

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

RECINTO UNIVERSITARIO RUBEN DARIO



FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

DEPARTAMENTO DE INGLES

Seminario de graduación para optar al título de Licenciado en  
ingl es

AnAl ysis of the lAck of motivAtionAl strategies in the practice of  
speaking in engl ish cl ass in 3<sup>rd</sup> year students of the Institute  
Fernando Salazar in nagarote during the Second SemeSter of 2010.

Autores:

Lic. Fany Lidieth Pérez VíLchez

BR. SamiR pal acioS Gómez

TuTor:

Master: raúl ruíz

Fecha:

Managua-Nicaragua ENEr0 2011

## DEDICATORY

First we want say:

! Thank God! For life, thanks for the new knowledge, our jobs, our families and teachers too; thanks for our partners, and thanks for this moment.

We are finishing this stage in our life, but we are beginning a new stage where we hope for more experiences in which we can apply our knowledge.

! Thanks for blessing us greatly!

I personally dedicate this work to my family especially and my son for his understanding and patience, my mother for supporting me with my son and my father who always advises me, and also, to all those who in one way or another who helped me to fulfill this dream. ( Fany )

Thanks to God who has always been accompanying us and has given us the wisdom to do our best in our degree, and secondly, to my unbeatable parents who have always taken care me and have been my inspiration and the reason of my effort. ( Samir ).

## ACKNOWLEDGEMENTS

This work is very important for us and many people were near us all time. We would like to express our gratitude to all those whom have helped us to achieve the goal we set up in this research paper.

In first place, God, who has been the light in the darkness and our strength in the most difficult times we have lived so far.

Also, our families whose help and advice has been the greatest blessing we have been given.

Personally, Mrs. Amanda Toland for her unconditional support in our work and our Tutor Msc. Raul Ruiz for his patience and dedication in helping us with this endeavor, we would like to thank as well all of the other teachers who have transmitted their knowledge unto us and have given us the opportunity to be able to achieve our dreams.

## INDEX

Abstract .....	5
I- Introduction .....	6
II- Problem and the research topic.....	7
III- Setting the problem.....	8
IV- Justification.....	9
V- Previous studies.....	10
VI- Research questions.....	12
VII- General Objective and Specific Objectives.....	13
VIII- Theoretical framework.....	14
IX- Matrix.....	22
X- Methodology.....	23
10.1 Sociological approach.....	23
10.2 Type of Research.....	24
10.3 Qualitative Sample.....	24
10.4 Techniques for collecting data (instruments)...	25
XI- Data processing and analysis.....	26
XII- Conclusions.....	37
XIII- Recommendations.....	38
XIV- Bibliography.....	40
XV- Annexes.....	41

## ABSTRACT

Now a days the lack of motivation is a common problem in the majority of classrooms as in this research work different points of view are presented and essential themes in order to have a better knowledge of the problems of lack of motivation.

First, we delimited our topic taking a group focal and studying one place and focusing on different previous studies regarding the lack of motivation in three distinct time periods, and also presenting different definitions of motivation and theories that present a better knowledge of this problem, also demonstrating the different types of motivation and how they each affect people in different ways.

In this research work one can observe the collection of information with different interviews done in a qualitative way and a focal group with people involved in the investigation in order to know in a clearer and more profound way the origin and the consequences of the problem of lack of motivation.

Finally, these are the conclusions and recommendations that are to be shown to the corresponding authorities, one can also see in the annexes in addition to the resources that were utilized in order to collect the information presented in this research work.

# I. INTRODUCTION

In this research problem we try to explain in a clear and organized way the study about the lack of motivation of speaking in the classroom, a topic that my partner and I selected with mutual agreement.

The objective of this research problem is to determinate possible causes and consequences about the lack of motivation in the practice of the speaking of English in class and develops some principle strategies that help the students to practicing English.

Right now in the educational system of the country one can hear a lot regarding motivation and the lack of motivation of the students in the different levels of study. In our case we decided to do this research in order to be able to know more deeply the main causes that originate from lack of motivation and the problems that the students face in the learning process, mainly in the English class where we find a great apathy and difficulty in the practice of speaking for the students.

Also, one can find the different efforts that the school puts forth because it is a institute of learning and it wants to that the participation from the parents in the education of their sons or daughters could be more successful.

The theme of motivation is considered a fundamental part of the educational process in order for the students to achieve better learning and if we put in practice the strategies that we found they will help the educational system of the Fernando Salazar Institute.

## II.PROBLEM AND THE RESEARCH TOPIC

### Problem:

Lack of motivation in English class.

### Sub-problem:

Lack of conditions in the classroom in 3<sup>rd</sup> year students of the Institute Fernando Salazar in Nagarote during the second semester of 2010 for practicing speaking English.

### Topic:

Analysis of the lack of motivational strategies in the practice of speaking in English class in 3<sup>rd</sup> year students of the Institute Fernando Salazar in Nagarote during the second semester of 2010.

### III.SETTING THE PROBLEM

This problem is about lack of motivation strategies that affect the participation in speaking in English class in the Institute Fernando Salazar in Nagarote.

The possible factors to the problem of lack of motivation are: lack of methodological material, economical factors, behavior factors and lack of support from the parents.

In the school the teachers do not have sufficient materials to teach the content of their class. The same is with the students, they do not have workbooks and some of the twenty classrooms in the school do not have electricity, this makes it all more difficult when having to give these classes, for example the practice of listening in English as well as some teachers who have to pay with their own money for photocopies because asking students for money is prohibited in public school this also because the majority of the students have little economic resources as it is.

The behavior of the students makes it hard to work with them. They are disrespectful in the classroom and to make matters worse their parents do not come to the meeting to help this discipline problem. This makes the teachers work even harder than it already is. The teacher put in their part to better the student' conduct but without the effort from the student and the support of the parents it is hard to succeed.



## IV.JUSTIFICATION

This work intends to visualize the need that the students face in their use of speaking in English class uncovering before if the internal logistical keys clarifies their use.

