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TOPIC:

**ANALYSIS OF FACTORS THAT CAUSE THE LACK OF
MOTIVATION IN ENGLISH LANGUAGE LEARNING IN FIRST
YEAR STUDENTS OF SAN CAYETANO SCHOOL DURING THE
SECOND SEMESTER 2010.**

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SETTING OF THE PROBLEM

I.- Factors that cause the lack of motivation in student's learning:

- A.- Educationally
- B.- Economically
- C.- Socially
- D.- Psychologically

A.- Educationally: a.- eye-catching didactic materials
b.- students do not have books
c.- a real classroom environment
d.- have photocopy, internet or electric in the classroom
e.- tape recorders (CDs, cassettes)
f.- a library for English dictionaries (others language books)
g.- noisy and the infrastructure in very poor condition

B.- Economically: a.- country's economical situation

C.- Socially: a.- single parent families
b.- adopt a paradigm to take another alternative in their superior studies

D.- Psychologically: a.- laziness or procrastination
b.- manifested as a desire and interest

JUSTIFICATION

This research is focused to contribute to the effectiveness of the learning and teaching process, especially the English language learning , providing a lot of recommendations or alternatives to face this situation.

Beneficiaries :

- 1.- Students
- 2.- San Cayetano school (rural area)
- 3.- Nicaraguan Schools (country side areas)
- 4.- Teachers (social community help)

How Can they be benefited?

This research can be used like a tool and also like a guide previous to this situation. Teachers can find abundant recommendations about teaching techniques, motivational activities that they can use to achieve a successful result of the teaching and learning English class.

OBJECTIVES

GENERAL

TO ANALYZE THE DIFFERENT FACTORS THAT CAUSE THE LACK OF MOTIVATION IN ENGLISH LANGUAGE LEARNING IN FIRST YEAR STUDENTS OF SAN CAYETANO SCHOOL DURING THE SECOND SEMESTER 2010.

SPECIFIC OBJECTIVES

1. To find out the factors that causes the lack of motivation in English language learning.
2. To determine in what ways these factors can affect the English language learning in students.
3. To analyze the consequences that these factors provoke to the English language learning in students.
4. To propose a list of possible solutions from teacher, parents and students to the problem of lack of motivation.
5. To analyze the teacher's teaching strategies used in the classroom.

DEFINITION OF MOTIVATION

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition.

There are many theories but it is difficult to give an exact meaning:

According to the Webster's, to motivate means to provide with a motive, a need or desire that causes a person to act. On the other hand Gardner (1985) says that motivation is concerned with the question, "Why does an organism behave as it does?" It involves 4 aspects:

1. A Goal
2. An Effort
3. A Desire to attain the goal
4. Favorable Attitude toward the activity in question.

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal especially in the educational system.

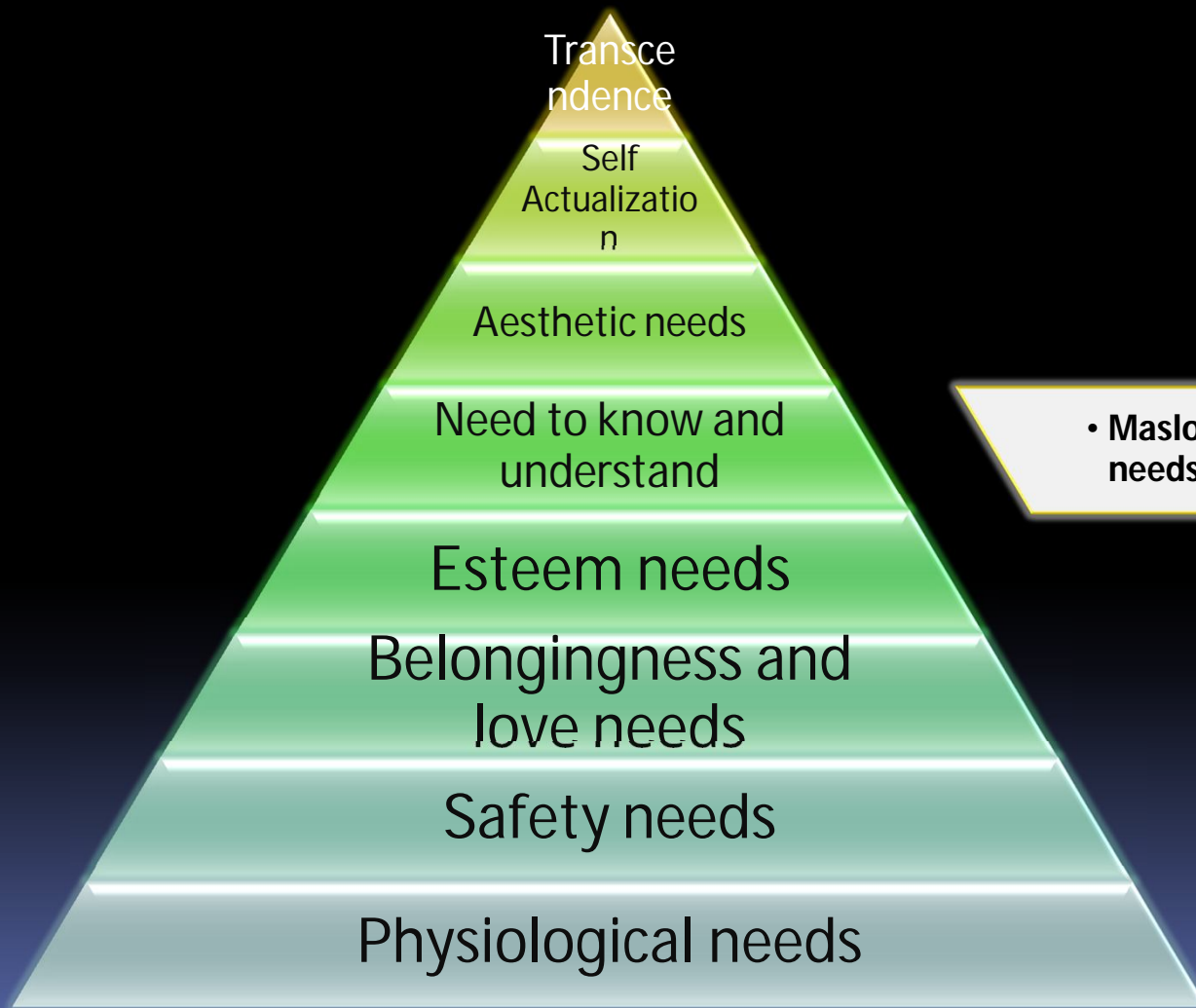
Many researchers consider motivation as one of the main elements that determine success or failure in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearing, 1994).

