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**PROBLEM
LACK OF MOTIVATION IN ENGLISH CLASS.**

RESEARCH TOPIC:

Analysis of factors that provoke lack of motivation in students from tenth grade to develop the speaking skill at Salomon Ibarra Mayorga School during the second semester 2010 in Tipitapa.

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INDEX

	Pages
Acknowledgment	
Abstract	
I- Introduction.....	2
II- Problem and the research Topic.....	3
III- Setting of the problem.....	4
IV- Justification.....	5
V- Previous studies.....	6
VI- Research questions.....	8
VII- General and specific objectives.....	9
VIII- Research Matriz.....	10
IX- Theoretical Framework.....	13
X- Methodology.....	27
X.1- Sociological approach	27
X.2- Type of research.....	28
X.3- Qualitative sample	29
X.4- Techniques for collecting data.....	31
XI- Data processing and analysis	32
XII- Conclusions	41
XIII- Recommendations.....	43
XIV- Bibliography	44
XV- Annexes	45

Abstract

This study was carried out to investigate the secondary school students' perceptions of their motivations and attitudes towards the learning of English, mainly in the speaking skill. All the information was processed using different data in a qualitative way like observation or focal groups, to which the sample was ten students, male and female from twenty eight students of tenth grade and the teacher at Salomon Ibarra Mayorga School in Tipitapa city .

On conclusion in this research it was found that the teacher relationship with the students is one of the principal factors that provoked the low motivation in the English class. Additionally students did not pay attention to the class and they did not like to participate in the class activities frequently. The main recommendation is that the teacher mixes the English skills and tries that students to participate all the time and other recommendations have also been included in the final part of this report.

I- Introduction

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

Teaching of English is a hard task for the teachers because they have to find different activities that help students to improve English and principally to motivate to the students to learn and study English as a second language.

With this information obtained from this research it's hope to help other teachers and improve their job in classrooms, principally the learning-teaching process in their students. Many teachers face problems with the lack motivation of students in the learning process of English, and teachers try to look for help to increase the motivation in the class. As in Nicaragua teachers make a hard job to keep the students motivate in the English class.

The most important tool in a classroom is the motivation for being interesting in the topic, when many students feel bored they do not care the teacher's explanation or they do not pay attention to the class neither participate in the activities to increase their knowledge.

This research was the main tool to try to find different solutions about the problems related to the speaking skill in the English class, and improve the knowledge in how to motivate the student to participate in the class, those reasons were the main objective to finish this research work and kept motivate until the end.

II- Problem and the research topic.

II. 1. Problem:

Lack of motivation in English class.

II.2. Research Topic:

Analysis of factors that provoke lack of motivation in Students from tenth grade to develop the Speaking Skill at Salomon Ibarra Mayorga School during the second semester 2010 in Tipitapa.

III- Setting of the problem.

The lack of motivation is not a problem that affect only the English class, but Students from tenth grade of the Salomon Ibarra Mayorga are not motivated sufficiently to speak English in the classroom, so the teacher is worry because students do not participate in the activities that they develop, or they do not like to speak in front of the class, they are not motivate to learn vocabulary and practice.

Other factor that teacher said is the lack of didactic material to develop the English class, students do not have text books or workbooks so many times the teacher has to use photocopies, but it is impossible because many students do not have enough money to copy the materials, and also the lack of electricity system in the classroom avoid to develop listening skill or watch videos and then do a discussion group.

According to the teacher the lack of self-confidence in the students provoke that they do no pay attention to the class, participate, do the homework, and study by themselves. The lack of school furniture avoid that students stay in the classroom and pay attention or participate, because they do not have a chair or a desk, the blackboard is in bad condition, all of these factors have been a wall for student 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 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 be benefits and help to increase the motivation to learn English.

Sometimes many teachers feel frustrated because their students do not increase the speaking skill in the classroom, in this research teachers can find some factors that affect this process and also they can take some recommendations or activities that help to motivate students to learn to speak English in a satisfactory way.

Not only students and teacher can be the beneficiaries, 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 the problem and find other way to resolve it.

Students from this career can use this work to guide with other similar research, or establish a relationship with other research problems; this research can be a tool in the education field to resolve different problems related to the motivation in our country.

V- Previous studies

These are some research work made by other researchers related to the motivation and the problem of this research work. These research works were read, analysed and used as a guide to develop this investigation.

1. 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 Pedagógico 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 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.
-
2. A study on secondary school students' perceptions of motivation and attitudes towards learning the English literature component.

Author:

Zubaidah Awang & Shaidatul Akma Binti Adi Kasuma
Fakulti Pendidikan,
Universiti Teknologi Malaysia

Objectives:

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

Conclusion:

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

VI- Research questions

1. How do the students response to the teacher's strategies during the class?
2. What is the students' perception about the teacher's didactic material?
3. Do the physical and pedagogical conditions of the classroom affect the students' motivation?
4. Do the family aspects block the students' motivation to participate and speak English in the class?
5. Do the students' levels of English block the students' participation in the English class?

VII- OBJECTIVES.

VII.1. General Objective.

To find out the factors that affect the motivation of the students in the teaching learning process of acquiring Speaking English Skills.

VII.2. Specific objectives

- a) To determine if the students respond in a satisfactory way the strategies that teacher use to motivate them.
- b) To know if didactic materials used by the teacher get the students involved in speaking in the classroom.
- c) To find out if the classroom conditions are appropriate to develop strategies to motivate the students.
- d) To identify the factors that contribute to the low level of students' motivation in the English class

VIII- Research Matrix.