The presentation of essential problem is in the handling of speaking in oral expression involving the determination of the indispensable elements that determine the lack of motivation in English class. The intention is to utilize motivational activities that will shape the prudent change in the students.

With these activities we will able to obtain results that in the future will allow us to present alternatives that benefit the students and teachers in achieving better results using the suggested strategies from the students and teachers.

The teachers will be benefited by these motivation activities because they will have the chance to use better techniques of teaching therefore sparking the interest of their students and creating a more participatory classroom.

In addition the students will be benefited by these activities by having the opportunity to be taught in the best way with these new techniques and will begin to view the class not as an obligation but as a useful and interesting class that will benefit them in the future.

## V. PREVIOUS STUDIES

In the search to obtain higher information regarding the lack of motivation the analysis has been done by previous studies found in the library and the English department with related themes to motivation. The following demonstrates three previous studies done in three different time periods where different objectives and conclusions are shown.

1. A research topic was found about: “The lack of motivation in the students of 1<sup>st</sup> year in English affects the learning of the language”

This study was done by: Estela Hernandez Cajina and Lozano César Cárcamo, during the first semester in the year 2005 in the UNAN – Managua.

The objective of this research topic was: to identify the influence of the motivation in learning English with the students in the 1<sup>st</sup> year of their career during the whole semester. The methodology used was a pilot study that used the interview to the students and several teachers.

With respect to the conclusions that can be observed in the following;

The teachers, students, schools, and universities need to work together in order to be able to have a successful and innovative educational system, according to the social demands and the challenges of modern education.

2. Another previous study found is: “The action of the teachers of the normal school Alesio Blandón in the motivation of the students in order to continue careers in the educational system”

This study was done by: Luz Marina Chamorro Alvarez, Liliane Guillén O’Connor, and José Abelardo Alvarado Castro in the year 1986 in the school of pedagogy.

The principle objective is: To analyze the educational labor of the teachers in the normal school in the motivation of the students in order to continue teaching careers.

In this study they used theoretical methods like the analysis and the synthesis and the empirical method like observation and survey.

In the conclusions found there where: Despite the fact that the teachers of this school are very qualified with their many years of experience and their academic preparation, their educational labor is not enough to maintain a consistent level interest so that the students will continue on studying for a higher level teaching career.

3. Another previous study found was: "The motivation in Physical Education and sports in students of middle education in Nicaragua"

This study was done by: Guillermo Pérez Martínez in the year 1974

The objective of this study is: To explore the attitudes and opinions of the student of middle education in the subject of Physical Education and sports.

The methodology used was through questionnaires and direct surveys of 25 teachers and the observation of the class.

The conclusion: The idea was confirmed that the man possesses a basic motivation to do the activities of the physical type, but the environmental conditions operate in a negative way.

One is able to see the theme of motivation is in many previous studies and in different time periods, especially in the area of education and this has to be realized so that the problem of the lack of motivation stops being a big worry for the teachers, the schools, and the parents.

## VI. RESEARCH QUESTIONS

1. What are the causes of poor practice of speaking in English?
2. What strategies does the teacher use to involve the students in English class?
3. How does the didactic material influence the oral practice of speaking?

## VII. GENERAL OBJECTIVE AND SPECIFIC OBJECTIVES

General objective:

- ✚ To determine possible causes and consequences about lack of motivation in the practice of speaking English in class and develop some principal strategies that help the students to practicing English.

Specific objectives:

1. To identify the main causes in the low practice of speaking English language in the students.
2. To identify the motivational strategies used by the teacher to involve students in the practice of speaking.
3. To verify whether the lack of didactic material influence the motivation to speak English language.

## VIII. THEORETICAL FRAMEWORK

### 8.1 DEFINITIONS ON MOTIVATION

In the search for better information and knowledge of motivation is important to explore some definitions of motivation to get a better idea about what is being investigated.

Below are given three different definitions on motivation:

1. The first of definitions tells us that motivation is an internal process and different for every person, and it consists in the execution of conduct that makes a goal that the person considers necessary and desirable.
2. Another definition tells us that it is a produced process from the evaluation results that the person makes from living in certain situations and all for finding a determined ending.
3. The third definition tells us that it is a combination of physiological and psychological process that are decided in a given situation with the dedication they act upon and in what direction it causes them to go. Knowing these types of motivation they say that the motivation is the energy that a person has to focus on obtaining and objective, a goal etc. it could be for necessary or for satisfaction.

The three criteria are very important and are interrelated, considering that the first definition is closer to the idea of what we mean by motivation, because everything is explained in a simple and understandable for everyone who wants to know what it means word motivation.

## 8.2

### THEORIES

To obtain knowledge in a more profound way are through the studies of two great connoisseurs and scholars and through these motivational theories such as those of: Maslow and McClelland in giving their views to better understand the motivational behavior of people.

#### Theory of Maslow's hierarchy of needs

This theory is one of the most well known and popular. Maslow identifies five levels of necessity and they are described using a pyramid where the basic necessities are found below the higher necessities above. For Maslow to order the necessities in an hierarchical way is because it explains to us that the necessity only can be activated after satisfying the lower level first. It tells us when people satisfy the lower necessities come one by one with the higher necessities come the motivation to be satisfied.

Auto realization	Auto expression, independence, competence, opportunities.
Esteem	Recognize responsible feeling of accomplishment, prestige.
Social	Companionship, acceptance, belonging, teamwork.
Security	Security establishment avoid physical gain, avoid risks.
Physiological	Food clothing instruments of conservation.

This square explains more clearly the most important levels of necessity. Look for other representation in annexes.

## Theory of McClelland

McClelland focuses on three important types of motivation:



### **achievement:**

In this type of motivation the individual intends to achieve proposed goals for themselves, it motivates them to develop many necessities from it but they dislike sharing their work or unite with other people they like their work well done and they accept big responsibilities.



### **power:**

This type of people feels the need to control other people or groups and that is what motivates them. They like to be considered important and they like to achieve prestige and status, generally they have political thoughts.



