

Universidad Nacional Autónoma de Nicaragua
UNAN - MANAGUA
Departamento de Inglés



Research Topic:

Analysis of factors that provoke lack of motivation in eighth grade students in English Subject at Masatepe Institute during the second semester 2010.

Tutor : Msc. Raúl Ruiz Carrión

Authors:

- ✓ Lorna Vanesa López Membreño
- ✓ Claudia Guadalupe Robleto Quezada

Managua, December 2010

Abstract

The present document is a qualitative research work which has the intention of determining the main factors that are provoking lack of motivation on the 8th grade students to learn English Subject, trying to discover how to face the problem in this group.

By interviews to the teacher it was possible to know what teaching strategies he used and those he does not. Thus , to determine which one of these mentioned strategies can be affecting the English Learning Process.

Parents, students and English teacher from Masatepe Institute were interviewed to discover other factors that can have students to be unmotivated and why they have not developed confidence levels and attitude . Attitude referred to motivation for learning English in secondary school . The level of English of the students was also researched and compared, first the teacher was asked what was the students level when they began the course and it was confirmed that the level was Initial Learning, also through observation it was possible to determine the level of participation , domain of vocabulary and grammar of the students have (sample) compared with the rest of the

group who comprised the population. Besides interviews and Focal groups were applied in order to get the appropriate information for this research.

In this investigation it was considered how characteristics of the school and classroom may influence student motivation, as well as the role of educators in shaping school and classroom climate. Classroom conditions and other elements were investigated by observation to support the theory that the students of 8th grade fail because the classroom does not allow good condition to have students learning English properly, for instance the large of the group and the noise caused by the other neighbor groups.

Economic problems is another element interfering in the students learning because some of them have to work to support their family's economy and others do not even have parent's support therefore they feel unmotivated to increase their knowledge.

It was relevant to know the expectation of the student referred to what their future aspirations are and how English Learning can help them to get their goals. If the students do not receive parents support not only in the economic aspect also in the motivational aspect; he / she will not have Extrinsic motivation neither Intrinsic. The student in general need to feel supported , stimulated to study by his/ her parents or the teacher who must have the mission for creating motivational activities during the class, activities that promote the participation of the students. It means students must be always involved in the content.

INDEX

Abstract.....	2-3
I.- Introduction	5-6
II.- Problem – Research Topic.....	7
III.- Setting of the Problem.....	8-9
IV.- Justification.....	10
V.- Previous studies.....	11-14
VI.- Research Questions.....	15
VII.- General objective	
Specific objectives.....	16
Matrix.....	17
VIII.- Theoretical Framework	18-28
IX.- Methodology design.....	29-36
X.- Data processing and analysis.....	37-49
XI.- Conclusions.....	50-51
XII.- Recommendations.....	52-53
XIII.- Bibliography.....	43-55
XIV.- Annexes.....	56-62

I.- INTRODUCTION

Nowadays, it is necessary to learn English , because you increase your knowledge that permits you new opportunities in our country as well as around the world. The more educated one , is the more proficient and competitive.

The Nicaraguan educational system has many deficiencies which do not allow students to have a good learning process. One of the main factors that provoke students fail is the lack of good didactic material (workbooks, text books) , classroom conditions, the large number of students in the classroom that do not permit individual attention for the student. Another element is that English is taught only in secondary and with a frequency of three hours per week, so the students do not have a base from their early years.

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

This research is focused on some factors that affect negatively the English Learning , how lack of motivation influences negatively in the teaching – learning process in the eighth grade students of Masatepe Institute.

With this information obtained from our research we hope to help other teachers and improve our job in the classroom, mainly the motivational aspect in the teaching – learning process in our students.

II.- Problem and Research Topic

Research problem:

Lack of motivation in English Subject,

Research Topic:

Analysis of factors that provoke the lack of motivation in eighth grade students in English Subject at Masatepe Institute during the second semester 2010.

III.- Setting of the problem

Motivation is a problem that is affecting to the eighth grade students of Masatepe Institute as a result they are not motivated to speak English in the classroom and because of that they are not able to get involve in English class , so the teacher is worried because students do not participate in the different activities that develops such as : to speak in front of the group, to learn and practice vocabulary

In addition the teacher expressed that there are many factors that influence negatively in students provoking lack of motivation in them. According to him such factors are : lack of didactic material and the inappropriate classroom conditions (lack of chairs and desks) difficult the English class success . Shyness also represents a factor to make the students not to be involved in the activities because the students do not participate in role play and songs activities. The subject frequency of the English class is also another factor because it is taught only three times a week , this means students do not have enough time to develop the four main language skills , this frequency limit the class to develop only one skill at the time. Besides the limited background knowledge they brought from the previous year due to they did not study English Subject in elementary school.

Some of the students do not have enough time to study because they work in the morning to contribute with their family's economy, when they come to school they feel tired , not having the required enthusiasm to learn the target language or improve their abilities. This is a very important aspect that they must need to improve the skills and get involve in the scholar activities in a satisfactory way.

