the environment

- 1- Yes
- 2- No

Didactic Resources

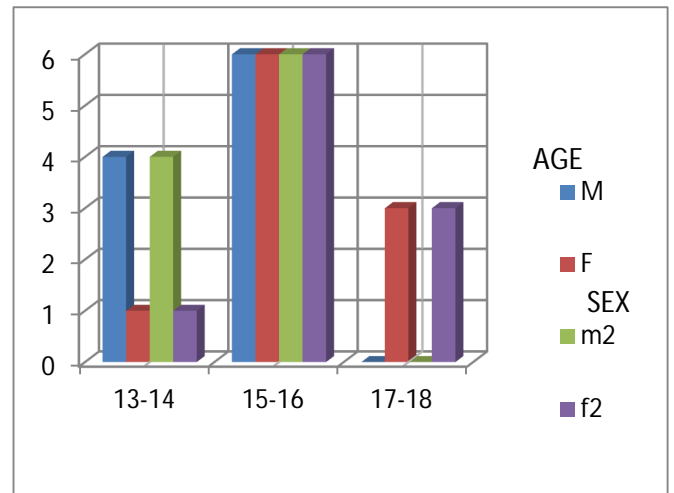
- 1- Books
- 2- Pamphlets
- 3- Tape recorder
- 4- Illustrations

## ANALYSIS OF THE RESULTS

The information collected of the surveys given to the students from II year at “Maestro Gabriel” institute will reflect the results of the research about the lack of motivation in the teaching- learning process.

### 1. General Information

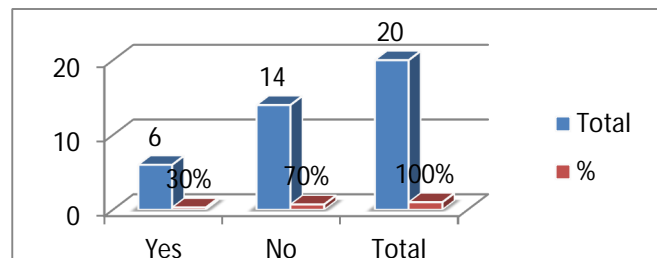
	Age		Sex	
	M	F	M	F
13-14	4	1	4	1
15-16	6	6	6	6
17-18	-	3		3
Total	10	10	10	10



We are working with students whose ages are from 13 to 18 years old and we can observe that the 50% of the students is male and 50% female.

### 2. Do you think that the teacher motivate the class?

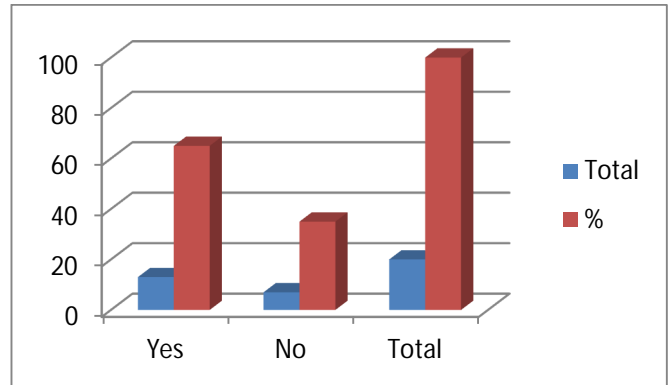
	Total	%
Yes	6	30
No	14	70
Total	20	100%



The 30% of the students said that they think teacher motivates the class, but the 70% of them think that teacher doesn't motivate the class.

3. Do you believe that the lack of motivation affect the student's learning?

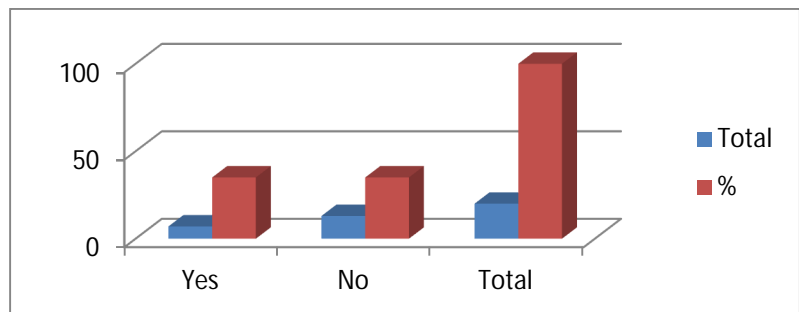
	Total	%
Yes	13	65
No	7	35
Total	20	100



This result reflect that the 65% of the students said that the lack of motivation affect the students` learning and the 35% of them said that this doesn`t affect the students` learning.