### **affiliation:**

This type of motivation is in the people who have relationships with others, they are very sociable they like to make groups, they are very popular, they do not like individual work, and it makes them happy to help others.



The two theories show great scientific content and a different way they teach us about the needs that human beings have to feel motivated. McClelland teaches an easier way the three types of motivation and can read them in an easy way to identify people who identify with any of these three types of motivation.

## 8.3

### YPES OF MOTIVATION

a.

intrinsic motivation:

This is when a student shows interest for a certain class that is being developed and they feel motivated when they start to dominate the objective of the developing subject.

b.

extrinsic motivation:

This is when the student learns not because they like the subject or their university career without learning the advantage that it can offer.

c.

negative motivation:

The student or the person is obligated to do the work assigned from being punished and has already threatened by their parents or guardians.

d.

Motivation related to self esteem:

The student or person forms a positive idea from the same that will allow them to have a better understanding and a constant desire to better them having a positive spirit.

e.

Motivation centered in social evaluation:

The student feels accepted from people they consider superior to them and this type of motivation manifests its dependence on those people.

f.

motivation from external reinforcement:

This refers to the prizes that the students receive when they achieve the desired results.

Each person has a unique style to feel motivated to do so we must be stimulated in some way and these are first into the different types of motivation.

Six types of motivation are different and have something in common is the stimulus that the person has a positive or negative way to get motivated to perform a task, work etc. The important thing is that we can deal all these types of motivation in the classroom especially when the student group is large.

See appendix N0. 3

PAG.46

## 8.4 LACK OF MOTIVATION

The lack of motivation that the students have in their studies is one of the main causes that students stop attending school, this is mainly a problem with high school student say both teachers and specialist, the students believe the content of the classes is not very interesting and it is hard to motivate them.

High school is less attractive for many kids and this is seen by the teachers in the classroom by the kids that have no interest to learn theoretical and practical knowledge that the teacher is offering and it is hard to be able to reverse this situation but the schools along with the Ministerial of Education they can out in practice new strategies in order to make the students feel like education is something important.

There are unlimited reasons for the students to feel apathetic to study and an important factor is their lack of a vision for the future.

The educator Andrea Bertran says that what happens with the students is that many subjects to learn are beyond their interest.

For the students this results in anarchy and brings about a series of knowledge to be capacitated for the work when they want in mediate results and this is where their lack of motivation comes into play.

The lack of motivation is the opposite of motivation and is like feeling of hopelessness when a person finds a series of obstacles and it is there they lose the enthusiasm and the intentions to continue.

For the conferencist and orientador for the behavior Renny Vagossesky the unmotivated person feels limited and focuses in pessimistic thoughts and their lack of energy comes as a centralized consequence of past negative experiences and they feel incapable of having the results they wanted.

## 8.5 LACK OF STUDENT MOTIVATION

More students today come to class without personal motivation to learn, there are many different reasons why they decide to stop paying attention. First might be that have a learning problem and are not getting the specialized help that is needed. They give up because they become consumed with the idea that they will fail.

They also might have a physical problem like needing glasses or having bad hearing. Another big problem is their inability to see how the material

is relevant to their lives; they do not see the benefit that school could offer them.

The symptoms of lack of motivation are the obvious non competition of work as well as the lack of effort in class and outside of class with homework. Others symptoms are the unnecessary need for help at every step of the way and apathy for challenging themselves.

The causes of lack of motivation can be from several different factors. Entertainment could be the first one due to its higher priority in a student life and distraction. Again a learning disability could be a cause as well because the student gets too frustrated to continue.

Negative influences by the students 'peers are also a strong cause of lack of motivation, as well as the lack of family support and teaching of basic self motivation. Lastly the cause could come from teachers and them not taking the right step to motivate.

## 8.6 HOW TO MOTIVATE THE STUDENTS

Some students are motivated in natural way and many just wait to be motivated by their parents or instructor to feel inspired and esteemed. Some specialists say that the learning affect in the classroom depends for the most part on the abilities that the teacher has in maintain the interest of the students and in the development of the class, in other words taking advantage of whatever level of motivation the students already have to achieve a better lesson.

Some Student like to learn different languages and some time they need acquiring or learning other languages for the necessity of communication, jobs, and hobbies.

The motivation in class must be supported by the teacher in according the didactic material, the methodology used in class, creative of the teacher, using the four different abilities in class.

The school has to find alternatives so that the students get more involved in the teaching of English language and be able to break the obstacle of lack of motivation of the speaking in class.

## 8.7 THE MOTIVATION IN THE CLASSROOM

The curriculum has a public intention and includes some ways by means of the school, to give some of these opportunities.

The design of the curriculum implies different jobs to establish sources and to plan its levels of precision. In the study of the sources it shows.



he psychology:

Supporting the related information to behavior and situations of the people that are implied in the learning.



ociology:

Here they put in practice the recollection of social and cultural demands and respect the teaching process.



edagogy:

This is in charge of signaling the educated strategies to emphasize the teaching learning process.



pistemology

In this they find the basic information to choose the contents that they share in every one of the disciplines that the curriculum forms.

The different definitions of motivation, theories, and types of motivation, show the necessity that a human being has for motivation in their life to be able to achieve their proposed goals in each stage of their life, from student to worker to parent.

In investigating motivation further one can see that the psychological and psychological aspects of motivation are the most fundamental in acquiring and transmitting the idea of motivation into something that is actually going to be an effective and useful tool for a human to put into practice improving their daily lives.