All of the mentioned factors provoke students fail in reaching English knowledge and domain English as a second language.

IV.- JUSTIFICATION

This investigation has the intention to determine the main facts that provoke Lack of Motivation in Eighth grade students in English Subject of Masatepe Institute , department of Masaya.

We want to mention some main elements that provoke Lack of Motivation in this grade in all the development of the foreign language. Through our observation we can determine the application of techniques and the different teaching strategies used by the teacher to develop the teaching process in this group of students such as the kind of methodology the English teacher uses which must be directed to develop all the English Skills and Sub skills of the language. We consider our project will be useful not only for our researched group but also for people in charge of education such as Minister of Education, non profit organizations involve in Nicaraguan education. Mainly for the Institute of Masatepe specifically for English teachers because they will obtain a lot of information about this group of students in order to create new strategies to developed language skills.

As teachers we are sure that looking for strategies and practice with our students help to achieve our gaols. We found out some negative factors that influence in the learning-teaching process and we could find some answers that help to teach better in our classroom.

V.- Previous Studies

Others researchs have been made about how lack of motivation affect English Learning Process in students , here some of them are mentioned in order to find out factors that could affect students motivation.

1.- Extrinsic motivation may be best used in situations where the teacher has full class attention or control over the classroom.

Objective : How Extrinsic motivation affect students in the classroom.

Author: Ferris State University educators

Methodology used: Study-case

Conclusion:

The research determined that:

- * Extrinsically motivating the students to speak in front of their peers, for which the students may not be intrinsically motivated.**

*** Language teachers could give extra credit for class participation during lecture.**

*** This kind of motivation also allows to keep in mind that students of language may be motivated for a number of reasons at the same time on different levels.**

2.- Factors that influence in the learning of students social personal area.

Objective: to determine factors that influence in students learning.

Author: Domingue Peña, Rosaflor

Methodology used: Study

Institution:

Pedagogical Superior Institute, Piura, 1997

Conclusion:

The research determined 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 student's contexts, thus the activities used by the teacher should be interesting for the students.

3.- social environment

Objective:

How students' perceptions of the social environment of their eighth-grade classroom related to changes in motivation and engagement when they moved from seventh to eighth grade.

Author :

**Allison M. Ryan is an Assistant Professor,
Department of Educational Psychology, 230 Education Building, 1310
South Sixth**

Methodology used: Study-cases

Conclusion:

In general, prior motivation and engagement were strong predictors of subsequent motivation and engagement, whereas gender, race, and

prior achievement were not related to changes in motivation or engagement. A higher-order classroom social environment factor accounted for significant changes in all motivation and engagement outcomes. Four distinct dimensions of the social environment were differentially important in explaining changes in various indices of motivation and engagement. In general, however, students' perceptions of teacher support, and the teacher as promoting interaction and mutual respect were related to positive changes in their motivation and engagement. Students' perceptions of the teacher as promoting performance goals were related to negative changes in student motivation and engagement. Implications for recent educational reform initiatives were also discussed.

VI.- Research Questions.

1.How do teaching strategies affect the English learning process?

2.What kind of methods does the teacher use to evaluate students?

3.What kind of factors do motivate students in English class?

4. What kind of teaching strategies the teacher uses in the classroom?

5. What level of English did students have when they began eighth grade?

6. Is there an appropriate classroom environment?

VII.- General and Specific Objectives

General Objective:

To determine the main factors that provoke lack of motivation in English Subject in eight grade students of Masatepe Institute,

Specific Objectives:

- 1. To determine the teaching strategies that affect the English Learning process in the classroom.**
- 2. To identify the factors that affect student's motivation in English Subject.**
- 3- To find out the level of interests of all students in English.**

MATRIX

Specific Objective	Variable	Definition	Indicators	Sub- Indicators	Sources	Techniques
1.To determine teaching strategies that affect English learning process in the class.	Teaching strategies that affect English learning.	Activities that are designed to achieve English Teaching process	1. .Metho - dological strategies	1.1 Pair work 1.2 Group Work 1.3 Presentations	teacher	Observation
			2.Teaching Resources	2.1 Text books 2.2 Pamphlet 2.3 Cd recorder	Teacher	Interview
			3.Pedagogical Aspects	3.1 Kind of strategies that become the class more motivated. 3.2 Classroom management	Teacher Students	Interview Focal Group
2. To identify the factors that affect students' motivation in English Subject.	Factors that influence negatively the learning process in English Subject	Causes that interfere with motivation in students	1. Family Aspects	1.1 Economic Problems	Students	Focal Groups
			2. Family Educational level	2.1 Primary 2.2 High School 2.3 University	Parents	Focal Groups
			3. Level of English Knowledge	3.1 Listening 3.2 Grammar 3.3 Speaking	Students	Focal Groups
3. To find out the level of students' interest in English Subject.	Students' interest or expectation from English Subject.	Activities or expectation from English Subject Students	1.Pedagogical Aspects	1.1 Kind of motivation	students	Focal Group
			2. Learning strategies	2.1 Students interaction (participation) 2.2 Pamphlet 2.3 Dialogs	Teacher student	Interview Observation
			3. Social Aspects	3.1 social environment 3.2 Student expectation	Student	Interview Observation (Focal Groups)

Theoretical Framework

VIII.- Theoretical Framework

English is an important tool to communicate around the world and it's important to teach it correctly, mainly in the high school where students begin to learn the first knowledge about this language as a second language.