Research Matrix

Specific Objectives	Variable	Definition	Indicators	Sub- indicators	Sources	Techniques
- To determine if the students response in a satisfactory way the strategies that the teacher use to motivate them.	- Strategies that the teacher uses to motivate students. - Students' pedagogical response	- Activities used by the teacher to motivates 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. 1.3. Teacher behaviour. 2.1. Play role/ dialog. 2.2. Questionnaires. 2.3. Debates 2.4. Presentations 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	Focal group Interview Focal group Focal group Interview Focal group Focal group Interview Interview
- To know the students perception on the didactic material used by the teacher gets students participation in speaking English.	The students' perception on the teacher's didactic material. The didactic material used by the teacher.	The global idea that students have about the teacher's resources. Different resources that teacher use to make the lesson plan.	Students' perception 1. Book/ magazine 2. tape record 3. video	Negative Positive Neutro 1.1. Vocabulary 1.2. Grammar 1.3. Reading 1.4. description 2.1. Listening 2.2. Discussion 3.1. Debate 3.2. Discussion	Teacher and students Teacher and students Teacher And students Teacher And students	Interview Focal group Interview Focal group Interview Focal group

<p>- To find out if the classroom physical conditions help to develop strategies to motivate students.</p>	<p>The classroom physical condition</p>	<p>Classroom conditions to develop to develop activities for teaching.</p>	<p>Physical conditions</p> <p>Pedagogical conditions</p>	<p>Furniture</p> <p>Electricity system</p> <p>Audio items</p> <p>Video items</p> <p>Illumination and ventilation</p> <p>Colour of the painting in the classroom.</p> <p>Decoration.</p> <p>Size of the Classroom.</p>	<p>Classroom</p> <p>Classroom</p> <p>Classroom</p> <p>Classroom</p>	<p>Classroom observation</p> <p>Classroom observation.</p>
<p>To identify the factors that contribute to students' motivation in English class.</p>	<p>Factors that influence in the students' motivation in the class.</p>	<p>Causes that interfere with motivation in students.</p>	<p>1. Family Factors.</p> <p>2. Students' level of English knowledge</p>	<p>1.1. Economic Aspects</p> <p>1.2. Students-parents' relationship.</p> <p>2.1. Vocabulary</p> <p>2.2. Grammar</p> <p>2.3. Listening</p> <p>2.4. Speaking</p>	<p>Students</p> <p>Students</p>	<p>Focal group</p> <p>Focal group</p>

IX- Theoretical framework

IX.1. Motivation

The English teaching is an important process where the motivation is one of the most important tool, the motivation is the way to capture the attention of the learners; many experts create many theories related to the motivation in the learning teaching process, where the main objective is improve this process, one of these theories is the needs theory by Maslow.

English is an important tool in this century and a big industry in the teaching; the teachers are trying to look for different methods to reach English in a satisfactory way, and try to keep the students interesting in the learning of the language.

Motivation has become a popular word nowadays. Principally in the education field where many teacher are facing different problems related to the students' motivation about English in the classroom so motivation is the key to all learning. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51). The main idea of motivation is to capture the student's attention and curiosity and channel their energy towards learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, principals, school administrators, and parents. Some of these factors that influence in students' attitude towards the foreign language (English) is very often influenced by: a) teacher-student relationships, b) the general classroom atmosphere, and c) the use of authentic teaching materials and activities.

Before beginning to explain the factors that affect the lack of motivation we are going to do a view of some aspects about motivation. There are two kinds of motivation, the intrinsic and extrinsic. The main idea of intrinsic motivation is to capture the child's attention and curiosity and channel their energy towards learning. Intrinsic motivation is motivation from within the student (Lumsden). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives

some kind of satisfaction from learning. A student with this kind of motivation never misses a homework, is always using her dictionary when a word comes up she/he doesn't know, and as a result of these kinds of habits she/he always does well on her tests.

An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade (Lumsden).

IX.2. Importance of motivation

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

For example, we know that people respond to increasingly complex or novel events (or stimuli) in the environment up to a point and then responses decrease. This inverted-U-shaped curve of behavior is well-known and widely acknowledged (e.g., Yerkes & Dodson, 1908). However, the major issue is one of explaining this phenomenon. Is this a conditioning (is the individual behaving because of past classical or operant conditioning), a motivational process (from an internal state of arousal), or is there some better explanation?

IX.3. Theories of motivation

Many of the theories of motivation address issues introduced previously in these materials. The following provides a brief overview to any terms or concepts that have not been previously discussed.

a) Behavioral

Each of the major theoretical approaches in behavioral learning theory posits 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 their 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 theory (Heider, 1958; Weiner, 1974). This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control. The following chart shows the four attributions that result from a combination of internal or external locus of control and whether or not control is possible.

	Internal	External
No Control	Ability	Luck
Control	Effort	Task Difficulty

In a teaching/learning environment, it is important to assist the learner to develop a self-attribution explanation of effort (internal, control). If the person has an attribution of ability (internal, no control) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior (e.g., I'm not good at this). If the person has an external attribution, then nothing the person can do will help that individual in a learning situation (i.e., responsibility for demonstrating what has been learned is completely outside the person). In this case, there is nothing to be done by the individual when learning problems occur.

A second cognitive approach is expectancy theory (Vroom, 1964) which proposes the following equation:

$$\text{Motivation} = \text{Perceived Probability of Success (Expectancy)} * \text{Connection of Success and Reward (Instrumentality)} * \text{Value of Obtaining Goal (Valance, Value)}$$

Since this formula states that the three factors of Expectancy, Instrumentality, and Valence or Value are to be multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur. That is, if an individual doesn't believe he or she can be successful at a task OR the individual does not see a connection between his or her activity and success OR the individual does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity. From the perspective of this theory, all three variables must be high in order for motivation and the resulting behavior to be high.

The third cognitive approach is cognitive dissonance theory which is in some respects similar to disequilibrium in Piaget's theory of cognitive development. This theory was developed by Leon Festinger (1957), as social psychologist, 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. The implication is that if we can create the appropriate amount of disequilibrium, this will in turn lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior.