4. Do you believe that the learning is effective when the teacher doesn't motivate the class?

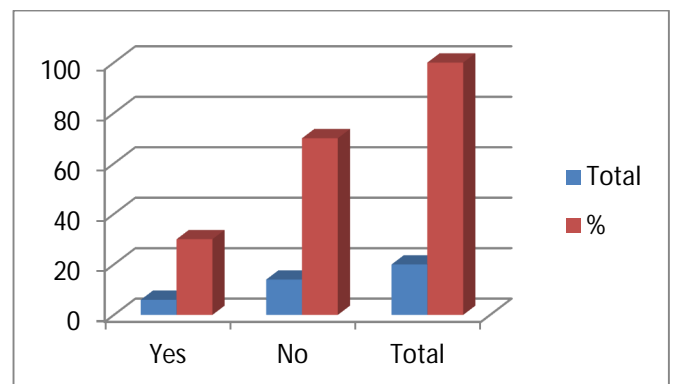
	Total	%
Yes	7	35
No	13	65
Total	20	100



We can see 35% of the students said that the learning is effective when the teacher doesn't motivate the class but the 65% of the students said that the learning isn't effective when the teacher doesn't motivate the class.

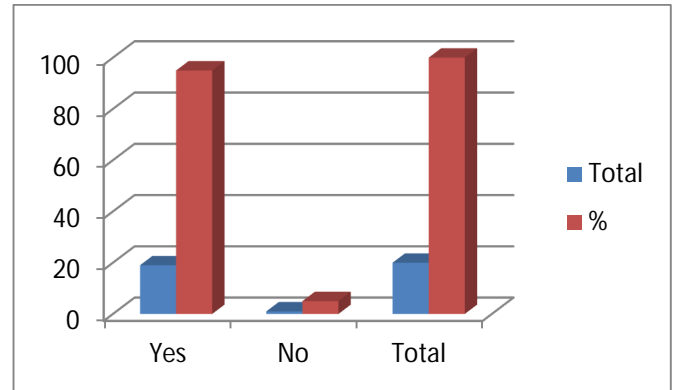
5. Does the teacher realize teaching-learning activities?

	Total	%
Yes	6	30
No	14	70
Total	20	100



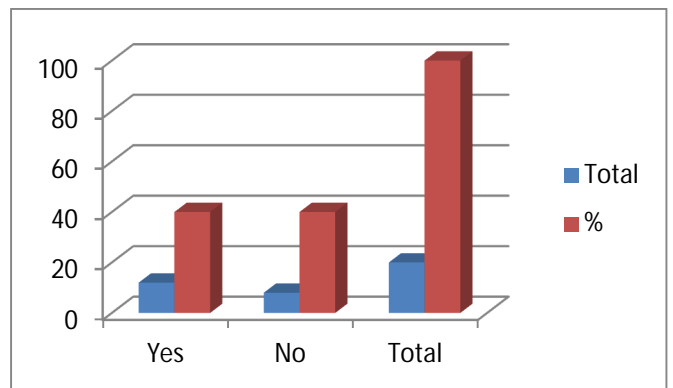
6. Do you think the teaching-learning activities are important?