This research is based on some aspects that influence in the lack of motivation in the development of English class in the eighth grade of the morning shift of Masatepe Institute.

The program of the Minister of Education has hard work that is have students can speak English as a second language, where involved teacher and students as the main elements in the teaching – learning process, also It must be emphasized “ scholar motivation” as part of the elements to make Learning English succeed.

Theories

8.1 Theoretical Approach

Motivation is defined as the willingness of a person to do a particular thing or learn a particular set of information. Motivation should not be confused with interest. Motivation comes in two forms: intrinsic and extrinsic. Intrinsic motivation comes from inside the learner or actor and has personal value or meaning, independent of reward, to the student.

School motivation is a general process which initiates and directs behaviour towards a goal. This process involves both cognitive and affective variables: in terms of cognitive thinking skills and behaviours instrumental to achieve goals, affective, while including elements such as

self- assessment , self-perception. Both interaction variables act in order to complement and make effective the motivation, a process that goes hand in hand with another key within the school: learning. Within the study of affective motivational variables, theories of motivation, especially self-assessment model , postulate that a student self-assessment carried out is affected by factors such as school performance and self-perception of ability and effort.

This self-assessment is given after a certain cognitive development. That is, perceive themselves as working or worked stands for children, putting much effort is being done, and is associated with being a business. The reason lies in that its processing capacity, still in development, not permitted to drive a personal control or to assess the causes of success or failure, and therefore casual relationships. In this sense, in the school's teachers appreciate the effort more than ability. In other words, while a student expects to be recognized for their ability (which is important for estimates) in the classroom is recognized its efforts.

The interest in students to achieve quality education is de-motivated in the recent years. The only thing student require, is Certificate/Degree with passing marks.

8.2 Intrinsic Motivation

According to humanistic theories set forth by Carl Rogers, motivation might come from within an individual without any thought to the external reward. Students receive their own internal reward through an increase in self-esteem and sense of achievement when they reach their

desired goal. They may just feel the desire to succeed based on factors such as their own interest in an activity or the feeling of satisfaction that is achieved when they complete the necessary steps to achieve the desired accomplishment. This drive is called internal or intrinsic motivation, which means there are no outside forces that dictate whether an individual will ultimately achieve his goal. He does not attempt to achieve to receive an external reward works toward the intrinsic value associated with the success of the project. Students will be motivated to perform desired behaviors, and neither punishment or rewards are necessary to motivate the individual to succeed. A cognitive approach to motivation is an intrinsic form that requires students to think through the consequences of their actions and base their decisions on the expected outcome of those decisions. If students are able to think through the situation at hand and determine the value of success, regardless of whether or not they gain a reward, they are operating under the internal locus of control. Students who are successful in the classroom usually operate under the internal locus of control. They do not put too much weight on mistakes or bad grades and are still able to maintain a level of esteem regardless of failures or successes. They use cognitive tools that allow them to keep a perspective on the perceived failure. They understand that if they do fail, it is probably because they did not study as they should. They do not blame external factors such as the teacher or classmates. They take responsibility for their own actions.

8. 3 Extrinsic Motivation : Students who need reinforcement to succeed are operating under the behaviorist theories set forth by B.F. Skinner,

who suggests a punishment and reward system as a motivational tool. The external motivation that is required to drive the individual's positive behavior is offered in the form of a system that reinforces the desired behavior or negates undesirable actions. Students might receive a physical reward in terms of a pat on the back or a sticker on a completed paper. They might also receive negative consequences such as detention or a call home to parents. Through the administration of negative consequences for unwanted behaviors and positive reinforcement for the desired actions, students who respond to extrinsic motivation are more likely to succeed in their endeavors.

Students who are externally motivated are more likely to see the teacher, classroom, book or other external force as a reason for their failure. These students have an external locus of control and will tend to see their failure as all-encompassing rather than a one-time mistake. Their self-esteem may suffer greatly due to this lack of cognitive focus and internal awareness. They tend to believe that their failure is related to their lack of ability, and they are more likely to give up if they do not achieve success continually.

8.4 Motivation and causal attribution

Some authors argue that what motivates the subject not only targets certain behaviours and psychological characteristics associated with the same goals and independent of them, which means that more attention is given to some activities than others. Weiner (causal attribution theory) is the first to speak from motivation from a cognitive approach and applied in a special way to the school world.

Identifies three elements attributes:

- * The cause (internal or external). Stability**
- Place: locus (internal or external). Admitted**
- * Control. Controllability**

The first step in his theory is to differentiate the causes. These can be located within the individual (intelligence, physical attractiveness) or outside of the (environmental factors such as task difficulty or popularity).