“Patience, persistence and perspiration make an unbeatable combination for success”.

–Napoleon Hill –



HUMANISTIC THEORY



• Maslow's Hierarchy of needs

SELF-DETERMINATION THEORY

(Deci & Ryan, 1985) it is based on the relationship between extrinsic and intrinsic motivation and the basic humans needs for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding. People are determinate and sure about what they want to achieve in the life.

INTRINSIC MOTIVATION AND EXTRINSIC MOTIVATION

KIND OF
MOTIVATION

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graph TD; A[KIND OF MOTIVATION] <--> B[Intrinsic Motivation]; A <--> C[Extrinsic Motivation]; B <--> C;
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The performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards.

The pursuit of some external reward to the completion of the task, such as good grades.

VROOM (1964): EXPECTANCY VALUE THEORIES

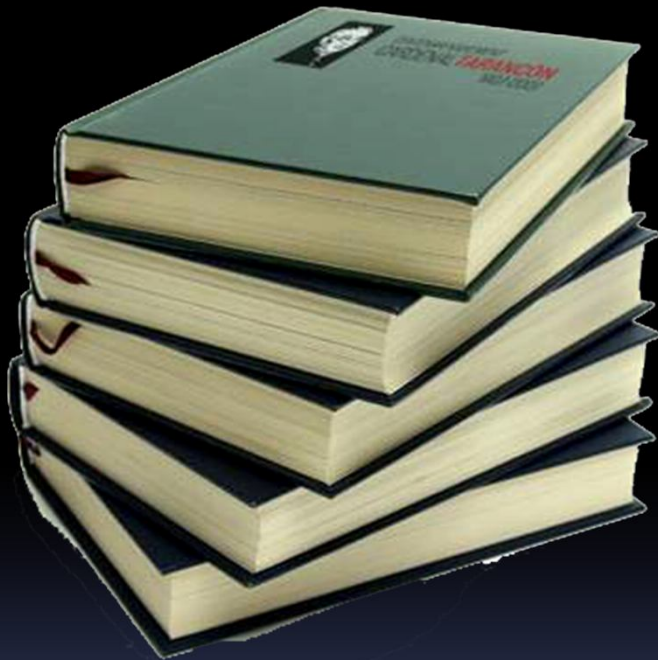
1. Learners' motivation to acquire a second language is determined by: Effort, the student need to be full of positives attitudes to fight for his/her goals.
2. Valence (perception of degree of attractiveness of goals/ its value) determined about their needs.
3. Expectancy (perception of the probability of attaining the goals) positive mind about his/her goals.
4. Ability (appraisal of their ability to achieve the goals). Be sure that he/she is capable to reach what he/she wants.
5. Instrumentality (connection of success and reward) it is motivated for outside rewards.