	Total	%
Yes	19	95
No	1	5
Total	20	100



7. Does the teacher use adequate methodological strategies?

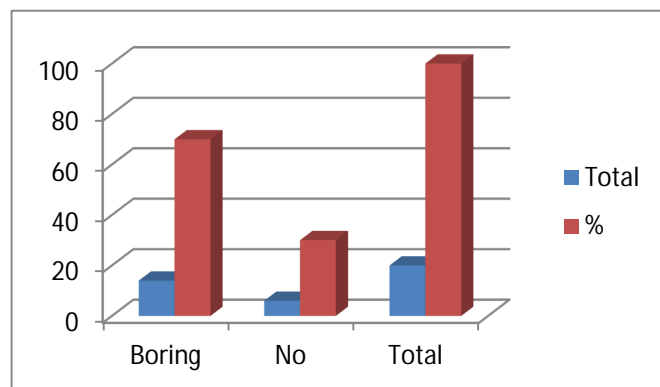
	Total	%
Yes	12	40
No	8	60
Total	20	100



The 40% of the students said that the teacher use adequate methodological strategies, but the 60% of them said that the teacher doesn't use adequate methodological strategies.

8. Is the teacher boring or dynamic?

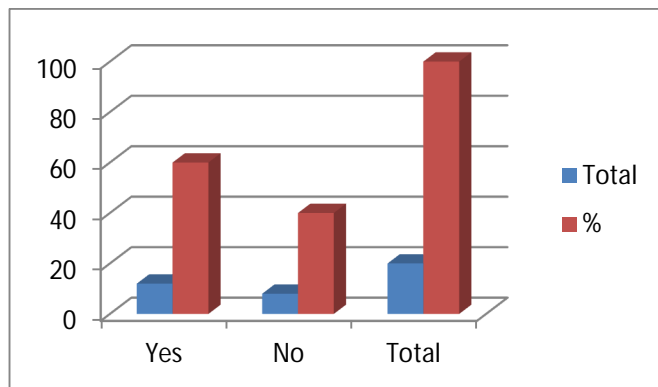
	Total	%
boring	14	70
dynamic	6	30
Total	20	100



The 70% of the students consider that they have a boring teacher and the 30% of the students said that the teacher is dynamic.

9. Do you think that the classroom environment influence the teaching- learning process?

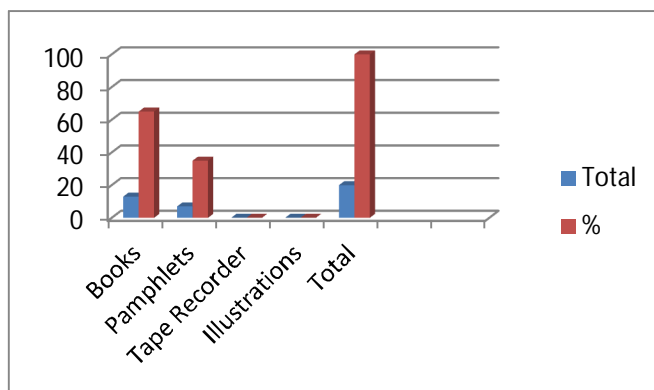
	Total	%
Yes	12	60
No	8	40
Total	20	100



The 60%of the students said that the environment influence the teaching-learning process, for example, noises, illumination, etc. the 40% of the students said that the environment doesn't affect the teaching-learning process.

10. Does the teacher use some of the following didactic resources?

	Total	%
Books	13	65
Pamphlets	7	35
Tape Recorder	--	--
Illustrations	--	--
Total	20	100



The teacher only use books and pamphlets, the students said that the teacher use with more frequency the books and sometimes the pamphlets, these are the materials that the teacher use in the English class

**TABLE FOR MATRIX INFORMATION  
(TEACHER)**

N°	Age		Sex		shift		Students' Lock of Motivation		Students' Participation		Activities Increase students' interest		Institute provides the material		The teacher does activities		Lack of motivation the learning		Teachers' creative or enthusiastic		The students' feel motivated		Environment affect the learning		Students should be motivate		Activities into the classroom			
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	3	4
1.		1	1	-	-	1	1	-	1	-	1	-	-	1	-	1	1	-	1	-	1	-	1	-	1	-				
2.	1	-	1	-	-	1	-	1	1	-	1	-	-	1	1	-	1	-	-	1	1	-	-	1	1	-				
<b>Total</b>	1	1	2	-	-	2	1	1	2	-	2	-	-	2	1	1	2	-	1	1	2	-	1	1	2	-				