8.5 Homeostatic explanation of motivation:

This type of theory explains the behaviour that result from physiological imbalances such as hunger, thirst ... But they also serve to explain the behaviour that resulted in psychological or mental imbalance caused by emotional or mental illness also represent a reduction of tension that rebalances the body. Homeostasis is a mechanism of organic and psychological control designed to maintain the balance within the physiological conditions inside the body and psyche. It consists of a regulatory process in a series of elements that remain within certain limits, otherwise the organism's life in jeopardy. So we know that a number of features and functions to be properly regulated and whose imbalance would be fatal to life, such as temperature, blood pressure, amount of glucose or urea in the blood ... These and other functions are regulated and controlled by homeostatic mechanisms, and whenever there is a defect in one of these elements and functions, the agency regulate and balance the situation by launching a range of resources suitable. Among the most representative of this trend can bring to Hull, Lewin and Freud among others.

8.6 Theory of motivation by emotion:

Emotions play a biological role preparing the individual for his defence through major changes in the physiology of the body and triggering the appropriate behaviours that serve to restore balance to the body. When unpleasant emotional states are the body tries to reduce them with a mechanism more or less equivalent to the drive reduction. So authors like Spence treat emotions as motivating factors.

8.7 -Psychoanalytic theory of motivation:

This theory is based mainly on the unconscious motives and their derivatives. Moreover, according to psychoanalytic theory primary trends are sex and aggression. The development of sexual behavior is an evolutionary model involving several elections until the object achieves a mature sexual love. The modern psychoanalytic interpretations find a larger place for the processes of ego than they had before.

Vallors Ortega (2000) points to the respect that:

"The starting point for Freud, the Ambassador and founder of psychoanalysis, is clearly homeostatic. The basic task of the nervous system is to preserve the body of a flood stimulate the balance, while facilitating the pursuit of pleasure and avoidance of pain. Both drives (basic instinctual variables that guide and mobilize human behavior) as the device that regulates the action are conceptualized in psychological terms, the boundary between the physical and mental. From the point of view of

its origin, a drive is a somatic process which is a representation stimulate the individual's mental life. The function of the drive is to provide the body with the psychic satisfaction that occurs when you cancel the negative somatic stimulus condition. This has a capacity capable of directed energy to the object removes or nullifies the achievement of which stimulate the painful condition, causing pleasure. This theory evolves through its life. "

8.8 -Physiological theories:

In Pavlov's work there is no explicit emotional doctrine, nor was easier than it had in the reticular activating system was yet to discover an effective way. However, there are two aspects to the work of Pavlov who show a fairly direct relationship to the problem of motivation. One of them is related to arousal, which is the central concept of the Pavlovian doctrine; other, which refers to the unconditioned stimulus and the conditions that must be given to reinforcing its function. Apart from the use of rewards and punishments, Pavlov noted the importance of orienting reflex for conditioning, an issue that came up where possible in its time the activation problem and motives such as curiosity.

8.9 -Humanist theories:

According Vallors Ortelle (2000) "in the case of the doctrines humanistic rather than scientific theories of descriptions and interpretations of human motives, linked in many different ways to supposed philosophical, phenomenological, and existentialist." The most prominent representative in this kind of psychology of motivation is GW Allport (1937-1961), whose detection of the phenomenon of functional autonomy of higher motives in

man, hard to fit in biological models of drive reduction or hedonistic explanation, referred to the positive psychology a question that still has not been answered completely. Allport believes that adult motives develop from motivational systems background, but remain functional independence or autonomy with respect to them. The law of the functional autonomy of the reasons therefore makes it clear that one thing is the historical origin of the grounds and over its current value. At first, there may be interest in a task, but the law of functional pleasure points out that the mere fact of performing the function produces pleasure and satisfies the subject.

Maslow, another representative of this group of theories, motivations organized in a hierarchy. When motivation is satisfied, took the place, on will be in charge of controlling the subject's behavior.

8.10 Theories of Learning Motivation

In addition to these factors that affect motivation, there is also the psychological or cognitive element in motivation. How students perceive their competency and how they judge the amount of control they exert in the learning process greatly affects how they will perform. Several learning motivation theories are briefly outlined below. Implications for instructors will also be provided. This section on learning motivation theories has been adapted from Cross and Steadman (1996).

Conclusion

In this theoretical framework it was considered how the different theories about ‘Motivation’ help us to have a better understanding of factors that influence in students toward learning a new language, in this case English. It is understood that motivation comes in two forms: intrinsic and extrinsic. According to intrinsic motivation; this is when students receive their own internal reward. Extrinsic motivation; this happens when the students need external motivation, he/she needs to receive a physical reward. These factors are related to motivation in class.

Also through theories of motivation, especially self-assessment model, explains that a student self-assessment is affected by factors such as school performance and self-perception of ability and effort, therefore, this becomes another factor that influence motivation in students. A clear comprehension of students’ behavior in class, as well as the teachers’, was obtained through the explanation of the different theories that belonged to the theoretical framework. As it was mentioned before, these theories about motivation were a great help to understand better the different factors that influenced students’ motivation in learning the foreign language.