IX-

## ATRIX

SPECIFIC OBJECTIVE	VARIABLE	DEFINITION	INDICATOR	SUB INDICATOR	SOURCES	TECHNIQUES
To identify the main causes in the low practice of	Main causes in law practice of speaking	Poor interesting in learning process that influence in	Psychologic al factor	-Parents support -Teacher methodology -School	-Student -Teacher -Principal	-Focal group

speaking English language in the students		the develop of speaking		condition		
To identify the motivational strategies used by the teacher to involve students in the practice of speaking.	Ways of participation that involve at students	Motivational strategies used by the teacher in class.	- Didactic strategies -Methodological strategies	-dynamics -Oral Presentation -plays	-Teacher	-Focal group -Interview
To verify whether the lack of didactic material influence the motivation to speak English language.	Lack of didactic material	Material used by the teacher in English class	-Teacher 'didactic material -Student's didactic material	-Resources -Didactic material -Books -CD -Workbook -Pamphlet	-Teacher -Students	-Focal group

X-

## ETHODOLOGY:

### 10.1 SOCIOLOGICAL APPROACH

This research starts with the need to find some possible answers to different questions that English teachers have when they are developing English class at

the moment of speaking, where it is obvious the lack of motivation in students to practice this language.

In this study we want to find answers to the possible causes that do not allow students to speak English and also check if the teacher is using the right strategies for teaching speaking and so we can make some recommendations to the teacher to develop the speaking part of successfully and the student improve the lack of motivation to speak English.

It was necessary to conduct a study with a specific group through the qualitative method which we expect to know more in depth the lack of motivation in students with detailed information on the students themselves.

We chose the Institute Fernando Salazar in Nagarote, a public institution founded in 1974, the school has 19 classrooms, two chemical laboratories, a library and its infrastructure is in good conditions, currently working with two morning and evening shifts during the week and weekend shifts Saturday's and Sunday for people who work and study, it has an enrollment of 2,000 students of which 80% are place urban and 10% are place rural and others from different places like Mateares, La Paz Centro and Ciudad Sandino, there are 63 different teachers which six are professors of English, two sub-directors and a Principal.

From first year to fifth year of high school was chosen for the third year of the morning shift, along with the class teacher who teaches English in the period to the second semester of school year 2010, made several visits to the classroom during English class and observing and taking notes the difficulties presented during class.

## 10.2 TYPE OF RESEARCH

The methodology used in this research work was the Educational Micro-Ethnography which analyzed the different subjects of the study, people focus both third year teacher and the principal of the Institute Fernando Salazar in Nagarote during the second semester of 2010, for it was taken into account from



the use unique case to participatory observation and formal and informal interviews to learn more thoroughly and in detail the characteristics of people who were doing the questions.

I also was a record about the information continues obtained during interviews and observations made during classroom lectures.

### 10.3 QUALITATIVE SAMPLE

Samples were selected from the institute's principal Mrs. Lea Blanco Castillo, she is the one who knows everything involving the school, the teacher who taught English class in the third year in the second half of 2010, who knows more thoroughly the problem of lack of motivation in English class, and focus group to which were selected students of different sexes and different academic levels.

To sample it was decided to take a middle of the third year students of the 49 existing students of the Institute Fernando Salazar which were not beginners in learning a language that stranger or embers to complete high school.

The focus group was composed of students with excellent grades in English class, students with acceptable grades and students with serious difficulties in the *English* class that included both men and women, these were selected in advance of the teacher's grade book the third year of English.

Sex	Masculine	Feminine
Excellent grade	1	1
Acceptable grade	1	1
Serious difficulty	1	1

### 10.4 TECHNIQUES FOR COLLECTING DATA (INSTRUMENTS)

Instruments used to compile the information came from interviews, focus groups and observations. The study is qualitative and with this type of instruments used

it was intended to gather more detailed information to the information that was desired or needed to know.

Interview was met with more detail to the problem facing both the school and students regarding the lack of motivation.

In the focus group it was realized more in depth what students think of English class, the teachers who taught it, the lack of teaching materials and lack of parental support.

The observation was made in order to meet the development of the class and in order to form a better interaction between teacher and student.

The instrument in practice were: interview with the Principal of the Institute, interview and observation at the English Class Teacher of third year, and focus groups and observation of the third year students in English class.

XI-

## ATA PROCESSING AND ANALYSIS

Focal Group with the students

English class has 4 fundamental abilities: listening, reading, writing, and speaking and this last one is the one least liked by the students and this was found out by the work done with the focal group, where it was collected a variety of information that the students think and feel regarding English class and the lack of motivation in order to integrate in the class. In the focal group six students from both sexes and both intelligent and students that have problems with English from 3<sup>rd</sup> year “A” from the Institute Fernando Salazar in Nagarote were selected from a total of 49 students in this classroom. In the information that was collected some students said that they liked English class and two of them were receiving extra courses in English in private schools but other students do not like English class because they think it is hard, boring, and they do not understand anything when the teacher speaks in English and they do not know how to speak it either because the pronunciation is hard for them, for this reason they feel unmotivated with the class and think that they will get bad grades at the end of the year, and they do not know how they would be able to do better in the given situation, the other students say that they like the class a lot because if they learn another language they will have more opportunities in their professional development and they would like to be able to communicate with other people around the world through the internet and nowadays there are 2 fundamental things that youth have to learn, English and computers.

The students that feel unmotivated say that apart from not understanding the class the methodologies that the teacher uses are boring because she sends them to make photocopies in almost all the classes and also they are bored of practicing dialogues, the students said that the teacher explains things fast and only one time and when she explains the class she does it in English and they are confused and do not know what to do when the teacher explains how to do a certain activity.

In the focal groups the theme of communication between teachers and students was also discussed and some of the students said that the

communication with their teacher is good but she gives higher preference to the students that sit in front and she has better communication with them because these students have better grades in English class and overall, but all the students said that when they do not understand a topic or they are confused with an exercise they ask the teacher and the teacher helps to solve the problems they are having in the class, they consider that the teacher is very accessible in the class but sometimes the students are afraid to ask her questions about the class some of the students are shy and are ashamed that the other students will laugh if they do not understand something or pronounce a word wrong, the students think that the biggest difficulty is not knowing how to use the grammar in English and when the teacher says that they have to write a paragraph they do it without caring if the paragraph is good or not and they are not worried about writing it in the wrong way but they are afraid to speak incorrectly because they do not know the pronunciation of the words.

