UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
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RECINTO UNIVERSITARIO RUBEN DARIO

ENGHISH DEGREE

SEMINAR

Professor`s name:

Raul Ruiz Carrion

Participants:

✡ Esmirna Rivas
✡ Mauricio Rayo.

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ABSTRACT

This study was done to investigate at Ruben Dario high school the students´ perception of their motivations and attitudes toward the English learning. All the information was processed using different data in a qualitative way like classroom observation, interviews, etc.

The population was 65 students total divided in two classrooms but we choose the section "A" from two seventh grades, then we use the random method to apply the survey. We made a raffle with the students to choose how many of them were going to participate in the sample, finally the sample was fifteen students from thirty students of the seventh grade in the section "A" and the teacher at Ruben Dario school in Tipitapa.

In conclusion in this research it was found that the main factor of the lack of students, the English the subject is new for students of seventh grade and the teacher did not do interesting activities to get the attention of the students during the class, besides they did not participate in class activities frequently. The main recommendation to the teacher is to mix creative activities and make students to participate all the time with . At the end of this research we have also included other recommendations.

I. INTRODUCTION

The English language has become a main requirement for students and job seekers in the increasingly globalized world. In order to meet the needs for international communication.

The teaching process of English language is a hard task for the teachers nowadays because they have to find different activities to improve the English language in the classroom and make it interesting for the students. Many teachers are facing problems with the students because they are not motivated about the English class and teachers are trying to look for help to increase the motivation in the class.

As everybody knows the most important tool in a classroom is motivation. When students are motivated they got involved in the topic, the teacher is developing at that moment, but when they are bored they do not care about the teacher explanation or they do not pay attention and even though they do not participate in the activities to increase their knowledge.

This research was the main way to find solutions about the problems related to low motivation in the English class and improve the knowledge in how to motivate the students to get them involved in the development of the different contents in the English class. These reasons made us to go deeper in the research and it kept us motivated until the end.

II. Problem and the research topic

Problem:

Lack of motivation in the English class

Research topic:

Analysis of factors that provoke the lack of students `motivation in the learning process of English language in the seventh grade of Ruben Dario school in Tipitapa, during the second semester 2011.

III. Setting of the problem

Nicaragua is a country in which Spanish is the mother tongue. There are certain areas that Creole English is spoken such as the Atlantic Coast. In all the country the Educational System is not efficiently because the budget is very small as a result schools in general have low incomes and very limited source of materials to use in classrooms. The teacher has to work with overpopulated classrooms with no conditions

Specifically speaking of English as a subject, it is not taught in primary school because of the low budget that the nation assigned and school are more interested on teaching only Spanish and other subjects .It is until secondary school that students start learning English and because they do not know anything about it, they feel uncomfortable, unmotivated and think that English is difficult to learn.

The lack of students 'motivation is a problem that is affecting the performance in the schools in the English class. The students from seventh grade at Ruben Dario school are not motivated sufficiently in the English class, that causes the teacher get worried about it because they do not participate in class, they do not bring their homework to the class, and they do not like to speak in front of the class, they act such as they do not care about the class.

The school has a technological laboratory but the computers there are not enough for the students. It has only twenty computers, so the teacher cannot take them to the laboratory because she couldn`t develop the content at once, it means the teacher do not have resources in the school, the students require text books but the Minister of Education does not provide these kind of sources, the teacher have gotten some text books and she sometimes ask students to make copies, which is difficult for them due to not all students have the possibility to do it, they do not have enough money. The lack of a plugs in the classroom avoid the develop of the listening skill or watch videos therefore they make a discussion group.

Why students feel uncomfortable in the English Class?

How students feel with the new subject?

The lack of self confidence in the students provoke that they do not pay attention to the class and if they do, then they are afraid to participate because they think they are doing wrong. The change that the students have from elementary school to high school is the main factor that affect to students in the involvement in the English class because this is a new subject for them and when they do not understand they feel boring and scare about it when they are really worry about passing to the other level. The school had enough chairs at the beginning of the year but they had destroyed these so in the second semester they have been having lack of furniture that`s why they feel uncomfortable and think they need to be outside most of the time doing nothing.

The help from their parents was not enough during this semester it`s maybe they do not understand this subject or because they are really busy working to support the house and their families.

In addition to that parents are not that involved on their children learning process. In most of the cases, it is because the educational level they have and others because they are not aware of the importance of English nowadays. Something we have to take in considerations are different reasons like they are working all day or just do not care about education at all

These factors have been a wall for students to increase the English level and be able to face real life situation or mastering the English as a second language and a big obstacle to the teacher to develop the class.