Age:  
1- 30-40  
2- 41-50

Sex:  
1- Male  
2- Female

Shift:  
1- Morning  
2- Afternoon

Students' Lock of Motivation  
1- Yes  
2- No

Students' Participation  
1- Yes  
2- No

Activities Increase students' interest  
1. Yes  
2. No

Institute provides the material  
1- Yes  
2- No

The teacher does activities  
1- Yes  
2- No

Lack of motivation the learning  
1- Yes  
2- No

Teachers' creative or enthusiastic  
1- Creative  
2- Entusiastic

The students' feel motivated  
1- Yes  
2- No

Environment affects the learning  
1- Yes  
2- No

Students should be motivate  
1- Yes  
2- No

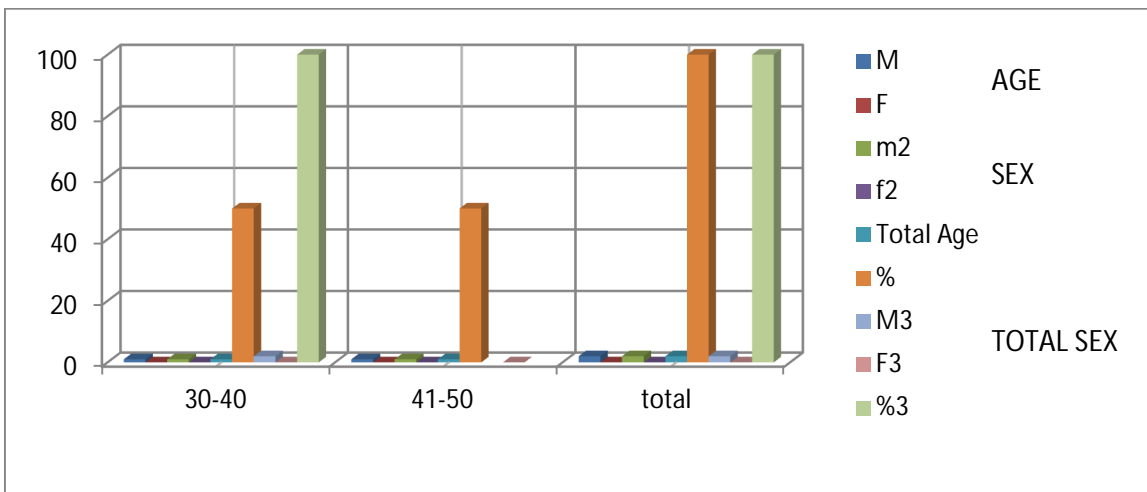
Activities into the classroom  
1- Short dialogue  
2- Short question  
3- Group work  
4- Pair work

## PROCEDURE FOR PROCESSING INFORMATION

The following results will reflect the information collected from the interview done to two English teachers, who are teaching the English class at Maestro Gabriel Institute.

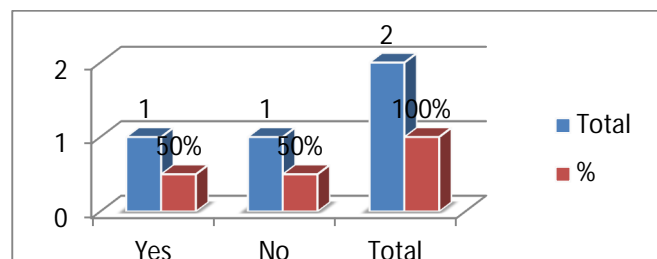
### 1. General Information

	Age		Sex		Total	%	Sex		%
	M	F	M	F			M	F	
30-40	1	-	1	-	1	50	2	-	100
41-50	1	-	1	-	1	50	-	-	
Total	2	-	2	-	2	100	2	-	100