In all the classrooms of the schools and all the subjects they are students that are tutors that are students who understand better the different subjects for example in English there are 10 students who are tutors, these students have to teach and help their other classmates that have difficulty in English class, they have to help them do their homework and they have to do study groups in the afternoon and in houses of their classmates but there is a problem because some student tutors only give help to their best friends, with the ones they have the best communication with and the students that have bad behavior and bad grades no one wants to help them and for this reason sometimes they feel unmotivated and less worried to learn.

Some of the students study only at their houses and only by themselves do they practice speaking they use books, dictionaries, and CDs that their parents buy them, in this way they feel more motivated because they have the support of their parents and the economic resources in order to buy their books

but other students do not have anything, not even someone who will explain to them or give them money to buy books. The majority of the students at the school are poor people with low economic resources, some of them both parents work, the son or daughter are alone in their house and they do not have someone that can help them do their homework or explain something they do not understand, they do not even have money to go to a cyber to look for information on the internet, other students study in the morning and work in the afternoon as “bixi-taxi” drivers or sell bread, other students work in the afternoon making backpacks and spend the majority of their time working, but also there are students that spend a lot of time and money playing video games, baseball, soccer, etc. and they do not dedicate one minute to studying and when they come to class their classmates lend them their notebooks in order to do their homework, this we can see every day in the classrooms.

An important aspect that one can find is that the majority of the parents of these students do not have any communication with the English teacher because some students say that their parents work all day and they do not have time to come to the school, one student said that his mother is a single mom and she has to work in Managua and she comes home every 15 days and she does not have time to come to the meetings at the school she does not have time either to talk to the teacher about the academic situation of her son, other parents do not communicate with the teacher because they do not like it and are ashamed to have to come to school, the parents of the teachers with good grades come to school consistently and have a good communication with English teachers and with the teachers of the other subjects.

The students suggested that the teacher should put in practice new and better motivational strategies in order to spark interest of all the students and that the students who have difficulties in the class get help from the teacher and have a constant communication with these students, also they suggest that English class should be longer, right now the students have English class two days a

week, one day they have a block of 90 minutes and the other day half a block of 45 minutes, in total they get in one week 2 hours and 15 minutes and they think this time is not enough in order to learn a language because they receive 3 and a half hours of Spanish classes every week or 2 and half blocks and they say that English class should have the same duration in order to learn better.

One of the students to who was asked the questions is the best student in the class because they have the highest grades, he said that it is important that the teacher teaches well and uses all the strategies he can use to succeed but it is important that the students do their part, they have to focus on their studies because the majority of them have behavioral problems in the classroom, also he says they do not do their homework and only copy from their other classmates and they study a little and for this reason they do bad on their quizzes that the teacher gives.

The lack of motivation in speaking starts from the students in 1<sup>st</sup> year, for them were frustrated practicing speaking because it was their first time that they were learning a different language than Spanish and neither the teacher nor the students looked for alternatives to fix the situation.

In the interview with the students that were chosen for our focal groups it could be observed in their notebooks the different topics that could be developed in the 2<sup>nd</sup> semester of this year, they had topics about transportation, traffic signals, where the teacher uses maps and caricatures so that the students will put in practice traffics signals and transportation words, also it came to our attention an interesting topic about gestures and body language where the teacher has to model their body in order to transmit the information to the students and they could express themselves orally and written what the teacher is doing, also we found a topic about likes and dislikes where the students had to write short paragraphs about that topic, in one paragraph they write about what they like and in the other paragraph they write about what they do not like, also

they had to do in orally as well, it can be decided if the teacher uses a different quantity of strategies in order that the students practice speaking but also it can be said that a big problem is the students do not care to learn because it is seen in the notebooks of some students that they do not copy anything and these are the students who have low grades in English class.

It is upsetting to know that every time it gets harder to motivate the students to learn, the majority of the students in 3<sup>rd</sup> year do not know how to use the verb “to be” although this material has been taught to them in the first days of class in 1<sup>st</sup> year, they do not know how to write an complete sentence using simple present, the students get to 5<sup>th</sup> year and the same problems, for this reason the new curriculum transformation of the ministry of education intends for the students who graduate from 5<sup>th</sup> year to be able to speak English communicably, for this reason they put in practice topics where the students can use oral language to express something, but without the support of the parents, the students’ interest to learn, or the techniques that the teacher uses, a lack of motivation in English class will be hard to combat.

### The Teacher’s Interview

Juana Lorena Real an English teacher from the school Fernando Salazar in Nagarote was interviewed in order to find out the lack of motivation that the students have in her English class, she teaches English to the same students that were used in the research work, the morning class of 3<sup>rd</sup> year section A.

The teacher said that it is important that the students today learn the English language because it is very important like any other class or any other language and it is for this motive that the students should put in the necessary interest that is needed that the class requires and also she said that the student should know that the person that speaks English has better opportunities in their

life but in order to achieve all of that it is necessary that the students feel motivated, in order to achieve this she uses a series of strategies like for example the competition between groups and this prepares students better to win.

Sometimes the teacher tries to put her herself at the same level as the students, in the same stage of adolescence, and she speaks with the students in this way mainly with the shy students, the scared ones that do not like to get involved in class in any way, she tries to gain their confidence but in a slow process and little by little they integrate themselves into the class. During the revision of the homework she uses techniques in order for them to not be afraid if their homework is not perfect and sometimes she revises it orally and other times written, and sometimes she calls on a student to do the homework on the board but other times she asks volunteers and if she finds some errors in the homework she corrects it and explains where they made a mistake. The teacher says that it is good to make use of simple vocabulary that allows the student to understand the concept that the English language is not hard, to the students she likes to do dramatizations, short expositions, team work and songs because these are activities that spark motivation in them, she tries to animate them for example when she congratulates when students who have done a good job, even when that did something wrong she encourages them to keep going and hopes that the next time they will do better.