IV. JUSTIFICATION

English is an important tool to face the process of globalization, but the way how teaching in the classroom is the way how the students think about English. With this research many people, like teachers, students could benefit and help to increase motivation to learn English.

Sometimes many teachers feel frustrated because their students do not increase the participation in the classroom which means they are getting motivated about it, in this research teacher can find some factors that affect this process and also they can take some recommendation or activities that help motivate students to get involved in the development of the English class in a satisfactory way.

Not only the students and teacher can be beneficiaries but also principals and other people who have relationship with this education problem can use this work like guide to resolve the problem or know alternatives to face and find other ways to solve it.

It also could be a guide for some students at the university and compare another factors and it can be a tool in the education field to resolve different problems related to the motivation in our country.

We decide to focus our work on the first year of Ruben Dario´s High School located in Tipitapa because we believe since it is the first stage on which they will be for the very first time expose to English, therefore, this is going to provide us enough knowledge related to the motivation in this specific population. Besides the information mention before another reason of why we choose this topic is the low teacher´s performance on earliest stages which lead to the lack of interest on the English learning process acquisition, therefore we decide to identify the most successful approaches and techniques that will generate interest in the students on one hand, on the other hand we will help the teacher to improve the way he motivates students to learn English which are one of the main factors on the English learning process acquisition.

V. PREVIOUS STUDIES

These are some research works made by other researchers related to motivation and the problem of this research work.

These research works were analyzed and used as guide to develop this investigation.

1. A study on high school students´ perceptions of motivations and attitudes toward learning the English literature component.

   Author:
   Zubaidah & ShaidatulAkmaBintiAdiKasuma
   FakultiPendidikan
   University Teknologi of Malasya

Objectives:

To find out students motivation towards the learning of the literature component in the English language syllabus.

Conclusions:

The findings show that the students possess favorable reactions and positive attitudes towards learning the English literature which they believed assisted their knowledge acquisition. Apart from that, their attitude toward literature is also governed by the external factors (teachers, peer, and additional materials) as well the activities and techniques used in the classroom.

2. Factors that influence in the learning of students` social personal area of third grade of primary school of the Piura city.

Author:

Domingue Peña, Rosaflor & others

Institution:

Instituto Superior Pedagogico de Piura, 1997

Conclusions:

The researchers found that the learning of the contents of the social personal is related to the motivation that the teacher uses in the class. The teacher's motivation is related to students` contexts, so the activities used by the teacher should be interested for the students. On the other hand the teacher does not worry about students` personal and social situation, the teacher does not talk with the students and does not worry about students` family problems that affect to the students.

VI. RESEARCH QUESTIONS

1. Do the students´ level block the students` participation in the English class?

2. How do the students respond to the teacher`s strategies during the class?

3. What do the students think and perceive the teacher`s didactic material?

4. Do the physical and pedagogical conditions of the classroom affect the students` motivation?

5. Do the family aspects block the students` motivation to get involved in the English class?

VII. GENERAL OBJECTIVE

To analyze the kind of factors that provokes the lack of students´ motivation in the learning process of English Language Class in the seventh grade of Ruben Dario School during the second semester, 2011 in Tipitapa.

VIII. SPECIFIC OBJETIVES

1. To determine the factors that contributes to the low level of students' motivation in the English class.

2. To verify if the students responding a satisfactory way to the strategies that teacher uses to motivate them.

3. To find out if the classroom physical conditions help to develop strategies to motivate students.

4. To monitor the impact of the lack of students' motivation in the English Language learning process inside the classroom as well as outside the classroom.

IX. Theoretical Framework

Motivation is what induces a person to take action. In the case of education we refer to stimulation of the will to learn. We must understand the motivation as a "technical" but as "one factor" that is always present in any learning process. (Mora, C., 2007). *In my perception motivation is th fuel that keeps us going on the way of achievement and plays an important role in our success.*

Lack of motivation is cited as one of the most causes of deterioration and one of the most serious causes of learning, especially in formal education. Many studies have demonstrated the importance of motivation in learning. Without motivation there is no learning (Huertas, 1997; Pozo 1999, Miguez 2001). *In other words with out motivation people cannot learn in a good way or they cannot do a good job, it means whatever they do, they will not enjoy it. Students without motivation do not learn faster, they do not understand the parameter and at the end they do not have an efficiently learning process.*