To summarize the cognitive approaches, notice the relationship between William James' formula for self-esteem ($\text{Self-esteem} = \text{Success} / \text{Pretensions}$) and the attribution and expectancy theories of motivation. If a person has an external attribution of success, self-concept is not likely to change as a result of success or failure because the person will attribute it to external factors. Likewise, if the person has an Internal/Ability explanation, his or her self-concept will be tied to learning to do a new activity quickly and easily (I do well because I'm naturally good at it). If failure or difficulty occurs, the person must quickly lower expectations in order to maintain self-esteem. However, if the person has a Internal/Effort explanation and high expectations for success, the person will persevere (i.e., stay motivated) in spite of temporary setbacks because one's self-esteem is not tied to immediate success.

Cognitive dissonance theory suggests that we will seek balance or homeostasis in our lives and will resist influences or expectations to change. How, then, does change or growth occur. One source, according to Piaget, is

biological development. As we mature cognitively we will rework our thinking and organizations of knowledge (e.g., schemas, paradigms, explanations) to more accurately reflect our understanding of the world. One of those organizations involves our explanations or attributions of success or failure. After puberty, when biological change slows down considerably, it is very difficult to change these attributions. It requires a long-term program where constant feedback is given about how one's behavior is responsible for one's success.

c) Psychoanalytic theories

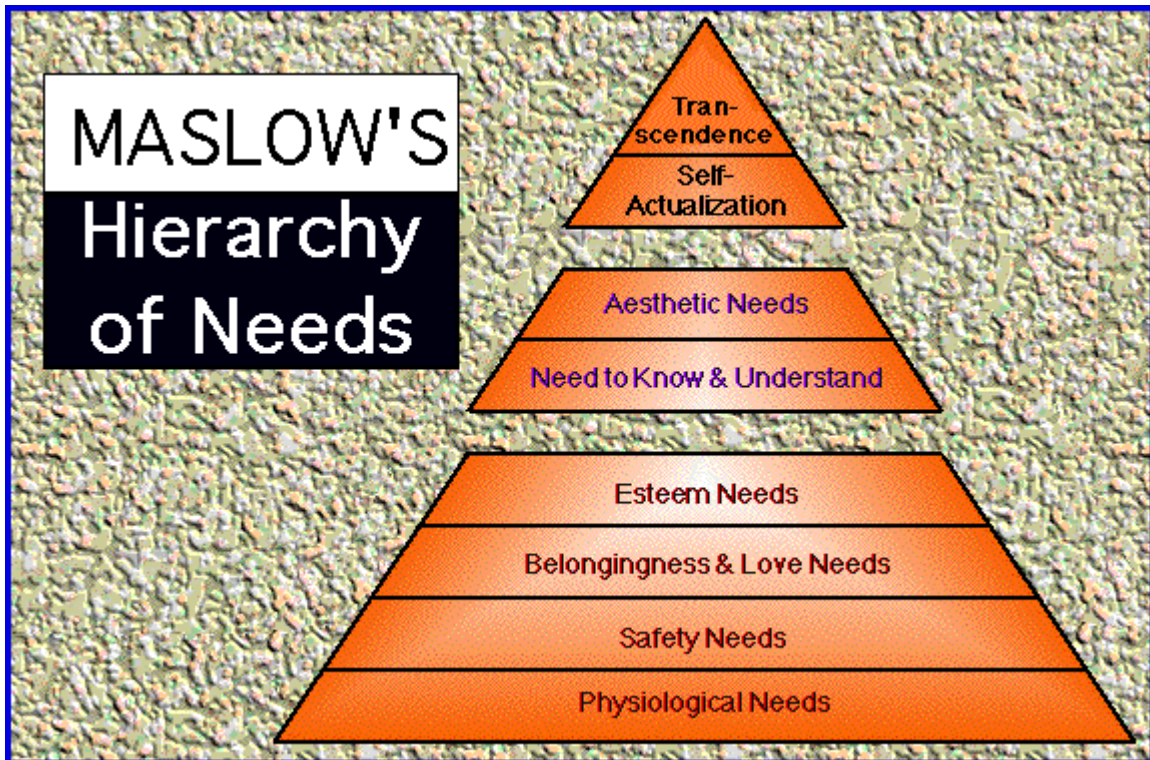
The psychoanalytic theories of motivation propose a variety of fundamental influences. Freud (1990) suggested that all action or behavior is a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). Many of Freud's students broke with him over this concept. For example, Erikson (1993) and Sullivan (1968) proposed that interpersonal and social relationships are fundamental, Adler (1989) proposed power, while Jung (1953, 1997) proposed temperament and search for soul or personal meaningfulness.

d) Humanistic Theories

One of the most influential writers in the area of motivation is Abraham Maslow (1954).

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior. Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency. The first four levels are:

- 1) Physiological: hunger, thirst, bodily comforts, etc.;
- 2) Safety/security: out of danger;
- 3) Belonginess and Love: affiliate with others, be accepted; and
- 4) Esteem: to achieve, be competent, gain approval and recognition.



According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need--self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth; and 4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization, specifically naming two lower-level growth needs prior to general level of self-actualization (Maslow & Lowery, 1998) and one beyond that level (Maslow, 1971). They are:

- 5) Cognitive: to know, to understand, and explore;
- 6) Aesthetic: symmetry, order, and beauty;
- 7) Self-actualization: to find self-fulfillment and realize one's potential; and
- 8) Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

Maslow's basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations. Daniels (2001) suggests that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Norwood (1999) proposes that Maslow's hierarchy can be used to describe the kinds of information that individuals seek at different levels. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended. Individuals at the safety level need helping information. They seek to be assisted in seeing how they can be safe and secure. Enlightening information is sought by individuals seeking to meet their belongingness needs. Quite often this can be found in books or other materials on relationship development. Empowering information is sought by people at the esteem level. They are looking for information on how their ego can be developed. Finally, people in the growth levels of cognitive, aesthetic, and self-actualization seek edifying information. While Norwood does not specifically address the level of transcendence, I believe it safe to say that individuals at this stage would seek information on how to connect to something beyond themselves or to how others could be edified.