Sometimes I find with students that they refuse to participate in class so I talk to these students privately outside of class to find out what is the problem and why they do not want to participate in class, some students say that they do not like to come to the board or speak in English because the students will make fun of them but we try to resolve this problem by talking to all the students in the classroom.

A big problem that exists in the classroom is that there is a separation from the other classroom by means of a wooden wall and this is very distracting because you can hear everything the teacher in the other classroom is saying so



the environment in the classroom becomes very noisy immediately after the break, this classroom is in very good physical condition only this wall is the problem.

During the development of the class I use gestures, movements and I try to talk slowly and clearly using simple vocabulary that they know, during the class there is a fundamental element that the teacher has to put in practice and it is the patience because not all of the students learn at the same time, some students need reinforcement of the lesson so they can understand it correctly the first time when we have more than forty students in a classroom.

The principal and I worry a lot about the lack of didactic material that is available in the school because it makes the work that much harder, the motivation falls a little bit and the majority of the times I have to use resources that are already in classroom or at the school. For example if the lesson that I am teaching is about directions I use the seats from the classroom to create streets of a city and each seat is a block and we put on them pieces of paper to identify the places like parks, stores, schools, etc. also photocopies help me a lot, sometimes the students collect money to make photocopies and other times I have to put in more money to use photocopies in the class or posters, also a problem that we have is the use of markers for the white boards because they expensive and a lot of money is wasted buying makers.

For these and other reasons the students feel unmotivated in the different subjects that are being taught at the school, with respect to my class speaking is what the students like the least for the previous mentioned problems, to them they do not like speak in English and if they do it they do it quietly and I cannot hear when they are talking, the little practice of speaking that the students do makes them more shy and speaking is very important because through speaking the student can develop their ability to speak in front of an audience, to achieve this it is fundamental the support of the parents so that they can help us in the integration of the student from the different strategies that the teacher uses but the lack of support from the parents in a big problem because they do not come

to the meetings at the school, nor do they worry about the registration of their kids, the students have to come register personally at the school. One should put in practice other methods that involve the parents in the education of their kids.

Following the interview the teaching plan was revised by the teacher where the activities were found that she did in the classroom, on this occasion it could be observed the lesson of “going to” and there were different exercises like for example translating sentences from simple present to future using “going to,” other activities were to complete and others were caricatures of activities that people were going to be doing in the future and the students had to do oral activities saying the sentences out loud, in the grade book of the teacher it can be observed that the majority of the students have good grades in the class and only a few are having difficulties.

Considering that the teacher did all the possible strategies in order for the student to be able to understand the content but she along with the administration of the school have to find alternatives so that the parents get more involved in the teaching of their kids and are able to break the obstacle of the lack of motivation of speaking which is the least interesting to the students of the 4 skills that English has, listening, speaking, reading and writing.

### The Principal´s Interview

The 3<sup>rd</sup> and 4<sup>th</sup> of November the principal of the Institute Fernando Salazar in Nagarote was interviewed in order to find out the answers to questions relating to the student’s education and the importance of motivation to achieve better results.

The principal said that “motivation is fundamental in the teaching learning process because motivation depends on the interaction between teacher and student, if there is no motivation the student will not learn unless the teacher dominates the subject in whom they are teaching”. So that the teacher has success in the subject that they are teaching it is necessary to use the appropriate techniques and strategies in order to spark interest in the students

In the learning process, the school always involves the parents, but the majority of the parents do not worry about the education of their kids. The school tries to get closer with the parents through parent teacher meetings, integrating them with the directives that each classroom has, also the school’s goal for the parents is by inviting them to these activities it will benefit both the center and the students, never the less there are only a few parents that involve themselves in the school’s activities. The principal says that the best way to teach a student is through observation, the tact is not only listening. The didactic material is very important in teaching because it allows the student to manipulate and observe what is already difficult to teach the student in an abstract way. For example if a teacher in their class talks about a certain country, the student will learn better if they can see it on the map. The sensory images are an easy way to capture their attention.

The parents are the fundamental support for their kids, if there is no support from the parents the teaching will be a failure because the formation of the student is a combination of all three, teacher, student, and parent. If the parents do not support their kids in teaching it’s possible that in any moment they will be frustrated, also the lack of support from the parents could cause their kids to be excessively extroverted in the future, because the student feels a lack of support from their family. Many of them go to school to play, talk with their friends but they do not have interest in studying and sometimes abandon school or repeat a grade.

The school has a library but the amount of books it has is very little the size of the school is almost 2000 students and sometimes many students come to

realize in their investigation that there is not enough books for every student, it is necessary to ask for help from other sources that can solve the problem of the lack of didactic material for the student and help for the teacher to make the education more productive but the majority of these requests for help are not being responded to, we are talking about the parents in the meetings at the school but the support of the parents is almost nothing.

This problem of the lack of didactic material is on a national level in the public schools for example in English class we know that the teacher needs a tape player to develop the listening activities but the school does not have a tape player, we do not have English books for which the students can use during class, the school does not have a special laboratory for English class, we do not have computers and we cannot ask the students to buy their workbooks because education is free and the school cannot ask the students to spend extra money, on the other hand the school has two physics and science laboratories but they are in bad condition, when the student comes to class in the laboratories because they have to do certain types of investigative work the students is unmotivated due to the conditions that they find in the laboratories, also some classrooms do not have electricity and the students in the afternoon classes are faced with these problems because at 5 or 6 pm they are not able to see due to the lack of energy, the school does not have resources to solve this problem we do not have support of any kind.

We as an administration are worried for offering an education with quality and we are trying to train the teachers periodically so that they learn and put in practice the new motivational strategies so that the students can integrate in the class, some training sessions are in Leon and others are here in the school for the techniques from the Ministry of Education, also they have received a training session about all-encompassing education for everyone and an important training session that we had this year about the love of the smallest ones because we work with teenagers and this is a very difficult stage because the

students at this age sometimes act like children and sometimes act like adults, also we offer conferences to the parents with specialists in psychology and pedagogy in order for the parents to learn and know the importance of their support of the education of their kids.