Both learners' theorists and teachers agree that motivated students learn faster and more effectively than students who are not motivated. The motivation should be considered at the beginning and during the development of the class, lack of sustained intrinsic motivation can become a barrier to the development of didactic action is essential to motivate those who want to learn. *The majority of the cases teacher motivate students only at the beginning of the class, but they do not continue motivate them in the development of it, therefore students do not use the intrinsic motivation to involve in the learning process.*

In educational settings differs among individuals with intrinsic orientations are those whose approach to the work focuses on learning and extrinsic orientation are fixing material results. *In other hand, the teacher has to confront with two kinds of students, one of them are the students who motivate themselves and the others are the students who motivated by material gift.*

We are motivated when we are willing to do anything and besides, we are able to persevere in the effort required during that time someone needed to achieve

the goal we have set for ourselves. *When students are motivate, they allow to do anything and they keep the effort for long time to achieve what they propose.*

The motivation in learning process is the interest of the student for their own learning or the activities that lead to it. Interest may acquire, maintain or increase depending on intrinsic and extrinsic those elements mentioned above. We must distinguish it from what traditionally has been called in the classroom, motivation, which is just what the teacher asks the student to be motivated (Martínez-Salanova, E.)

We can classify motivation into four types:

a) Task-related motivation or intrinsic: the subject at that time arouses interest is being studied. The student is reinforced when you begin to master the subject matter. *It is when the students likes the topic and they start learning faster o they feel more motivate to learn.*

b) Motivation related to the self, self-esteem: when trying to learn and get it going by forming a positive view of ourselves, to help us continue our learning. The experience students have is gradually forming, self-concept and self esteem. It is the constant desire for improvement, guided always a positive spirit.

c) Assessment motivation focused on social acceptance and approval is received by the student who considers superior to it. The social motivation manifested in part a dependent relationship to these people. *This is when students focus their attention on the person who has more experience in the subject, it means the teacher is the most important person to students.*

d) Motivation that aims to achieve external rewards: in this case we are speaking of awards, gifts that are received when they have achieved the desired results. *This is focus in the extrinsic motivation that is when students wait for a gift because they have done a good job or they participate in class, so they will expect that the teacher will give it to them to continue motivate.*

Motivation in a group:

- Students try to meet at least part of their needs, working with others in a group. It depends on each member contributes and others to meet their needs.

- It takes a complex group, while the personal needs become part of the aspirations of the group.

- It promotes teamwork and reliance on its members for a challenge.

- Gives a sense of identity

- Provides greater security

- You can promote cooperative work.

How can we motivate our students?
All teachers we would like our students pay us attention to our instructions and show motivated by the proposed activities.

Teachers with the purpose of having to lead his class techniques, we try to seek solutions to their difficulties in the existing documents on the matter, trying to learn to have a base with which to motivate their students.

From this point of view, the teacher must consider three threefold in motivating action:

• Raising the interest
• Manage and maintain interest
• To achieve the learning objective fixed.

Motivation should not be just at the beginning, the initial activity of the class, but is held to the end and be the starting point, if the learning process is successful, new motivations of new processes. *The majority of the time teachers start with more energy at the beginning of the class, but later that energy it is lose it and students start losing interest in class, therefore they lose motivation to learn.*

Each student is motivated by different reasons, this leads to a consequence, the incentives have a limited motivational value. The same motivation activity produces different responses in different individuals or even the same student at different times. *In other words, if the teacher use the same motivation method sometimes produces different respond in the students because it has a limited period of time, so the teacher must change the way she motivate.*

In practice result limited in effectiveness of collective motivations, if not accompanied by an individualization and appropriateness of student characteristics, which influence both personality traits and their own history. It is therefore important to create interest in the activity of the message, for this we must rely on student interests and connect them to learning outcomes or the same activity. Students are not motivated by just making it important to seek and motivating activities that involve greater student participation.

Students become better motivated with many experiences lives in the classroom. It is then to motivate students, creating an environment that allows

them to motivate themselves. The reason is that the processes always remain and serve as a reinforcement or motivation for further learning.

How can we do?
- Select those activities or learning situations that provide challenges and reasonable challenges for its novelty, variety or diversity.

- Helping students in making decisions

- Encouraging responsibility and independence.

- Developing self-management activities.

To learn how to motivate must take into account some of the following:

> Explain to students learning achievements we have planned for that session.
> To justify the use of knowledge that will try to convey to the activities that we will rise posed by the activities in a logical and orderly.

> Make new mistakes as teachable moments as an enriching one.

> To promote communication between students and good relations, performing group.

> State the reasoning and understanding as the best tool for resolving conflicts and activities.

> Apply knowledge of content and situations near and close to students.