Maslow published his first conceptualization of his theory over 50 years ago (Maslow, 1943) and it has since become one of the most popular and often cited theories of human motivation. An interesting phenomenon related to Maslow's work is that in spite of a lack of evidence to support his hierarchy, it enjoys wide acceptance (Wahba & Bridgewell, 1976; Soper, Milford & Rosenthal, 1995).

The few major studies that have been completed on the hierarchy seem to support the proposals of William James (1892/1962) and Mathes (1981) that there are three levels of human needs. James hypothesized the levels of material (physiological, safety), social (belongingness, esteem), and spiritual. Mathes proposed the three levels were physiological, belongingness, and self-actualization; he considered security and self-esteem as unwarranted. Alderfer (1972) developed a comparable hierarchy with his ERG (existence, relatedness, and growth) theory. His approach modified Maslow's theory based on the work of Gordon Allport (1960, 1961) who incorporated concepts from systems theory into his work on personality.

Alderfer's Hierarchy of Motivational Needs

Level of Need	Definition	Properties
Growth	Impel a person to make creative or productive effects on himself and his environment	Satisfied through using capabilities in engaging problems; creates a greater sense of wholeness and fullness as a human being
Relatedness	Involve relationships with significant others	Satisfied by mutually sharing thoughts and feelings; acceptance, confirmation, understanding, and influence are elements
Existence	Includes all of the various forms of material and psychological desires	When divided among people one person's gain is another's loss if resources are limited

Maslow recognized that not all personalities followed his proposed hierarchy. While a variety of personality dimensions might be considered as related to motivational needs, one of the most often cited is that of introversion and extroversion. Reorganizing Maslow's hierarchy based on the work of Alderfer and considering the introversion/extraversion dimension of personality results in three levels, each with an introverted and extroverted component. This organization suggests there may be two aspects of each level that differentiate how people relate to each set of needs. Different personalities might relate more to one dimension than the other. For example, an introvert at the level of Other/Relatedness might be more concerned with his or her own perceptions of being included in a group, whereas an extrovert at that same level would pay more attention to how others value that membership.

A Reorganization of Maslow's and Alderfer's Hierarchies

Level	Introversion	Extroversion
Growth	Self-Actualization (development of <u>competencies</u>)	<u>Transcendence</u> (assisting in the development of

	[knowledge, attitudes, and skills] and <u>character</u>)	others' competencies and character; <u>relationships to the unknown, unknowable</u>)
Other (Relatedness)	Personal identification with group, significant others (Belongingness)	Value of person by group (Esteem)
Self (Existence)	Physiological, biological (including basic emotional needs)	Connectedness, security

At this point there is little agreement about the identification of basic human needs and how they are ordered. For example, Ryan & Deci (2000) also suggest three needs, although they are not necessarily arranged hierarchically: the need for autonomy, the need for competence, and the need for relatedness. Thompson, Grace and Cohen (2001) state the most important needs for children are connection, recognition, and power. Nohria, Lawrence, and Wilson (2001) provide evidence from a sociobiology theory of motivation that humans have four basic needs: (1) acquire objects and experiences; (2) bond with others in long-term relationships of mutual care and commitment; (3) learn and make sense of the world and of ourselves; and (4) to defend ourselves, our loved ones, beliefs and resources from harm. The Institute for Management Excellence (2001) suggests there are nine basic human needs: (1) security, (2) adventure, (3) freedom, (4) exchange, (5) power, (6) expansion, (7) acceptance, (8) community, and (9) expression.

Notice that bonding and relatedness are a component of every theory. However, there do not seem to be any others that are mentioned by all theorists. Franken (2001) suggests this lack of accord may be a result of different philosophies of researchers rather than differences among human

beings. In addition, he reviews research that shows a person's explanatory or attributional style will modify the list of basic needs. Therefore, it seems appropriate to ask people what they want and how their needs could be met rather than relying on an unsupported theory. For example, Waitley (1996) advises having a person imagine what life would be like if time and money were not an object in a person's life. That is, what would the person do this week, this month, next month, if he or she had all the money and time needed to engage in the activities and were secure that both would be available again next year. With some follow-up questions to identify what is keeping the person from happening now, this open-ended approach is likely to identify the most important needs of the individual.

Maslow's work lead to additional attempts to develop a grand theory of motivation, a theory that would put all of the factors influencing motivation into one model. An example is provided by Leonard, Beauvais, and Scholl (1995). These authors propose 5 factors as the sources of motivation: 1) Instrumental Motivation (rewards and punishers), 2) Intrinsic Process Motivation (enjoyment, fun), 3) Goal Internalization (self-determined values and goals), 4) Internal Self Concept-based Motivation (matching behavior with internally-developed ideal self), 5) External Self Concept-based Motivation (matching behavior with externally-developed ideal self). Individuals are influenced by all five factors, though in varying degrees that can change in specific situations.

Factors one and five are both externally-oriented. The main difference is that individuals who are instrumentally motivated are influenced more by immediate actions in the environment (e.g. operant conditioning) whereas individuals who are self-concept motivated are influenced more by their constructions of external demands and ideals (e.g., social cognition).