Through this research was observed that students who formed part of the sample didn’t have enough intrinsic neither extrinsic motivation, which made them to feel unmotivated to get involved in the target language.

The teacher didn't apply extrinsic motivation to obtain a positive behavior from his students. These pupils (sample) had low self-esteem because they thought they had lack of ability.

Self-assessment model theory was also related to these kids, because it was observed the kind of perception of ability they believed they had. As a result of that, they showed low level of participation, low academic performance and feeling un motivated.

METHODOLOGY

IX.- Methodology Design

9.1 Sociological Approach

The qualitative research has the intention to take out the particularities of the problem which can be discover based on the context of the main researched elements by interviews and focal group. Through this kind of research the essential information is easily obtained.

It refers to find out the elements and the real reason or facts the students act or feel unmotivated . It concerns also into attitude, lifestyle, motivation facts, future expectation and the kind of context the people live.

Focal groups allow analysis of the essential data, qualitative evaluation, in depth interviews . Qualitative Method are more flexible in order to create confident environment over researched participants.

Through these methods it was possible to collect the required data and found out other information related to our research. It was discovered elements that interfere negatively in the learning teaching process provoking lack of motivation in students, such as lack of parents support, methodology used by the teacher, social context of the students and classroom conditions.

9.2 Type of Research

Educational Micro-Ethnography

This type of research emphasizes in finding out deeply in the attitude of students through the English learning , aspiration or expectation, behavior in a short group of participants. It allows the results from collecting data be useful to understand better those factors that provoke lack of motivation in order to learn English Subject.

9.3 Qualitative Sample

Population and Sample

a) Population

Population is comprised of all the students of the eighth grade of the morning shift from Masatepe Institute.



40 students from the 8th grade

b) Sample

Our Sample was eight students from 8th grade of the morning shift from Masatepe Institute.

8 students from the 8th grade who have the same characteristics which are ; low academic performance, bad behavior and lack of interest in English class , made them to be selected to form part of the sample. A type- case chart was used in order to do this selection.

Type-case

CRITERIA 					
Names 	Low level of participation	Feel unmotivated	Bad behavior	Low academic performance	Not interest on English Subject
Martinez Axel					
Flores Duran					
Fuentes José					
García Julisa					
Martínez Socorro					
Lacayo Douglas					
Aguilera Angela					
López Modesta					

× : Negative

✓ : Affirmative

2 negative aspects or more for each student make him or her a participant of the research as a sample.

Through observation and interview to the teacher it was possible to select our sample. These students obtained low academic performance in previous evaluation and they have shown not to be interested during English class which causes low level of participation making them feel unmotivated and present bad behavior because they do not get involved in the class activities.

The average age of these students is between 14 years old . 4 of the students are male and the others are female.

This group is having problem to participate in class activities, they have low academic performance, not interest in English which cause lack of motivation in them.

(see annexes)

9.4 Techniques for collecting data (Instruments)

Based on the research's topic , the chosen instruments according to the system of variable were interviews, documentary analysis and focal groups .

1.- Focal group /questionnaires (for students and parents)

This technique helps to know specific information about the problem. Applying this technique the students have the time to discuss essential aspects related to the learning process also parents expressed their opinions about their kids' education and what they do to help them.

(see annexes)

2.- Interview (for the teacher)

This technique allowed the teacher to express aspects related to the methodology used in the classroom. It allowed to know what learning strategies the teacher knows and how he applies them during the teaching process.

3.- Documentary Analysis:

It helped to identify the students' interest by checking their English notebooks to verify the participation of them through doing the different written activities the teacher assigned ; by checking the teacher's lessons plan it was possible to find out the strategies the teacher uses and if these are related to the content and the characteristics of the group.

4.- Classroom Observation:

It allowed to do a diagnosis and to describe the educational environment, level of participation, behavior , the learning and teaching strategies applied in the classroom and students understanding of the lesson.

Data processing and analysis

X.- Data processing and analysis

In order to do a better analysis this data processing was divided according to the order of the research objectives.

It was analyzed the teaching strategies that affect English learning , then the factors that influence negatively the learning process and students interest or expectation from English subject. Each of these contains information obtained from the teacher, parents and students from the sample.

Students from 8th grade between the ages of 12 and 15 years are expected to learn English in this school. For most of them it is their very first inclusion at least in English Subject, and it's possibly the one thing that will prepare them to become productive members in their adult years. What they learn will also determine the choices they'll make when they enter the workforce or continue onto higher education.

In order for students to learn there are several factors that must be considered. Most of these factors are external; they deal with social or cultural values. Also, it may be determined by the school's environment as well as the teachers and administrators that teach them. Still, another important factor falls upon the student's ability and willingness to learn.

Here are several factors that can affect the motivation for a student learns English subject during the second semester 2010 from Masatepe Institute.

We must consider the very different behaviours or strategies that individual students use to learn a new language. Shy, introverted, analytically-oriented students of our educational system learn Spanish through grammar drills and sentence analysis.