The teacher´s enthusiasm, the mood in the class, the good relations between students and teacher, the pleasure of going to class, positive or negative

influence among some students over others, the reference to reality, to relate what taught with the real world, facts or experiences of students, the effort´s recognition that students develop, avoiding censorship and encouraged to be better, those are very important to achieve a motivating environment.

The teaching methods and new technologies have better possibilities for the teacher and activate its mechanisms of creativity and incentives may vary activities and learning situations as often as every student or group needs. Change of activity, to participate, ask questions, to practice or exercise, change of group or place, etc.., Help to capture the interest and improve care.
Many of the theories of motivation address issues terms or concept that have not been discussed:

a). Behavioral:
Each of the major theoretical approaches in behavioral learning theory posses a primary factor in motivation. Classical conditioning states that biological responses to associated stimuli energize and direct behavior. Operant learning states the primary factor is consequences: the application of reinforcers provides incentives to increase behavior; the application of punishers provides disincentives that result in a decrease in behavior.

b). Cognitive:
There are several motivational theories that trace the roots to the information processing approach to learning. These approaches focus on the categories and labels people use help to identify thoughts, emotions, dispositions, and behaviors.

A first cognitive approach is attribution (Heider, 1958; Weiner, 1974). This theory proposes that every individual tries to explain success or failture of self and others by offering certain "attributions" the attribution theory is concerned with the ways in which people explain or attribute the behavior of others. These

attributions are classified in Explanatory attributions that play an important role in understanding what is happening around us. Predictive attribution, it predicts future events, people want to know and understand why the event happened, but they also want to prevent it from happening again. Interpersonal attribution happens when the causes of the events involve two or more individuals. People make personal attributions for behaviors that are high in consistency. On the other hand, people make stimulus attributions when there is high consensus and distinctiveness. This theory assumes that people make casual attributions in a rational, logical fashion, and that they assign the cause of an action to the factor that co varies most closely with that action.

Covarietion model of attribution looks like to three main types of information from which to make an attribution or information on how other people in the same situation and with the same stimulus behave.

The second is distinctiveness information, or how the individual responds to different stimuli. The third is consistency information or how frequent the individual`s behavior can be observed with similar stimulus but varied situations. From these three sources of information observers make attribution decisions on the individual`s behavior as either internal or external and are either under control or not under control. In a teaching learning environment, it is important to assist the learner to develop a self motivation explanation of effort (internal, control).

A second cognitive approach is expectancy theory (Vroom, 1964). Victor H. Vroom (1964) defines motivation as a process governing choices among alternatives forms of voluntary activities, a process controlled by the individual. The individual makes choices based on estimates of how well the expected results of a given behavior are going to match up with or eventually lead to the desired results. Motivation is a product of the individual`expectancy that certain effort will lead to the intended performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual.

Expectancy theory proposes that a person will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be in essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave. Expectancy theory explains the processes that an individual undergoes to make choices. In the study of organizational behavior.

The third cognitive approach is cognitive dissonance theory which is in some aspects similar to disequilibrium in Piagget`s theory of cognitive development.

This theory was developed by Leon Festinger (1957) as social psychologists and states that when there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. Cognitive dissonance theory suggests that we will seek balance or homeostasis in our lives and will resist influences or expectations to change how, then, do change or growth occur.

The motivation process involves variables such as cognitive and effective. These variables complement and do enough motivation in the students to the activities in the classroom. Teachers should be friendly and sincere with the students`mistakes without students`feeling in front of the classmates because it can provoke student never participates again or bring the time to speak when the student is talking.

Teacher – students' relationship

Teachers can make a valuable contribution to develop a friendly relationship with their students. This relationship can help the teacher to have a close friendship and motivate students to ask and participate in the class. Most students consider their teacher as role model. For this reason, in order to motivate your students to learn English. You need to be enthusiastic, cheerful, and sincere. Students want teachers that are friendly, caring, and trustworthy

(Ebata 2008). This attitudes help to the teachers to have the control and the opportunity to check and correct mistake with the students with a friendly environment. *This means the teacher is someone who students respect and try to follow, but the teacher has to be very friendly and kind with the students to help them to increase their participation and motivation.*

The teacher should have a good mood, they should call their students by their first name and have good voice when they are explaining the lessons, these can help to increase the motivation to learn; provide to all students, regardless of their performance, enough time to answer questions, try to explain the importance to learn and the importance of the language to increase the students´ motivation to learn and participate all the time, the relationship between the students and teacher can create a good environment to teach and learn.