One can hope in the near future that all the resources that are not available today will be accessible in the future and with these one can put in practice all the suggested strategies from the new transformation of the curriculum so that the students may have an excellent educational formation.

In conclusion, the administration of this center is consistent with the need that the school has but it doesn't have the support that it needs on the part of the parents and the ministry of education and it is there where the lack of motivation of the students comes in to learn specifically in English class because it is a unknown language for them but very important to face the world today.

## XII- CONCLUSIONS

This research shows that the lack of motivation can be seen every day in the classroom of 3<sup>rd</sup> year "A" in the Fernando Salazar Institute and the problem originates from the lack of support of the parents and the lack of didactic material from the school, also the infrastructure of the classroom

because it avoids the successful development of the class and the quantity of students that is very high.

The students need to have an average amount of intelligence and certain previous knowledge in order to know and be able to practice a language that for them is strange and unknown but also they should have enough interest to learn, because when desire and interest are united we can achieve the motivation of the students but this is a slow process and they should maintain this same level in order to stay interested.

In this research the fear, the shyness, the refusal to practice the language and the lack of support from the parents are the main causes in the low practice of speaking in the English language.

The English teacher uses different motivational strategies such as games, oral exercises, dialog, and short presentation, but the students do not show interest in the activities developed by the teacher.

The school does not have didactic material and the teacher can not put in practice activities in the classroom like listening using a tape record, pictures, flash cards, and the workbook to practice speaking and this the influences the motivation of the students.

### XIII- RECOMMENDATIONS

1.

ECOMENDATION TO THE STUDENTS:

- a.**  
look for orientation from independent study with the objective of know technique that help to learn English.
- b.**  
acquire habit of study between different classes and dedicate one hour everyday at English class.
- c.**  
try to realize all the individual activities or group activities with the teacher for have a good interaction group.
- d.**  
to practice English always using theories that teacher present in class.

2.

#### ECOMENDATION TO THE TEACHER:

- a.**  
expose student that English is not hard only need use the language everyday.
- b.**  
to practice with students the pronunciation in class trying to use more individual activities where student can use English, preparing oral presentation.
- c.**  
to talk parents about difficulties that students have during the English class.
- d.**  
to use interesting texts for develop the English class.
- e.**  
to confirm that participation in the practice class of the all students.

3.

#### ECOMENDATION TO SCHOOL PRINCIPAL:

**a.**

o try to obtain workshop to English teachers with different institution for the better learning teaching.

**b.**

o get better condition in the classroom to develop of the class (electricity, tape record, new English book at the library, etc).

**c.**

o cause a better interaction between students and principal.

Finally it is important to mention some useful advice that is considered necessary and helps the students with the problem of the lack of motivation.

- Promote the interaction between teachers, students, and parents
- Offer better workshops to the teachers so that the teachers can learn new motivational strategies
- Encourage the students to participate more in practicing their speaking of English in the classroom
- Work towards the application of good study habits both in and out of school.
- Involve the parents of the students more in the educational process of their children.
- To maintain an appropriate learning environment in the classroom so that the teaching/learning process can be carried out effectively
- Put in practice more dynamic activities in the classroom in order to spark interest in the students
- Use more extrinsic motivational tools in the classroom to increase motivation such as prizes



It is hoped that the results of this research will help in the understanding of the importance of the lack of motivation in English class and will generate further study this area.

#### XIV-

#### BIBLIOGRAPHY

Human Motivation	Robert E Franken 1939
Motivation and Personality	Abraham Maslow 1954
The Psychology of Motivation	Abraham K. Korman 1933
A personal appeal from Wikipedia founder	Jimmy Wales
Teoría de las necesidades	David McClelland 1961
Autoestima en palabras sencillas	Renny Yagosesky 2000
Psicología de la Motivación – Teoría e Investigación	C.N Cofer & M.H Appley 1972
El Maestro y el Alumno en el proceso de enseñanza y aprendizaje	Floran G. 1994
Estrategias para docentes	Hernández G y otros 1998

#### MONOGRAFIAS

“La falta de motivación en los estudiantes de primer año de Ingles afecta la enseñanza del idioma” ( Estela Hernández y Loxzan Cárcamo 2005)

“La acción de los maestros de la Escuela Normal Alesio Blandón en la motivación de los estudiantes para continuar carreras en el sistema Educativo” (Luz Marina Chamorro, Liliane Guillen, José Alvarado 1986)

“La Motivación en Educación Física y Deporte en Estudiantes de Educación media en Nicaragua” (Guillermo Pérez Martín 1974)

## OTROS

Motivation learn: Educational Psychology Interactive Valdosta State University

La motivación en la enseñanza y el aprendizaje 1970

Andrea Bertrán Google

XV-

NEXXES

## Instituto Fernando Salazar de Nagarote





English Class Observation.