### 2. Do you believe that is there lack of motivation in the classroom?

	Total	%
Yes	1	50
No	1	50
Total	2	100

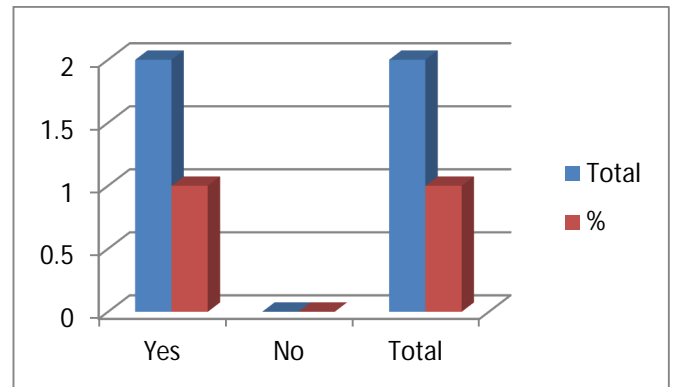


The 50% of the teachers think that there is lack of motivation



3. Do you think that the lack of motivation is a factor that affects the students` participation?

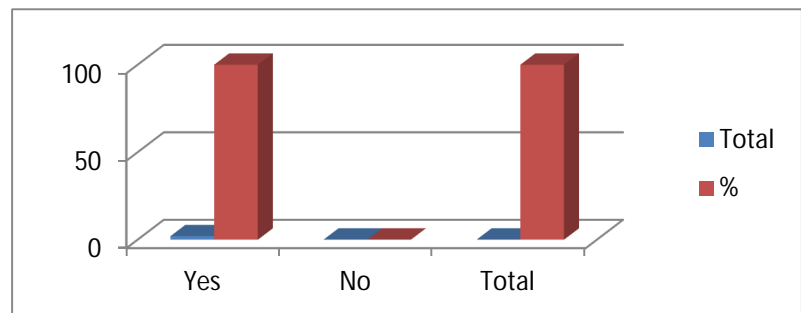
	Total	%
Yes	2	100
No	-	-
Total	2	100



The 100% of the teachers think that the lack of motivation affects the students` participation

4. Do the activities increase students` interest in the English Learning?

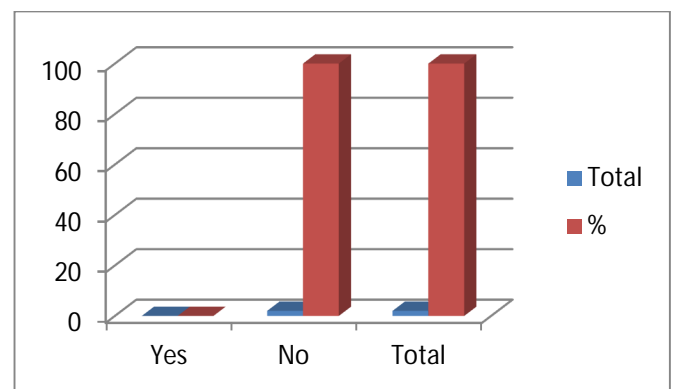
	Total	%
Yes	2	100
No	0	0
Total	2	100



The two teachers said that the activities increase the students` interest

5. Does Institute provide the didactic material?

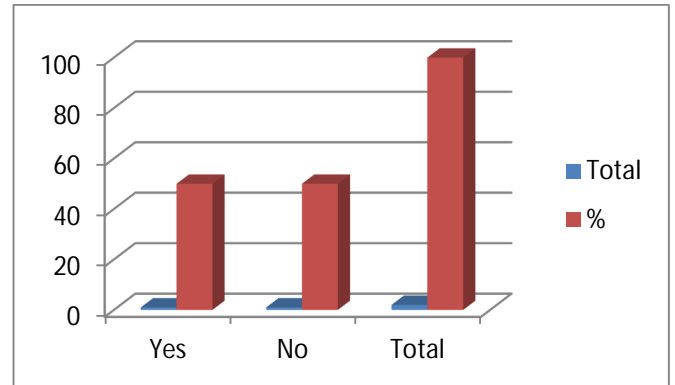
	Total	%
Yes	0	0
No	2	100
Total	2	100



The 100% of the teachers said that the Institute doesn` t provide the didactic material