In conclusion, motivation is the backbone of any classroom. When the students are motivated , the teacher can perform his or her job the best. A teacher can do a lot to improve the students` motivation and the effort involved is an essential part of the teaching profession. The teacher student relationship, the classroom atmosphere, and the teaching material have a great impact on promoting positive attitudes towards learning English as a foreign language, are essential by themselves, English teachers should note that the principals and techniques to teach need to be adapted to them according to the student`s needs and the specific teaching context.

X. RESEARCH MATRIX

Specific objectives	Variable	Definition	Indicators	Sub - indicators	Sources	Techniques
To determine the factors that contributes to the low level of student`s motivation in the English class.	Factors that influence in the students` motivation in the class	Causes that interfere with motivation in students	1.Students` level of English knowledge 2.Family factors	1.1.Vocabulary 1.2.Grammar 1.3.Listening 1.4.Speaking 2.1.Economic aspects 2.2.Students-parents relationship	Students Students	Focal group Focal group
To verify if the students respond in a satisfactory way that the teacher uses to motivate them.	Strategies that the teacher uses to motivate the students Students` pedagogical response	Activities used by the teacher to motivate students Students` response to the teacher activities	Teacher attitude Discussion Motivated activities Students` attitudes to response	1.1.Self - confidence. 1.2.Teacher-student relationship 2.1.Play role/dialog. 2.2.Presentation 2.3.Questionnaires 2.4.Debates 3.1.Warming – up 3.2.Games 4.1.Positive 4.2.Negative 4.3.Neutro	Students teacher and students students Teacher and students Students students Teacher teacher	Interview Focal group Interview Focal group Focal group Interview

To find out if the classroom physical conditions help to develop strategies to motivate students	The classroom physical conditions	The classroom conditions to develop activities for teaching	Physical conditions Pedagogical conditions	Electricity system Furniture	Classroom classroom	Classroom observation Classroom observation
To monitor the impact of the lack of student`s motivation in the English language learning process inside the classroom as well as outside the classroom.	The students` perception on the teacher`s didactic material	The global idea that students have about the teacher`s resources	Students` perception 1.Book 2.Tape recorder 3.Videos	Negative Positive Neutron 1.1.Vocabulary 1.2.Grammar 1.3.Reading 1.4.Description 2.1.Listening 2.2.Discussion 3.1.Discussion 3.2.Debate	Teacher and students Teacher and students Students Teacher and students	interview Classroom observation Focal group Focal group

XI. METHODOLOGICAL DESIGN

9.1 Sociological approach

The qualitative research studies the essential of the problem based on the context of the participant or focal groups, the researcher is interested in understanding the nature of society or social structure so this research work is focused on group behavior, motivation and interaction of the group.

The qualitative research looks at humans behavior and reasons behind it or what people do and why, the qualitative research is used to gain insight into people`s attitudes, behaviors, value systems, concerns, motivations, aspirations, culture or lifestyles. It is used to inform business decisions, policy formation, communication and research. The qualitative research also involves the analysis of any unstructured material, even though including customer feedback, forms, reports or media clips.

Qualitative methods are typically more flexible, they allow greater spontaneity and adaptation of the interaction between the researcher. For example, qualitative methods ask mostly open – ended questions that are not necessarily worded in exactly the same way with each participant. With open – ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply "yes" or "not". And the research can obtain more information about the context of all participants and other aspects related to the environment where the problem is happening.

Our investigation is aim to improve qualitive of the techniques we do not apply on class such as classroom observation, focal groups, interview to the teacher and principles, besides with this techniques we could find the factors that provoke the lack of motivation in the English class at Ruben Dario of Tipitapa form the seventh grade section "A" .

In conclusion, the qualitative research helps to the researcher to understand the culture or behavior of a specific group, identify the personal characteristics as the social characteristics and then analyze and find a deep answer using the correct instruments to collect and process the information.

XII. TECHNIQUES FOR COLLECTING DATA (instruments)

The techniques used in this research were very important to gather about the sampling. The purpose of use this techniques was to identify a technique or method, in order to improve the quality of the class.

a) Classroom observation: This technique helped to do a diagnostic and describe the context of the teaching learning process in the classroom as the physical and pedagogical conditions in the classroom.

b) Interview : this technique was applied to the teacher and principle to know some important aspects about the group and the methodology as the strategies to teach.

c) Documentary analysis: This technique helped us to identify the students`s interest for the class or the activities that teacher uses in the lesson plan.

d) Focal group: This technique helped to know different information about the problem where the student had the time to discuss some relevant aspects related to the learning process in the English class.