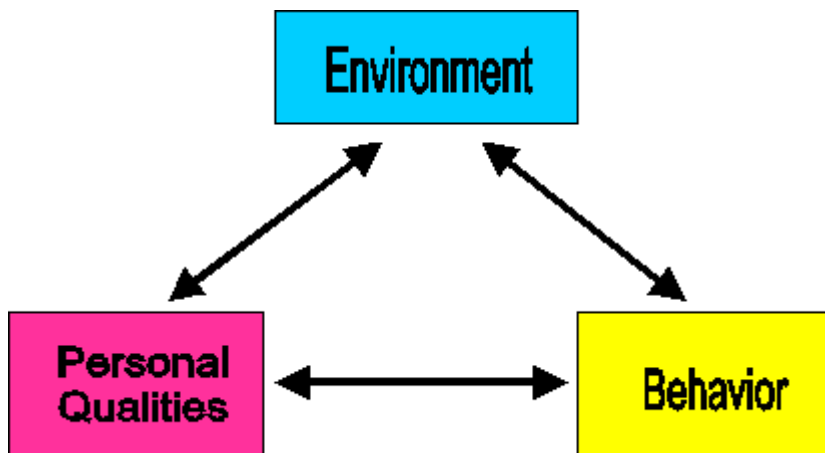
Factors two, three, and four are more internally-oriented. In the case of intrinsic process, the specific task is interesting and provides immediate internal reinforcement (e.g., cognitive or humanistic theory). The individual with a goal-internalization orientation is more task-oriented (e.g., humanistic or social cognition theory) whereas the person with an internal self-concept orientation is more influenced by individual constructions of the ideal self (humanistic or psychoanalytic theory).

e) Social Learning

Social learning (or observational) theory suggests that modeling (imitating others) and vicarious learning (watching others have consequences applied to their behavior) are important motivators of behavior.

f) Social Cognition

Social cognition theory proposes reciprocal determination as a primary factor in both learning and motivation. In this view, the environment, an individual's behavior, and the individual's characteristics (e.g., knowledge, emotions, cognitive development) both influence and are influenced by each other two components. Bandura (1986, 1997) highlights self-efficacy (the belief that a particular action is possible and that the individual can accomplish it) and self-regulation (the establishment of goals, the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the plan, and subsequent actions of reflection and modification or redirection. The work of Ames (1992) and Dweck (1986) discussed below is a major component of social cognitive views on motivation.



g) Transpersonal or Spiritual Theories

Most of the transpersonal or spiritual theories deal with the meaningfulness of our lives or ultimate meanings. Abraham Maslow (1954) has also been influential in this approach to motivation. Other influential scholars included Gordon Allport (1955), Victor Frankl (1998), William James (1997), Carl Jung (1953, 1997), Ken Wilber (1998).

IX.4. Impacting motivation in the classroom

Stipek (1988) suggests there are a variety of reasons why individuals may be lacking in motivation and provides a list of specific behaviors associated with high academic achievement. This is an excellent checklist to help students develop the conative component of their lives. In addition, as stated previously in these materials, teacher efficacy is a powerful input variable related to student achievement (Proctor, 1984).

There are a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed above: intrinsic motivation and extrinsic motivation.

Intrinsic	Extrinsic
<ul style="list-style-type: none"> ○ Explain or show why learning a particular content or skill is important ○ Create and/or maintain curiosity ○ Provide a variety of activities and sensory stimulations ○ Provide games and simulations ○ Set goals for learning ○ Relate learning to student needs ○ Help student develop plan of action 	<ul style="list-style-type: none"> ○ Provide clear expectations ○ Give corrective feedback ○ Provide valuable rewards ○ Make rewards available

As a general rule, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be appropriately motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only as long as the student is under the control of the teacher. When outside of that control, unless the

desired goals and behaviors have been internalized, the learner will cease the desired behavior and operate according to his or her internal standards or to other external factors.

The school motivation is a general process by which it begins and heads a conduct through the achievement of goals. This process involves variables as cognitive and affective. These variables complement and do enough motivation in the students to do the activities in the classroom. Teacher should be a friendly person and sincere with the students, he/she should give the space to the students to practice and improve the language or knowledge, teacher should try to be patient and check the students mistakes without students feel bad in front of the classmates because it can provoke student never participates again or bring the time to speak when the student is talking.

IX.5. Teacher-student relationship.

Teachers can make a valuable contribution to developing a friendly relationship with their students. This relationship can help to the teacher to have a closed friendship and motivate students to ask and participate in the class. Most students consider their teacher as a role model. For this reason, in order to motivate your students to learn English, you need to be enthusiastic, cheerful and sincere. (Brophy, 2004:28). Show your students that you actually care for them, and you are there to help them master the English language, rather than constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy (Ebata, 2008). These attitudes help to the teachers to have the control and the opportunity to check and correct mistake with the students with a friendly environment.

The teachers should have a good mood and humour, they should call their student by their first name and have a 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, give students security to participate and help them when they cannot answer a question, 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.

It is important to establish a kind of "classroom community", in which students feel free to communicate using the foreign language. An important thing to bear in mind is that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei (2001: 42). If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language. Try to check the student weakness and give some answers to resolve these problems and increase the students participation in the speaking activities

On conclusion motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/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 also note that the principles and techniques to teach need to adapt them according to their students' needs and the specific teaching context.

X. Methodological Design

X.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 focuses on group behaviour, motivation and interaction among group members.

The qualitative research looks at what humans' behaviour and the reasons behind it or what people do and why; the qualitative research is used to gain insight into people's attitudes, behaviours, value systems, concerns, motivations, aspirations, culture or lifestyles. It's used to inform business decisions, policy formation, communication and research. Focal groups, in-depth interviews, content analysis, ethnography, evaluation and semiotics are among the many formal approaches that are used, but qualitative research also involves the analysis of any unstructured material, including customer feedback forms, reports or media clips.

Qualitative methods are typically more flexible – that is, they allow greater spontaneity and adaptation of the interaction between the researcher and the study participant. 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 “no.” 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.

On conclusion the qualitative research helps to the research to understand the culture or behaviour of a specific group, identify the personal characteristics as the social characteristics and then analyse and find a depth answer using the correct instruments to recollect and processed the information.

X.2. Type of research.