CLASSROOM ATMOSPHERE

The environment is the main element, which helps to the acquisition of the language; it has a big power in the language perception. We can say that climate or environment are conditions that affecting life and learning activities from a positive or negative way.



DIDACTIC MATERIAL



- 1.- The didactic material can be described such the resources which helps to interact among the pedagogical and technical quality features.
- 2.- The didactic material used by the teacher has a big impact in students formation because the teacher plants in the student´s brain the Excellency an efficiency knowledge.
- 3.- The educational material is indispensable for the learning in which the teacher needs to check and adjust to her teaching.

Methodological Design Sociological Approach

- A. It is based on studying a problem inside its real context.
- B. Qualitative research.
- C. Analyzes data from direct fieldwork , observations in depth, open ended interviews and written document.
- D. Engages in naturalistic inquiry, studying real world settings inductively to generate rich and valuable narrative descriptions and construct a successful study.
- E. It studies peoples´ behavior and habits.
- F. The researcher is interested in know and understand the problem.

TYPE OF RESEARCH

This research work is an educational micro ethnography study because it was made in a little space, focused on the classroom in which it has decided to analyze the factors that caused the lack of motivation in students in English language learning in San Cayetano School. Therefore, to study or observe the participants in their contexts (classroom) in which there are no limits of what will be observed or researched because it is an extensive research in the meaning to take all the available and necessary information and from this way creates his/her research work.

In conclusion a micro ethnography study is designed to understand the social and cultural elements of a society, community and analytical techniques to interpret the subject; it examines a more specific community within a larger group. The researcher lives among or joins the group he studies to find what he is looking for.

Qualitative sample

Population and sample

The qualitative sample for this research was the quota sampling the chosen sample for this research had the same proportion of the same group in which it gave the correct total of the results.

The students from first year of secondary group B in San Cayetano School, has a population of 27 students from which it was taken a sample of ten students 5 males and 5 females who meet the research quota criteria of the sample and the teacher.

Techniques for collecting data (instruments)

The techniques for collecting all the necessary information in this research were:

1. Class observation.
2. Documentary analysis.
3. Focal group.
4. Interview.

The main objectives of these techniques were to find possible solutions to a stated problem. The relevant aspect for this was the adequate observation from the group.

DATA PROCESSING AND ANALYSIS

To be effective the different instruments applied in this research, they were checked and analyzed very carefully, considering that this research is qualitative. Therefore, this approach presents the different obtained results of the problem and in this way to give an answer to each research questions or objectives.

Each objective is focused on analyze the instructor's teaching methods and find possible solutions to this situation. In addition, the recommendations will be based on the conclusions.

CONCLUSION

Based on this extensive analysis of the data gathered from this research it is concluded that the motivation in students from first year in San Cayetano School, it was affected by many factors:

1. Teacher does not use the appropriate teaching strategies.
2. Used of traditional methods.
3. It is focused on written activities than speaking.
4. The school lacks of pedagogical resources .
5. Lack of didactic material .
6. No economical resources (school).
7. Teacher unmotivated and tired.
8. The indiscipline (a consequence of the lack of motivation).
9. Classroom environment(noisy and many distractions)
10. Parents education.
11. Family incomes.
12. Weak relationship between students and parents.

RECOMMENDATIONS

In order to make the language learning process a more motivating experience instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. According to this research work and findings, it is suggested for the teacher the following:

- 1.- Teacher must create interesting lessons in which the student attention is gained; this can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas.
- 2.- Teacher must look for new and colorful material in order to make attractive the class.
- 3.- Teacher has to encourage the students to participate in an active way. Through, dynamics and motivational teaching strategies.
- 4.- Questioning/Discussion keeps students on their toes, paying attention in involving them by getting their opinion and feedback.
- 5.- When teaching and asking questions of your students, don't give them the answers in your explanations. Allow them to think and give them a chance to answer back.
- 6.- Group activity provide students with the opportunity of getting to know each better, teaches them to work together as a team and listen to others student's points of view.

- 7-Teacher must to create a learning stimulating and enjoyable atmosphere in the classroom, where learners will be able to acquire all the knowledge.
- 8- Teacher must change the traditional strategies and apply new methodology where the learning process can be easier for learners.
- 9-Offering rewards and grades in a motivational way in order to arouse the students' interest.
- 10- Parents must be aware about the importance of English language learning in their children.
- 11- Teacher has to keep a good level of motivation in order to transmit motivational feelings to their students.

12-Consequently the government authorities need to be more engage with the quality of education in our country.

13-The MINED minister should supervise and attend this kind of situation and from this way make some improvements before a set of problems that day by day face our educational system especially the learning of English class.

14-Besides that it is very important that MINED improve the English language teaching with a new and attractive didactic material in order to be more efficient the English language learning in students.

**Thank you so much for
your valuable attention.**