Different Techniques used in this research

The following techniques were used in this research work with the objective to identify the different factors that affect the students motivation in the English class.

Classroom observation:

The main objective of this technique identify the different pedagogical and methodological aspects used by the teacher during the learning teaching process in the English class.

The most relevant aspects were:
1. Students behavior in the English class
2. Teacher behavior
3. Classroom conditions
4. Students participation

Focal group:

The main objective of this technique was to know the different students´ opinions and points of view related to the English class.

The most important aspects:
1. Teacher students relationship
2. Teacher`s activities to motivate students participation
3. Classroom conditions
4. Students behavior
5. Attitudes towards English class
6. Students´ English knowledge

XIII. DATA PROCESSING AND ANALYSIS

Our investigation was made at Ruben Dario high school located at San Luis in Tipitapa. We chose this center because it is located in a rural zone in Tipitapa. We wanted to know what factor affect he students motivation. At this school are two seventh grades, but we chose the seventh grade "A", the teacher names who was giving the lesson is Patricia Trejos. Besides we chose this school to develop the English level in order to improve of the educational regarding to the English subject.

According to the instruments used in the research with the students from the seventh grade of Ruben Dario school it was found that the majority of student's didn´t like to participate in some strategies that the teacher used in the English class. They explained that they don´t understand the language and they think that it is one of the most difficult class they have had since they started the high school; first of all this class is not given in the elementary school that makes a strange class so many students said that they need to study English only for the score but they are not really interested on it. Other students said that they like the class but they don´t get involved in it because they feel fear when they answer to the teacher or try to get involved in the different activities, mainly when the activities were for oral presentation and they had to talk in class, because they thought the and they were going to laugh at them.

The students says they are very shy to ask when they don`t understand something from the teacher, they do not feel the confidence to ask the teacher about the exercises she explained in some cases and other situation with the teacher the students expressed is that she most of the time liked only reading comprehension she write the reading on the board and then she assigned the reading comprehension in groups so most of the time they are talking and laughing about any other thing they never understood the objective of this activity because the teacher assigned and may be go out and do other things. The students say they would like they teacher are more dynamic in her classes

because not all the time she did the class such as asking them in English and telling students to come to the board just when there is someone visiting her from the Minister of Education. The students said they wanted to have listening songs or pronunciation in tape recorder they expressed that the school has a tape recorder but the classroom did not have switcher to connect it, that is a difficulty they had to develop the listening skill, it is important to know that all the languages involve four skills so in the learning process of English language is necessary to know about every skill. *The students do not feel comfortable with the teacher because the teacher has not a good behavior with them, a part of that the teacher focus most of the time on reading comprehension and the students say specifically "the teacher is not dynamic in the class only when is in observation", what I mean by this is when the class is observe by a Minister of Education inspector. Moreover the students express they would like more listening class.*

The students also say the teacher do not use discussion activities that`s why they do not dare to speak and were afraid to talk and they considered that the speaking skill is really important and using some discussion activities they could learn more vocabulary and practice it. On the other hand the students say they do not feel free to speak English in the class or they do not have confidence with the teacher because of the way to correct the errors they made. *We observe is the teacher does not use speaking activities to increase the students' motivation in class and also increase vocabulary*

The teacher says the most common activities the students respond in a satisfactory way are the short reading comprehension and some writings. The teacher also say the time is too short to develop other activities where the students participate. A part of that the teacher say the student´s behavior provoke a big obstacle for developing other activities to speak in the class and this factors provoked that she feel frustrated or upset. When they are in class

they liked to be talking about other things which do not belong from the English class. She express that she is angry with the students many times because they are never interested on doing the homework or any other task she assign them, many times they did not want to come to the classroom, so in the next meeting they couldn`t answer the exercises she gave in the last class or probably they had a quiz and they couldn`t do it. W*hat we observe is the teacher could not finish any activity because the students attitude were not correct, so the teacher was angry and upset with students because students do not have a interesting on the class, therefore the time was too short to continue doing activities, I would like that the teacher has forty five minutes more to finish all the activities that she made.*

The teacher say "the students have bad attitudes to the English class and this factor make the activities are boring to the students, she explain she use different kind of strategies such as flash cards to teach vocabulary, but many times students are interested in other activities outside the classroom or talking with other classmates and they do not pay attention to the activities and when she asked the students about the activities, they couldn`t answer correctly or participate". She says "she tries to look for other activities, but the time is short that it is impossible to develop them in the class. *When we went to observe the class we found thst students do not have a good attitude with the class, it measn they do not care of itor the teacher also. When the teacher used a flash card to increase their motivation with different strategies students were doing another thing, so they do not pay attention to the teacher and the teacher ask about the explanation the students do not know to answer her.*