6. Have you ever created some activity to get students` participation?

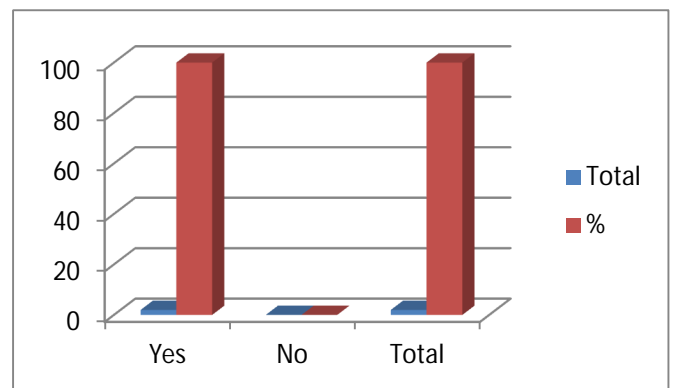
	Total	%
Yes	1	50
No	1	50
Total	2	100



50% of the teachers said that they have created some activities into the classroom

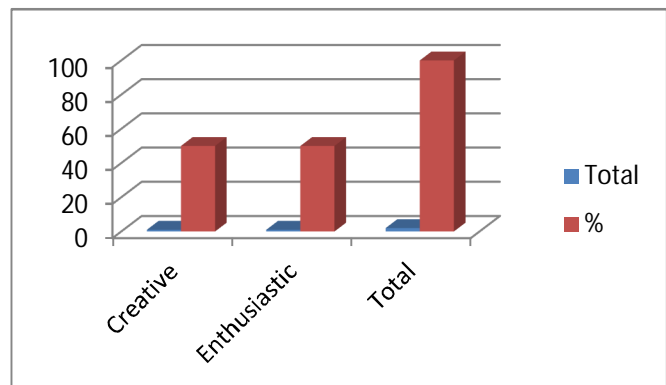
7. Do you think that the students` lack of motivation affect the English learning?

	Total	%
Yes	2	100
No	-	-
Total	2	100



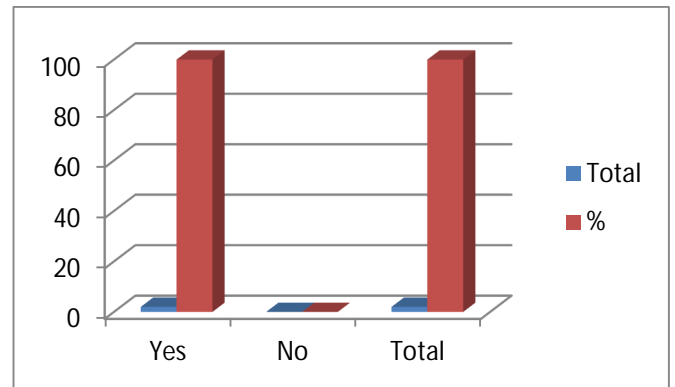
8. How do you consider a creative teacher or an enthusiastic teacher?

	Total	%
Creative	1	50
enthusiastic	1	50
Total	2	100



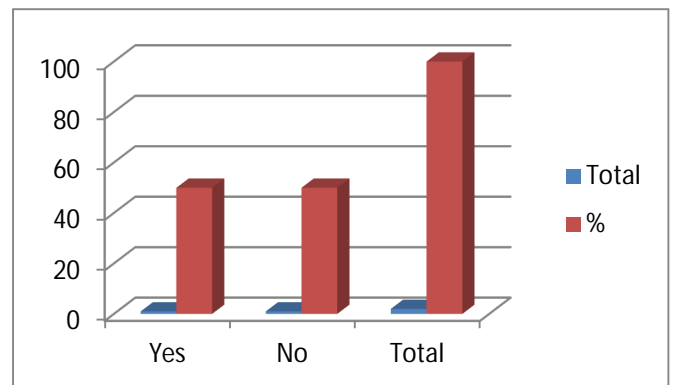
9. Do you think that the students feel motivated with the teaching methodology that you are using?