The type of this research is Educational Micro-ethnography, so the main objective is to analyze the students behaviour in a closed context (Classroom), This type of research makes emphasis in the different factors that provoke lack of motivation in the English class, in this work we use a short group to ask question to identify the problem in the class.

Ethnography, also known as ethnographic investigation or qualitative research, constitutes a research method very useful for the identification analysis, and solution of multiple educational problems. With this pedagogic approach appears in 1970s, in countries such as Great Britain, United States of America, and Australia and was generalized in all Latin America with the objective of improving the quality of education, studying and solving the different problems which affects it. This method changes the positive concept and incorporates the analysis of qualitative aspects given by the behaviour of the individuals, of their social relations and of the interactions with the context in which they are developed.

On conclusion this type of research can help to the researcher as an important tool to analyse and find solution to different educative problems, and the instruments that are used in this type of research can be very values in the investigation to show quality of the data and wide or clear the information; this education micro-ethnography research or qualitative research can be very important to analyse the learning teaching process in different subjects

X.3. Qualitative sample

The qualitative sample for this research was the quota sampling, the researcher decides while designing the study how many people with which characteristics to include as participants. Characteristics might include age, place of residence, gender, class, profession, marital status, etc. The criteria researcher chooses allow to focus on people the researcher thinks would be most likely to experience, know about, or have insights into the research topic. Then the researcher goes into the community or the classroom and – using recruitment strategies appropriate to the location, culture, and study population – find people who fit these criteria, and the researcher applies the instrument or techniques to collect data.

The population was 28 students from tenth grade of the morning shift of Salomon Ibarra Mayorga School.

The Sample was ten student male and female who fit the criteria of the sample and the teacher.

The technique for selecting the sample was the type-case where looked for the students who fit more than three the criteria related to the problem of motivation from twenty eight students in the classroom, after asking to the students the different criteria only ten students was selected to do the focal group, as show in the following chart.

Type-case

CRITERIA	Low motivation	Not interest on class	Bad behaviour	Low level of participation
STUDENTS NAMES				
Doris Cruz Solórzano	YES	NO	NO	YES
Daniela García Mena	NO	NO	NO	YES
Isabel Torrez Reyes	YES	YES	NO	YES
Jennifer Brizuela López	NO	NO	NO	NO
Jockselina Rojas Beltrán	YES	YES	NO	YES
Karla Flores Aranda	NO	NO	NO	YES
Karina Carrillo Espinoza	YES	YES	NO	NO
Leslie Peña Flores	NO	NO	NO	YES
Mayla Trujillo Trujillo	NO	NO	NO	NO
Magali Torrez Dávila	YES	YES	YES	YES
Nataly Chavarría Urroz	YES	YES	YES	YES
Selena Urroz Leyva	NO	NO	NO	YES
Sarai Gutiérrez Vílchez	YES	YES	NO	YES
Tania González Gutiérrez	YES	NO	NO	NO
Yorling González González	YES	YES	NO	YES
Allan Jarquín Zuniga	YES	NO	NO	YES
Arnoldo Alvarado García	YES	YES	YES	YES
Bawner García M.	NO	YES	YES	NO
Eduardo Orozco López	YES	YES	YES	YES
Enrique López Sanarrusia	YES	NO	NO	NO
Junior Padilla Solórzano	YES	NO	NO	YES
Joao Bermúdez Bermúdez	YES	YES	YES	YES
Justo Barrera Salgado	NO	NO	NO	NO
Juan Cordova Chavarría	YES	NO	NO	NO
Laura Rivas Cordonero	YES	YES	NO	NO
Carlos Alberto García	YES	NO	NO	YES
Maria Araica Garcia	NO	NO	NO	YES

X.4. Techniques for collecting data (instruments).

All the techniques used in this research were very depth for collecting the information from the sampling, the main objective of these techniques was look for a solution to the problem.

The techniques to collect the information in this research work were:

- a) Classroom observation: This technique helped to do a diagnostic and described the context of the Teaching-Learning process in the classroom as the physical and pedagogical conditions in the classroom too. (See the annexes)
- b) Interview: This technique was applied to the teacher to know some important aspects about the group and the methodology as the strategies to teach. (see the annexes)
- c) 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. (See the annexes)
- d) Documentary Analysis: This technique helped us to identify the students' interest for the class or the activities that teacher uses in the lesson plan.

XI- Data processing and analysis.

To analyze the different instruments used in this research work, they were read all of them or listened very carefully, taking account that the investigation is qualitative research for that reason the information was linked with the objectives to look for a good conclusion related to the problem .

1. Students' responses to the teacher strategies.

Students:

According to the instruments used in the research with the students from tenth grade of Salomon Ibarra Mayorga it was found that students did not like to participate in the strategies that the teacher used in the English class, they explained that they participate as an obligation for getting a grade and they did not do for learning English as a second language; other students considered that they are not interested in learn English as a second language, but they were not sure if were by the teacher's method or because they did not like at all. Some students said that they did not participate frequently, because they felt fair when they answered to the teacher or tried to got involve in the different activities, mainly when the activities were for motivating to talk in class, because they thought that the teacher was going to say something that they felt embarrassed in front of their classmates.

Other students expressed that they were very shy and felt very nervous when they were in front of the class, or they did not understand the teacher's explanation and they did not have the confidence to ask the teacher about the exercises, because they thought that the teacher was very closed in her attitude and that did not let to develop the activities in a satisfactory way. The students expressed that they did not have a good relationship with the teacher, because she rarely showed a friendly face and all the time she came in classroom very hurry and worried to develop the lesson plan in a

right time and the student said that they did not have the enough time to ask her about the topic.

The students mentioned that the most common activities that the teacher developed in the class for speaking English were dialogs and read sentences aloud, The students considered that these activities were not enough to motivated them, although the students said that they liked practicing the dialogs, but sometimes were boring and they said that the teacher should used other activities that awake the motivation to speak English, like dynamics, presentations or games, because they never did some kind of dynamics or games.