The teacher considered that one of the factors that affect the lack of motivation in the students was the parents` lack of interest in visiting the school for asking about the students` performance in different subjects and mainly in the English class for that reason the students were not interested for attending the English

class. *When we went to the school the teacher call to some parents because she needed to tell them about their children behavior, but the parents never show up, so that means the parents do not care about their students performance in the class.*

Classroom observation:

During the five classroom observations that we made we found that the teacher usually made more reading comprehension than any other activity used more activities related to reading comprehension and the students worked in groups to make the understanding of the reading, when the teacher developed some other skills such as grammar some students didn`t pay attention to the teacher. We found that some students were talking or doing something else during the development of the contents, we could observe that some students always wanted to go to the bathroom to avoid the class. In some cases some students came really late to the class. We could observe that the teacher liked more the group activities because most of the activities she did were in groups. In this kind of activities the students like to play, talk, throw papers or did homework from other subjects and when the teacher asked them they could not answer because they had not idea about what the teacher was talking about. They most of the time were copying from other classmates the English homework and even the other subjects `homework. The classroom had some conditions that did not help to develop the listening skill because it did no have where to connect any videos or tape recorder. It was to close to the main street where there are a lot of noise and this distract the students, the painting is ok and it had enough space for the quantity of students it had.

During the focal group it was found that the students did not have a good perception on the teacher didactic material, as they expressed.

They said that most of the time the teacher made them write and write and to work in groups so it got them tired, they expressed they wanted to listen something maybe songs or dialogs, the students think that it could be interesting that each student get a book the same the teacher uses because English is a difficult language to learn and it was easier having the text book but also they think the teacher should do the best and change the materials to change the activities because when they got bored they did not pay attention or they did other activities that were not related to the class. *We observed that the teacher always wrote on the board or made them to work in groups, she made the class boring to students, we also observed that the teacher never use listening activities or dictation to improve their listening skill, besides the teacher made the class monotony, it means she did the same methods on each class and she did not bring another kind of material*

The teacher expressed that the students not only had a bad perception of the materials and she thought that she needed to change the material but she said that there are more situations why the students did not like not only the English class she said that she dared to say that they did not want to study the high school for many reasons and one of them is the parents´ economical situation because when she wanted to photocopy a page related to the class, the students said to her that they did not have money to photocopy or if the teacher sent to students to look for an information to the internet the student did not have money. *The teacher told us that she needed to change the material book because it is not enough with the reality, but she is following the program that Minister of Education gave her. She also said to us that exist other factor that students did not like English as ecomical factor, in this case students have low economic incomes and they cannot make copies or go to internet to search any information about the class or the future class.*

The teacher express "the didactic materials in the school are not appropriated to the topics or programs that the Minister of Education gave and she did not enough money to buy the books she need". *The tried to improve their students knowledge using different books, but it is difficult for her to adequate or connect the information into the class.*

Documentary analysis:

We saw the documents that the teacher had, she had her daily plan and it was completed with all the components required, but there were written only activities of comprehension and writing. In the register book we found that most of the students were passing the class, however the teacher said that many of her students are passing because the Minister of Education said that it`s necessary to apply to the students another test when they fail and save them, but she thinks they did not learn to much due to some students did not pay attention. *In other word the teacher follows the Minister of Education requirements because she show us the plan that she used and the majority of the activities were comprehension and writing.*

On the other hand in the students´ notebooks were found that not all of the students wrote the topics completely, they only wrote the first exercise and then they did not finish the topic, they did not do the homework and other cases some students use a notebook and mixed all the subjects in the same notebook because t*he students have a lot distraction for the low application for techniques and dynamic inside the class. The students consider that use a book only for English class, therefore they share the English notebook with other subject. Another factor is that English is not important to learn in the high school.*

During our research we could observe that the motivation of the professor was with good energy, she started asking question about the last topic and some students react in a god mood, we think she could do better using body language to get a better motivation on students. We observed that the teacher did not help to build the self-esteem because when the students made a mistake, the teacher instead of explain again how they had to do it she scold them, the teacher should change her attitude when she is developing the class and understanding for the students it is a new subject and it is not easy for them to capture the idea faster. Moreover we noticed the teacher upset with the students errors, the students got a negative attitudes, so they follow in the bad attitude such as bad behavior, lose concentration. For that reason we noticed students motivation, it is willing to aim to achieve external rewards because all the time the teacher asked the students to work in groups or to do anything by themselves they asked if they were going to get any score for the activities this means that the teacher had to give them score otherwise they would not do the task given by the teacher. The can use new object like candy, picture this will help to students involve in the material without thing about score.