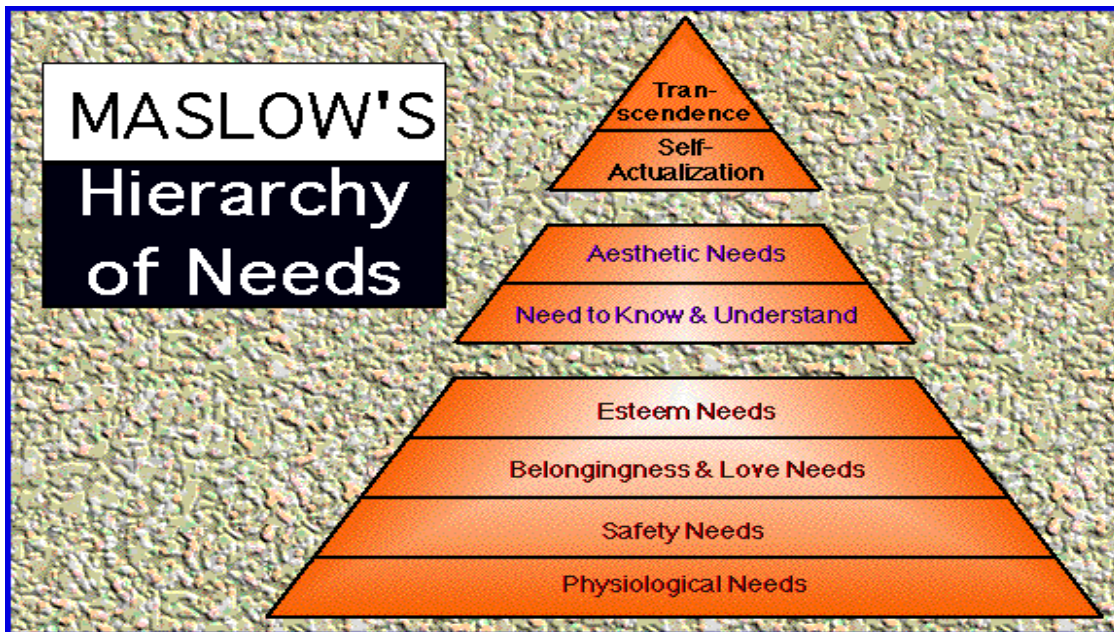
The Focal group's Interview

**From pag N°15**

In this graph it identifies the five levels of necessity and one pyramid with the basic necessities represented in other way.



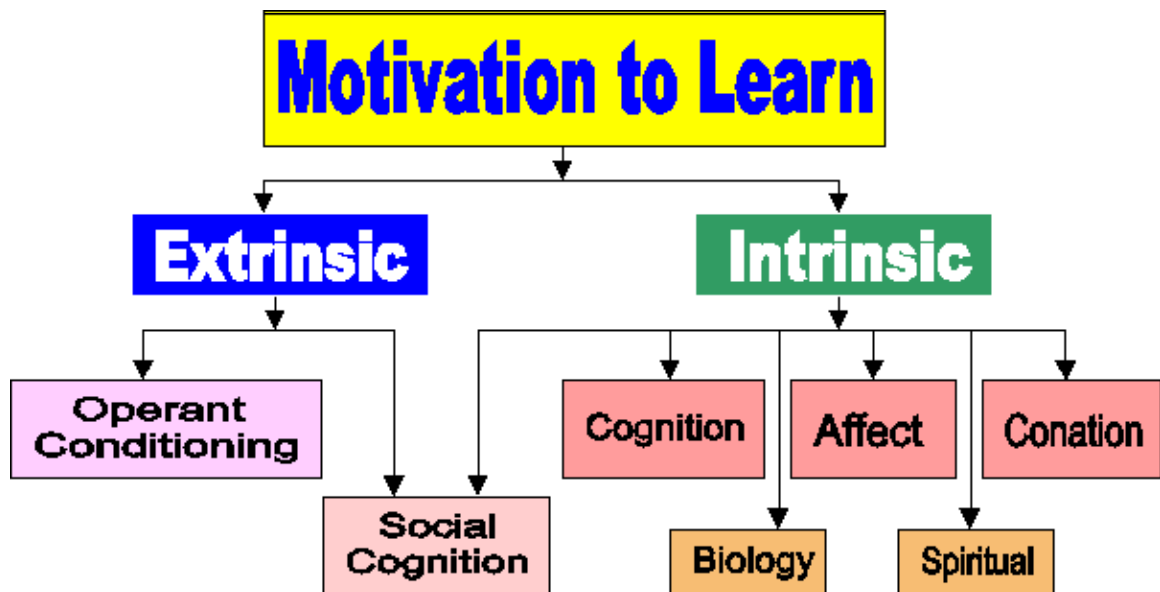
Appendix N0.1



Appendix N0.2

From pag N°17

This graph is an analysis of the six types of Motivation presented by the Valdosta State University.



Appendix N0.3

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

PREGUNTAS PARA LA ENTREVISTA DE LOS ESTUDIANTES

NOMBRE \_\_\_\_\_



EDAD \_\_\_\_\_ SEXO \_\_\_\_\_  
AÑO \_\_\_\_\_ SECCION \_\_\_\_\_ FECHA \_\_\_\_\_

Estimados estudiantes explique con sus propias palabras las siguientes preguntas:

1. ¿Te gusta la clase de Ingles? ¿Por qué?
2. ¿Cómo haces para estudiar Ingles?
3. ¿Cómo imparte la clase de Ingles la maestra?
4. ¿Cómo es tu relación con tu profesor?
5. ¿Qué tipo de comunicación tienen tus padres con la maestra?
6. ¿Cómo te gustaría que fuera la clase de Ingles para que te sientas motivado?
7. ¿Desde cuándo te sientes desmotivado por el Ingles?

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

PREGUNTAS PARA LA ENTREVISTA DEL PROFESOR

NOMBRE: Juana Lorena Real

FECHA: 4 NOVIEMBRE 2010

CARGO: Docente de Ingles.

1. ¿Why do you think that study English is important?
2. ¿what technique do you use to the interaction with the students?
3. ¿What do you do when the student refuse to participate in class?
4. ¿What does conditions the classroom has to develop the English class?
5. ¿What strategies do you use for teach English?
6. How do you think that the lack of didactic material affect in the develop of the class?

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

PREGUNTAS PARA LA ENTREVISTA DEL DIRECTOR

NOMBRE: Lic. Lea Blanco

FECHA: 3 DE NOVIEMBRE 2010

CARGO: DIRECTOR

1. ¿Cree usted que la motivación es fundamental en el proceso educativo?
  
2. ¿Cómo involucra la escuela a los padres de familia en la Educación de sus hijos?
  
3. ¿De qué manera cree que afecta la falta de apoyo de algunos padres en la enseñanza de sus hijos?
  
4. ¿Por qué es importante el uso de material didáctico adecuado para el desarrollo de los contenidos?
  
5. ¿Con que obstáculos se encuentra la escuela para brindar una educación de calidad?
  
6. ¿De qué manera la escuela capacita a sus maestros?