	Total	%
Yes	2	100
No	0	0
Total	2	100



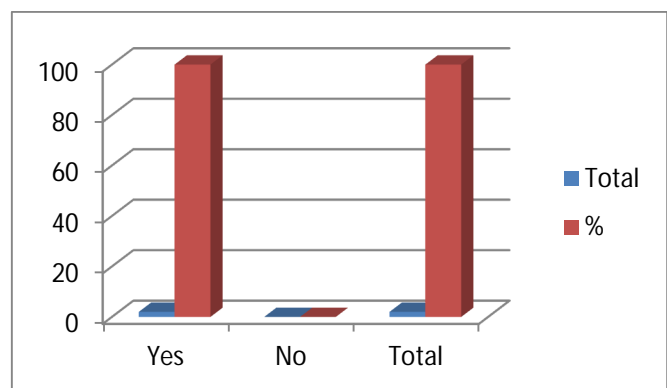
10. Do you think that classroom environment affect the students' learning?

	Total	%
Yes	1	50
No	1	50
Total	2	100



11. Do you believe that the students should be motivated when they are learning a Language?

	Total	%
Yes	2	100
No	-	-
Total	2	100



12. Do you realize some of the following activities?

	1	2
	Group work	Short dialogue Short question Pair work

The 50% of the teachers realize activities only of group and 50% realize three activities of the four reflect in the interview.

## Methodological strategies for teaching-learning

In this module you will find a list of methodologies which can be useful for education development.

- [Problem-based Learning](#)
- [Buzz group](#)
- [Learning Contracts](#)
- [Case Study](#)
- [Role Playing](#)
- [Concept Maps](#)
- [Pyramid](#)
- [Brainstorming](#)
- [Portfolios](#)
- [Poster](#)
- [Jigsaw](#)
- [Roundtable](#)
- [Inquiry-based learning](#)

## RECURSOS

- "Teaching organization
- Aula Global.
- Teaching plan.
- Methodological strategies for teaching-learning.
- Bibliographic Resources.
- UPF Electronic Resources.
- Other resources.

## OPEN APLICACION PERIODS

- Teaching Innovation Conferences.
  - Training for Teachers.
  - Helps
- 
- Towards the Competence-Methodology-Evaluation Alignment in Telematic Engineering Subjects.
  - Creation of materials and Web support for the improvement of the teaching activity in the schools

## The lack of motivation in the teaching-learning process

### Motivational Strategies Designed to Improve Classroom Behavior and Academic Outcomes

Motivation can be defined as the ability to keep trying even when faced with difficulties. Lack of motivation is often a primary contributor to academic failure. Educators often think of academic motivation as a fixed internal state, when in fact teachers can have a definite impact on student motivation through their words and actions.



- Analyzing/Improving Teaching
- Book and Video Reviews
- Cooperative Learning/Using Groups Effectively
- Course Development and Design
- Course Evaluation and Feedback
- Course Examinations and Testing
- Critical Thinking
- Developing Departmental Handbooks
- Discussion Leading
- Diversity
- Engaging Students
- Essays on Teaching
- Grading

## The lack of motivation in the teaching-learning process

- Inspirations for Teaching
- International Teaching Assistants
  
- Learning Styles
- Lecturing
- Plagiarism/Cheating
- Problem-Solving
- Student Preparation and Participation
- Summer Session
- Teaching Portfolios
- Teaching Specific Disciplines
  - Anthropology
  - Foreign Language
  - Mathematics
  - Religious Studies
  - Science/Labs
- Teaching Tips
- Technology — Includes e-mail, web-based applications, and electronic feedback
- Undergraduate Student Focus Groups
- Writing — Includes creating and grading assignments

## **The lack of motivation in the teaching-learning process**

### **CONCLUSION**

According to the analysis of the data obtained in our surveys and interviews done to teachers and students, we give the following conclusions.

- The students aren't motivated and more than the 60% think that the teacher need to use new motivational strategies in the classroom.
- The 50% of the teacher said that the lack of motivation is affecting the students' participation
- The institute doesn't provide didactic material
- The teachers don't do teaching activities
- The teachers and students said that the teaching-learning process is more effective when the motivation is present.
- The teachers don't have the necessary didactic resources.
- The teachers are passive
- The students don't participate in the class.
- The students don't have interest in the English learning.