XIV. Conclusions

Based on the analysis of the data was concluded that the lack of motivation in students from seventh grade to develop the English class was affected for many factors:

1. The negative way the students responded to the teachers strategies.

2. The lack of didactic materials and the poor motivation in the resource that teacher use to teach.

3. The teacher only focused in some skill and activities which made the class bored.

4. The lack of students knowledge provoked that the students were not motivated in class.

5. The classroom conditions were not adequate to develop different activities to motivate the students like listening a song, game, dynamics.

6. The classroom was too close to the noise of the street.

7. The low teacher`s motivation and lack of trust between teacher – student do not permit that students respond in a satisfactory way the different strategies used by the teacher.

XV. RECOMMENDATION

It is very important that in the high school, teachers create a motivated environment to teach English as a second language mainly in the seventh grade because it is there when the students are trying to get familiar with this language.

The teacher should use different strategies to motivate her students and use interesting activities for each topic, such as:

- songs
- to learn poems
- spelling activities
- self – motivation
- listening activities
- speaking activities
- warm up activities
- games
- oral presentation
- discussion

The Minister of Education should write an English book for each level of high school related to the new curriculum as a teacher guide.

The government should give better conditions to the schools for motivating to the teachers to increase their labor as an educator and give a good condition for the students.

The principals should locate the classrooms in the correct area according to the level.

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XVII. ANNEXES

Teacher interview

The main objective for this technique was to identify the teacher`s opinion and answers for some negative aspects that affect to the students´ learning process of the English class.

Teacher`s interview aspects:

1. Teachers`s strategies
2. Classroom pedagogical conditions
3. Students`knowledge

Students perception about didactic material

GUIDE CLASSROOM OBSERVATION

School Name: _____

Name of (the) Director (s): _____

School Address: _____

Date: _____

Grade and section: _____

Subject: _____

Time: _____ Teacher: _____

Initial Registration: AS _____ F _____ Current Enrollment: AS _____ F _____

THINGS TO OBSERVE:

Students' attitudes to learning of the subject during the course of the class.

- Show interest?

- There is discipline in the classroom?

- There are student participation?

- Show respect and tolerance in the interests of others?

- Receive clear instructions on the objectives of the class?

Strategies considered by the teacher.

- Use visual aids?

- Addresses the individual challenges properly?

- Direct operation of the work and objectives of the class?

- Use dynamic to engage and motivate students?

School setting.

- There is learning corner?

- The ways of grouping students for learning are appropriate?

other aspects

- The evaluation agrees with the interests of students?

- There is consistency in the monitoring of learning by the teacher?

INTERVIEW GUIDE TO THE TEACHER

1. TEACHER, HAVE SEEN THE DIFFICULTIES THAT ITS PRESENT SEVENTH GRADE STUDENTS AND THE EFFORTS YOU MAKE IN THE CLASSROOM FOR THEIR CLASSES TO BE SUCCESSFUL.. HOWEVER, WE FIND THE EXPECTED RESULTS. What do you think that is?

2. IS THERE ANY WAY THAT MAY IMPROVE POSITIVE ATTITUDE OF THESE STUDENTS?

3. DO YOU THINK INDIVIDUAL ATTEND THE STUDENT CAN LEAD TO IMPROVEMENT OF THE LEARNING PROCESS?

4. WHAT SCHOOL NO SCHOOL COUNSELING TO SUPPORT THEIR CONCERNS AND HELP ALL TEACHERS TO GET BEST RESULTS IN THE EDUCATION OF THESE YOUNG PEOPLE? (NOT JUST BECAUSE YOU ARE A PROBLEM FOR ALL).

5. AND PARENTS WHAT PROBLEM IS TO EXPRESS THEIR CHILDREN?

6. IS THERE A REAL SUPPORT FOR HIGHER AUTHORITIES RESEARCH CENTER?

7. WHAT IS YOUR PROPOSAL TO MAKE A REAL AND EFFECTIVE LEARNING OF ENGLISH COURSE, TAKING INTO ACCOUNT THE FACTORS THAT YOU HAVE RAISED?

This is the mian wall of the Ruben Dario school nuber 2 that is located in San Luis, Tipitapa

Students working in pairs ande the teacher i explainning the task.

this is the classroon and the students are working during the class, besides this picture show us the lack of condition for listening skill.

We can observe how the students work, two students are working meanwhile others students are doing something else