These 8th grade learners are using different kinds of language learning strategies, or specific actions and behaviours to help them learn. Their strategies differ greatly for each , at least in part because their general learning styles are so varied even they belong to the same group.

Many different strategies can be used by language learners:

Here are some of the Teaching- Learning strategies we observed during the development of the English Class:

10.1 Teaching strategies that affect English learning.

Teacher :

The teacher haven't taught Learning strategies in order to awake the students interest exploring background knowledge , and this confusion can be affecting in the learning motivation. This is something very common in publics schools , sometimes teachers believe that it is enough to develop teaching strategies or teaching techniques , however it has being forgotten to teach the student how to learn a subject, this provoke to leave the learning responsibility only over the student.

These are the teaching-learning strategies which must be used in the classroom.

Learning Strategies:

Metacognitive techniques for organizing, focusing, and evaluating one's own learning and Cognitive strategies for linking new information with existing schemata and for analysing and classifying it : the student mind is not properly explore in order to get the previous information (vocabulary) which can help to become the new knowledge strong.

Affective strategies for handling emotions or attitudes. The large of the group does not allow the teacher can communicate with each student or pay attention to individual particularities. Affective learning includes changes in attitudes, values, and feelings.

Social strategies for cooperating with others in the learning process. During the 7 class periods of observation a fact was identified : some of the student prefer to work in assignments alone, which avoid interaction between them.

Memory strategies for entering new information into memory storage and for retrieving it when needed; and compensation strategies (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge . This strategy is not well used we observed just some wall chart in the classroom to help the student remember the content oftenly.

It is clear that students can be taught to use better strategies, and research suggests that better strategies improve language performance.

STRATEGY	TYPE OF LEARNING	CHARACTERISTICS
Explanation or description (for example, lecture)	Cognitive	Teacher controls content and pace. Feedback is determined by teacher. May be given to individual or group. Encourages retention of facts.
One-on-one discussion	Affective, Cognitive	Encourages participation by learner. Permits reinforcement and repetition at learner's level. Permits introduction of sensitive subjects
Answering questions	Cognitive	Teacher controls most of content and pace. Teacher must understand question and what it means to learner. Can be used with individuals and groups. Teacher sometimes needs to confirm whether question has been answered by asking learner, "Does that answer your question?"
Demonstration	Psychomotor	Often used with explanation. Can be used with individuals, small groups,

		or large groups. Does not permit use of equipment by learners.
Group discussion	Affective, Cognitive	Learner can obtain assistance from supportive group. Group members learn from one another.
Practice	Psychomotor	Allows repetition and immediate feedback. Permits "hands-on" experience.
Printed and audiovisual materials	Cognitive	Forms include, books, pamphlets, films, programmed instruction, and computer learning. Learners can proceed at their own speed. Nurse-teacher can act as resource person. Need not be present during learning.
Role playing	Affective, Cognitive	Permits expression of attitudes, values, and emotions. Can assist in development of communication skills. Involves active participation by learner.
Modeling	Affective, Psychomotor	Nurse sets example by attitude, psychomotor skills.

Documentary analysis

Teaching Strategies

By the teacher's lesson plan it was possible to determine that the teacher really considers the different teaching strategies during the planning stage and choice a method of teaching that is suited to the individual being taught, for the material to be learned. Thus the lesson plan is appropriate for the contents.

The teacher decides on group or individual teaching and formal teaching. Some learner objectives are met more readily in a one-to-one encounter, while others are met more easily in a group discussion with other classmates that have similar problems. Formal teaching is the planned teaching done to fulfil learner objectives.

The teacher has already identified the student's strengths. Learning strengths are the student's personal resources such as psychomotor skills, above-average comprehension, reasoning, memory, or successful learning in the past. For example, if the student knows how to pronounce a word, this knowledge can be useful when learning about listening ability.

Evaluate the Teaching-Learning. Do not assume that learning has occurred without feedback. The key is to write measurable learner objectives in the teaching plans that describe the desired behaviour.

The teacher applies evaluation on several ways:

- Observation. Observe the student to verify that he/she has put the information that he learned into practice. This is a difficulty for the teacher due to the large group, for this reason all of the students are not evaluated in the same way.

-Student's comments or feedback. The student usually state whether or not he or she understands the information being taught.

- Direct questions. Ask the student a question requiring a response, which reflects his or her level of knowledge about the topic.

Return demonstration. Have the student performs the procedure as it was demonstrated. This is an excellent method of evaluating proficiency in psychomotor skills.

He also takes into account the content and the types of learning. The content to be taught is always determined by the objectives. The teacher does have some knowledge of sources for content information as a result of his / her training education.

Finally he considers the following in matching sources of content information with a suitable strategy for the individual learner such as pamphlets and some books to work in groups.

▪

10.2 Factors that influence negatively the learning process in English Subject

Factors, which affect the 8th grade student's learning, need to be assessed in order for appropriate teaching strategies to be used.

Social and economic problems.