## The lack of motivation in the teaching-learning process

### RECOMMENDATIONS

*After of obtain the information,we analyse the results of our research, so that we give some recommendations and we expect that contribute better the teaching strategies and motivational strategies with the objective increase the students´motivation.*

- *The Institute should provide the didactic material to the teachers.*
- *To challenge teachers and students to make a more practical class using the didactic resources.*
- *The class shouldn´t be macachnique,this should be creative.*
- *Avoid too much write on the board.*
- *To increase the activities in the classroom*
- *To develop sufficient materials to create a comfortable classroom atmosphere.*
- *Facilitate students materials more practical to realize with exit the learning.*
- *Promote seminay of Humans Resources to the teachers.*
- *Give more example in the class.*
- *Keep positive with students´question.*
- *To be more dynamic and innovator*
- *Move around the class during the explanation.*
- *Promote the interaction teacher-student*
- *To realize oral practice activities and communicative learning.*

**The lack of motivation in the teaching-learning process**

**DEDICATORY**

***This work is dedicated to our Dear teacher George Crisanto, who has helped us in so many ways ,He has given us the knowledge in each step of the research, and he has been patient, assistance with our effort to finish this work.***

***Thank you for your dedication with us, we feel more motivated to continue encouranging the English Teachers to increase the students´ participation into the class, and we together with the students to be best every day, because the teaching-learning is a hard work in the education of our country.***

***Thank you, for your help.***

**the lack of motivation in the teaching-learning process**

**GRATIFUL ACKNOWLEDGMENTS**

***We are very grateful for the help of our teacher George Crisanto, who has made it possible every day and finally we finish this thesis. He was always supporting us all the time with his knowledge, while we spent many hours working and finding information for our final presentation.***

***We wish to express our gratitude to our teacher Rolando Fuentes who has been an important figure during the English career, and he has encouraged us when we felt failed in this goal important of our lives.***

***We can't forget the most important of all, God so we grateful to him who has given us the talent all the time. We have been working very hard in this thesis with the proposal to finish it with success, and we can see our effort concluded.***

***Thank you forever***

**The lack of motivation in the teaching-learning process**

**Chronogram of work**

Content	Date		
	Month	Day	Year
Problem and sub problems	August	10	2011
Theme	<u>August</u>	17	2011
Objectives			
General Objective	August	15	2011
Specific Objectives	August	18	2011
Historical Background	September	02	<u>2011</u>
<u>Theories</u>	September	10	2011
Hypotheses	September	28	2011
Population and sample	October	5	2011
<u>System</u> of variables. indicators	<u>October</u>	15	2011
<u>methodology</u>	October	19	2011
Presentation Oral and writer	<u>November</u>	12	2011
Surveys and interview	November	12	2011
Apply Instruments	November	14	2011
Process of the information	November	16	<u>2011</u>
Results Finding	November	22	2011
Conclusions	November	<u>28</u>	2011
Recommendations	November	30	2011
Predefense	December	03	2011
Complete research work for defense	December	10	2011

## OBSERVATION IN THE CLASSROOM

Observer's Name:

Shift:

School's Name:

Subject:

Grade:

Date:

I-Environment's conditions.

We could observe that sometimes the students are disturbed with the cars' noiseless, and they don't pay attention.

The Institute have been remodeled so that the classrooms are in good conditions, these have windows with its blind, the students have their chairs, whiteboard, illumination.

The environment is very good, but the students don't have the necessary material.

II-necessary resources.

The students don't have a student book or exercises book.

The teachers don't have didactic material because the Institute doesn't provide this material.

Sometimes the teachers give copies to the students.

The teachers value the participation and the homework done by the students.

The students participate in the homework assigned by the teacher.

The groups are very big, each classroom has 39 or 41 students,

For the teacher is very difficult control groups very big.

The teacher lack of motivation. He said us that the motivation is more effective in small groups.

## **ANNEX**