The students expressed that the teacher did not use discussion or presentation or other activities where they can practice the vocabulary or speak the language, because the teacher most of the time wrote on the board many exercises or reading and they did not have time to speak English. On the other hand the student said that they did not feel free to speak English in the class or they did not have confidence with the teacher due to the relationship with the teacher and the teacher behaviour that it made them to feel unsure when they participate in the class.

Teacher:

The teacher said that the most common activities that the students responded in a satisfactory way were the dialogs after the writing activities. The teacher considered that she did not have time to develop other activities where the students could participate, the teacher emphasised that the students' behaviours provoke a big obstacle for developing other activities to speak in the class and this factors provoked that she felt frustrated or upset and this attitudes change her mood and she expressed that she was angry with her students due the bad students' behaviours or because her students did not like to do the homework or the different tasks that she develop with them or many time the students did not come in to the classroom and the next meeting the students could not answer the question that she asked about the last class.

The teacher mentioned that the students had a bad attitudes to the English class and this factor made her activities were boring to the students, she explained that she used pictures or flash card to teach vocabulary but many time the students were interesting in other activities outside the classroom or talking with other classmates and they did not pay attention to the activities and when she asked to the students about the activities, they could not answer correctly or participate. She tried to look for other activities but the time was impossible to develop them in the class.

The teacher considered that one of the factors that affect the lack of motivation in the students was the parents' lack of interested 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 interesting for attending the English class.

Classroom Observation:

During the different classroom observations were found that the teacher used more writing activities that speaking activities, the teacher wrote on the board all the time and a few times ask students questions to get students involved to speak English in class, It was found that some students did not pay attention to the teacher explanations or the teacher's commands, when the teacher asked students something about the class they could not answer because they did not have ideas about the class, other aspect could observe was that the students passed most all the time interesting in what happen outside the classroom or joked with other classmates.

It could observe that the teacher only liked that the students worked in group for all the activities that she developed in class, but during the activities the students passed most of the time talking, playing, throwing papers or did other homeworks of the others subjects, and only one or two students were working in the activities, and when the teacher asked or check the tasks the students

tried to copy from other classmates' tasks and they never worked by themselves

Documentary Analysis:

It was found that the teacher in the lesson plan had all the component of the plan but she wrote more writing activities that speaking activities to develop with the students, the teacher wrote many grammar exercises or write sentences related to the topic, but the teacher did not add activities like debate about the topic, discussion or presentation , and the teacher never add dynamics or game in the warm-up related to the topic for motivating the student to be active in the rest of the class, the homework that the teacher gave to the students were very closed and the students did not have the opportunities to create new knowledge acquired in the class or practice the vocabulary.

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 student did not have a good order to write the topic and other cases some students use a notebook and mixed all the subjects in the same notebook.

2. The students' perception on didactic materials

Students:

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

The students said that most of the time the materials that the teacher used was boring because they wrote and wrote all the time and when the class was over they were tired, the students said the teacher did not used books, readings or listening for presenting the topic, the teacher wrote on the board the exercises and explained and the they began to do the exercises.

The students expressed that the teacher never changed the materials or activities to motivate them and many times they feel disappointed in the English class for that reason they did not pay attention to the class or they did other activities that were not related to the class.

Teacher:

The teacher expressed that the students have a negative perception about the material that they used, although she tried to look for other materials, but there were factors that avoid using in the class and these factors were:

- a) 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 by internet the students do not have money; the student said to the teacher that their parents did not have money because they work at Zona Franca or work as a seller on the street or other occupation where their parents did not earn enough money.

- b) The lack of didactic material in the school: Teacher expressed that in the school there were not teacher's books related to the topics or to the curriculum of MINED and she had to look for other materials to teach, she said that in the library there were enough English book or dictionary to use with the student to achieve the indicators of the program. She also expressed that there was not a specific English book for tenth grade and she did not have enough money to buy books where she could find the information for the topics of the program.

Classroom observation:

It was found that the teacher did not use a book to develop the class or other materials as a guide to help to the students to increase their knowledge. It could observe when the teacher tried to photocopy something related to the topic, but the students said to her they did not have

money to do it and that the Education is free, for that reason the teacher decided to write all the topic on the board, or if was a reading she had to write on the board and these activities took enough time to explain to the students the topic and other factor was while the teacher was writing on the board the students were talking or doing other activities, when the teacher finished to write all the topic, she did not have time to explain them the activities and the students many time had not finished to write the reading or exercises. The method of write on the board all the time was boring for the students and at the same time was tired for the students and teacher.

Parents:

The parents expressed that their children tried to learn with many difficulties because they did not have money to buy a book or dictionary for the class, they said that the lack of a specific English book provoke their children did not learn more in the home, and they also mentioned that they do not have money to give their children to go to the internet or to photocopy the pamphlet that the teacher used in class, other parents considered that the English is not important for their children.

3. Classroom Physical Conditions.

Students:

The students expressed that the classroom is in bad condition, because at the beginning of the semester they did not have a comfortable chairs, they also said that they did not like the board because they could see well, due to the teacher used chalk to write the topic and many time were impossible to identify the letters for that reason the students said they could not write the topic in the notebook completely, many time they felt boring when they saw the board with a text, other factor that made them fell boring was the environment of the classroom, because the classroom was in the primary area and there was many noisy when the primary students were in break time or many students near to the window and made much noisy like play, talk or laugh, these factors made them to not pay attention or to participate in class, they did not listen well to the

teacher when she was explaining . The students considered that all these factors provoked that they were not interesting to the English class.

Teacher:

The teacher said that the classroom conditions were terrible, because the classroom did not let her to develop all the English skill and practice them with her students; she said that it is impossible to develop listening in the classroom, because there was not electricity system and the school lack of economical resource to repair it, she also expressed that it is impossible to watch a video related to the class and then make a discussion about what the video is about and use this activities to motivate to students to speak English.