Students

Some of the students from this group have to work because of their economical situation, in the obtained interview essential information has being got about some parents are not working in these moments even they have a profession they are unemployed. 2 parents are not working in spite of this 4 students have to work which means even the rest of the parents have a job the incomes are not enough to the familiar economy. When the students work they perform absent from school and it causes in themselves excessive stress in order to get good grades after, because they did not get the information taught before. Once they come back to class they have missed several contents and are behind other students it causes in these worker students not having the required enthusiasm to learn the target language or improve their abilities.

Even the teacher creates a special plan to cover the missed class for this group of worker students, the pupils come to class and they get a low academic performance because of the missed explanation and the most important part of the class which is the interaction shown by the active participation.

A few students for our focal group expressed that besides they have to work to live , also they do not have parents support. This provokes an emotional state of the learner which does not allow the proper student's development because the student will not be ready to learn until he is comfortable enough to pay attention to the information the teacher present.

10.3 Family Educational level.

Parents

The half of parents for our focal group did not finish the secondary school , the first two because of economic problems and the other two because of health problems. In spite of this those parents who have low educational level believe their kids should be prepared to face the world at least “ according what they said” finish the secondary school.

The other part of parents who did finished the secondary , only one of them is already a professional and other is in process to get a profession in a university. This can explain the reason why this group of students do not feel motivated to finish the school and to continue his/ her formation because they need both ; extrinsic and intrinsic motivation.

10.4 Level of English knowledge

Students

None of the student when started the secondary school had knowledge of English at least in a formal teaching . It represented a wall in that moment and even now in the eighth grade due the students have not developed the whole language skills. What we observed in the class is just a few students from the group are attempted to participate, we mean to speak English confidently. From the 40 students that are in the classroom just 2 of them speak fluently and it is because their environment influence, the rest of students just have developed the writing and grammar skills, leaving the listening and speaking skills with no practice.

The students consider Speaking and Listening abilities are the most difficult to learn, however they think that with the practice they will learn successfully. This is other factor that can provoke lack of motivation because the teacher even he spoke in English during the interview we made him , he does not speak English in a 100 % in the classroom with his students, he does just in a 60 %. In this way the teacher has not prepared the students with abilities to communicate properly yet. It is clear that the more a student speaks a second language , the faster he/ she will learn it. In addition we must remember the school and specifically the classroom during the English Class is the only moment , the opportunity for the student to practice the language with other classmates with his / her same level.

What was observed is that all of them have a good level in the grammar domain. When they are assigned to form sentences in affirmative form and

then change them into negative and also interrogative, they can work in pairs or individual but it does not represent any difficulty to do it. If they are asked for writing a conversation using the vocabulary previously taught they do that but then the teacher ask for do the conversation and this is when the student feel disappointed because they can not pronounce all the words they wrote and need the teacher´s help, but as the feedback comes late for some of them due the large of the group, the new knowledge of intonation, pronunciation is easily forgotten by the time the class ended.

10.5 Students Interest or Expectation from English Subject

Students

Some of the students expressed not being motivated by the teacher to learn English . The kind of motivation in this case should be Extrinsic where the teacher must motivate students interest to speak the language. However it does not occur therefore the students fail and get low grades.

Even the students make activities to increase the language domain it does not result enough because of the frequency this kind of acctivities (dialogs) are made which is a few.

Social environment

Since this group of students come from a low economic level they have only access to public school, in addition some of them have to work and those who do not , they are not able to pay a particular teacher to help them in English subject either.

**The worker students have to work in activities such as :
Selling on the street and buses different kind of candies and even some of the girls have to work as a household in the morning.**

Students´ expectations

Just a few activities are used in order to involve students into the class, it could be because the large of the group does not allow them, the frequency of the class which is just 3 times a week. Besides the teacher gives some pamphlets to make the students work in groups and they can interact between them.

XI – Conclusions

Having investigated in general the causes that provoke lack of motivation in English Subject as a second language, we are able to express particularly in the 8th grade of Masatepe Institute, department of Masaya during the second semester 2010 that the results are as follows.

Once we have analyzed the results of the instruments: interview, focal group , class observation and documentary analysis to the teacher, students and parents, we can present the following arguments. Some factors that infer in the lack of motivation have been found in the students of this grade. Therefore we mention some of them:

1.- English as a subject is not offered in primary education. It is until the seventh grade that the subject is taught which causes assimilation problems in students since then. According to the results low motivation has been reached since the seventh grade.

2.- Infantile work, a 50 % of the students from the sample are men and work in the streets and a 25 % work as a household and they are women.. these activities do not let them to do assignments.

3.- The actual frequency of hours devoted to this subject are not enough for the students to develop all the language skills. They receive this class just twice a week and the teacher also has to work with other subjects.

4.- The principal's office provides a 40 % of the didactical material needed and the other 60 % has to be supplied by himself..

5.- the teacher uses a few teaching strategies and repeat them for different kinds of contents.

6.- the large of group does not allow the teacher

4.- Students have low interest in learning the language

Lack of didactic material, teaching methods and lack of a quite place (environment) are some factors that in such a way affect negatively in the students during the learning process. Others such psychological and socio economical problems also unmotivate the student to learn the language properly.