The teacher mentioned that there are many distracters during the development of the English class like the location of classroom that made many students provoke noise and play near of the classroom, the dust when the wind blow made that students felt uncomfortable in the classroom.

Classroom Observation

1. In the observation was found that the classroom did not have the condition to develop different activities to motivated the students for example the students do no have a chair or sometimes they had to write in the legs and using the hand as a table because the chairs are in bad condition, or if the teacher wanted to do a listening or watch a video was impossible to do because the classroom did not have electricity system and these conditions did not motivate to the teacher and the students to change the way to teach.

On the other hand there were many pedagogical conditions that provoke lack of motivation in the English class like the lack of audio items or video item, sometime the environment outside the classroom was very noise and it provoked that the students distract from the class; for example the dust

provoked that the students were not concentrated in the teacher's activities or the explanation.

4. Level of students' motivation

Students:

The students expressed that the economical situation the family affected them because they could not have enough money to buy books or go to internet to look for information and presented in front of the class, the students considered that the lack of money contribute to the lack of motivation because they could not have the same opportunities like other students who have enough money.

They also expressed that the relationship between their parents was not excellent because they did not have time to talk with them and share their experiences acquired in the school. They also expressed that their English knowledge sometimes was a obstacle to develop the class in a good way, they considered that the teacher could not teach all the English skill to increase their knowledge, they also said the they did not dedicate enough time to study English in their homes and for that reason their knowledge about English is very poor and at the same time this reason provoked that English class was bored and they did not participate all the time when the teacher asked them.

Teacher:

The teacher considered that the parents should be more interesting in the children Education because when they had parents meeting they did not come to the meeting and this provoke that the children feel free to do many bad and irresponsible attitudes in the English class. She considered that the parents did not have time to talk with the children because the most of them wok at Zona Fanca and they work more than eight hour a day and have a low salary which it is not adequate to give a good education to their children.

Parents:

The parents considered that they tried to work the most of the time to earn enough money to give to their children a food and education, although the salary is low, they look for how to help their children, but sometimes they did not have time to talk with their children because they arrive at home very late at night and the children are slept, they also said that they did not go to ask about the grade or behaviour of their children because they could not or the company did not let go.

This routine could not let to check their children notebook or help to do the homework, many times when their children needed to go to look for information by internet they did not have money or time to go with them. Parents considered that the children did not have enough help from them.

On conclusion the different techniques analysed showed the different aspects that provoked the lack of motivation in the English class like the students' response to the teacher's strategies, the students' perception on the didactic materials, classroom physical conditions, and level of students' motivation. To analysed this aspect were involved the teacher where she explained the different difficulties that affect the teaching process; students mentioned the different problematic in the English class and how these problematic affect the motivation in English class; parents tried to explained the different situation that affected to their children education, mainly in the English class and many classroom observations that showed the different aspects that affected the methodological and pedagogical learning teaching process.

XII- Conclusions

Based on the analysis of the data was concluded that the lack of motivation in students from tenth grade to develop the English speaking skill was affected by many factors:

1. The few strategies that the teacher used for developing the English speaking skill in the class.
2. The negative way that students responded to the teacher's strategies.
3. The bad relationship students-teacher and the lack of communication among them during the class.
4. The lack of the didactic material and the poor of motivation in the resource that teacher use to teach.
5. The teacher only developed writing skill the most of the time and that provoked students felt boring, because they did not participate or interact each other.
6. There are many distracters outside and inside of the classroom that provokes that students change their mood and behaviour in the class.
7. The lack of parents' worries for their children in the school provoked that students are not interesting in the class or participate in the different activities that the teacher developed.
8. The lack of the students' knowledge provoked that students were not motivated in class.
9. The classroom conditions were not adequate to develop different activities to motivate the students like listening a song, game, dynamics.
10. The classroom was not in a appropriated place for the high school.
11. The lack of communication between parents and children affected their motivation, because they children thought that their parents were not interested in them.
12. The lack of pedagogical condition in the classroom influenced in the teacher and students' motivation.

13. The low teacher's motivation and lack of trust between teacher and students do not permit that students respond in a satisfactory way to the different strategies used by the teacher.

XIII- Recommendations

It is very important that in the high school, teachers create a motivated environment to teach English as a second language and motivate to students to learn the language.

The teachers should be friendly and confidence in front of the students to have a good relationship between teachers and students and give the students the opportunity to express their ideas and knowledge.

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

- Pair works.
- Interesting topic to motivate students to speak.
- Short reading.
- Songs.
- To learn poem.
- Spelling activities.
- Self-motivation.
- Listening 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 curriculum as a teacher guide.

The government should give a good condition to the schools for motivating to the teacher 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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ANEXES

DIFFERENT TECHNIQUES USED IN THIS RESEARCH.

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

Classroom observation

The main objective of this technique was to 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 behaviors in the English class.
- 2) Teacher behavior .
- 3) Teacher Methodology.
- 4) Classroom condition.
- 5) 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 evaluated in this technique were:

- 1) Teacher –Students relationship.
- 2) Teacher's activities to motivate students participation.
- 3) Classroom condition.
- 4) Students behavior.

- 5) Attitudes towards English class.
- 6) Student's English knowledge.

Teacher interview

The main objective for this techniques was 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) Students perception on didactic material.
- 2) Teacher`s strategies.
- 3) Classroom pedagogical condition.
- 4) Parents meeting.
- 5) Students knowledge.

Parents' interview

The objective for this instrument was to know if parents are interesting in their children's education and how they learn in the learning process.

Parents interview aspects:

- 1) Relationship parents-children.
- 2) Time that share with family.
- 3) Economical situation.
- 4) Time for helping to study in the home.

Students' pictures in the school.