The students do not dedicate enough time to study or practice the target language, which create a wall for the language domain because they must do it to improve the language skills and can get involved in the English class in a satisfactory way.

XII- Recommendations

We would like to end up by suggesting , according to how we have managed the whole information, we present recommendations as follows:

1.- To offer the English language to students from primary education and taking into account it has to have a better frequency.

2.- To recommend the parents to pay a closer attention to their children.

3.- To apply dynamics that awake the students interest for English language.

The teacher should use different kinds of strategies to motivate the students and use interesting activities for each content, such as:

- Pair works**
- Interest topic to motivate students to speak**
- To learn poems**

- **Warm up activities**
- **Games**
- **Oral presentation**
- **Short reading**
- **Songs**

4.- To provide suitable didactic material for English teaching and Learning process such as books and workbooks.

5.- To cut down the number of students in a classroom in order to the student can receive an individual attention.

XIII.- Bibliography

1.- Pask, G 1988. “ Learning strategies, teaching strategies, and conceptual or learning style” In Scheck 1988 Ch. 4, 83-100.

2.- Second language acquisition, Krashen, Vigotsky , Piaget.

3.- Vallors Orteli, Maria

**“La motivación Escolar: Procesos y estrategias” Horsori Editorial
Barcelona.**

**4.- Approaches and methods in language teaching,
N. S PRABHW**

**5.- Lawrence, B., Learning and Teaching Styles in ESL classroom
AMTESOL Journal 1: 45 -68.**

**6.- The role of the students volume XXV, 3 july, 1987.
pages 20-21.**

7.- Vol. 2, No. 3 *English Language Teaching*
"(Byrne,1976,132).

8.- Jack C. Richards (*Motivation+language*)
www.professorjackrichards10.com

XIV .- Annexes



**National Autonomous University of Nicaragua
Unan Managua
English Department**

Students Questions

Dear student:

You have been selected to form part of our research with the objective to determine the factors that affect motivation in English learning.

- 1- Are your parents married or divorced?
- 2- Do your parents have a job?
- 3- How many brothers or sisters do you have?
- 4- What kind of transportation do you use to go to school?
- 5- How usually do you experience economical problems when coming to the School?
- 6- Do your parents support your studies?
- 7- Do you live with your parents or a tutor that support you?
- 8- How do you feel when you are in the English Class?
- 9- What do you do to improve your inner motivation?
- 10- What kind of student do you consider yourself?
- 11- How do you choose your partners to work in the English Class?
- 12- What do you expect from learning English Subject?
- 13- Do you consider yourself a person with a good self-esteem? Why?
- 14- Which one of the English Skills do you prefer? Why?

15 - What aspect of English class do you feel is difficult to you? Why?

16- How do you consider the teacher's activities in the English class?

17- Do you think that are enough to learn a foreign Language? Why?

Thanks for your contribution.



**National Autonomous University of Nicaragua
Unan Managua
English Department**

Parents Questions

Dear parents:

You have been selected to form part of our research with the objective to determine the factors that affect motivation in English learning in the 8th grade of Mastepe Institute morning shift.

- 1- How many children do you have?
- 2- How do you support your children studies?
- 3- What do you do to help to your children to do the English homework?
- 4- What do you expect from your children's education?
- 5- What kind of suggestions do you give to your children in order to improve their academic performance?
- 6- Do you finish the high school? Why?
- 7- Do you often visit your children's school?
- 8- Do you know your children's expectation for the future?

Thanks for your contribution.



**National Autonomous University of Nicaragua
Unan Managua
English Department**

Teacher Interview

Dear Teacher:

A research is being made to find out the causes that influence the Lack of Motivation in English Subject of your group of students during the second semester 2010 at Masatepe Institute, Department of Masaya. The information you provide will be useful to get our purposes.

- 1- Do you consider that you have enough pedagogical resources to develop an English class? Why?**
- 2- What kind of text book do you use to teach English?**
- 3- How many students have English textbooks in class?**
- 4- When do you use the Pamphlets in the class?**
- 5- Do you think that Dialogs are a very good strategy to teach?**
- 6- Do you consider that the students participation or interaction is good or not ? Why?**
- 7- What kind of teaching strategies do you use with your students to become the class motivated?**

Thanks for your contribution.

Guide for class observation

INDICATORS	Always	Sometimes	Most of the times
1- English lesson Plan			
1.1 Name of the unit			
1.2 Component			
1.3 Values			
1.4 Achievement Indicator			
1.5 Content			
1.6 Activities: Initial , Guide and Culminating Stages			
1.7 Evaluation			
1.8 Homework			
2- Applly and stimulate			
2.1 Creativity, active participation of the students			
2.2 Feed back			
2.3 Show comprehension when the students have some difficulties in tje English subject.			
2.4 Make the students involved			
2.5 Assign individual Activities			
2.6 Assign group activities			
2.7 Scientific domain of the content			
2.8 Use didactic materials			
2.9 Motivate the students			
2.10 Domain of the group			
2.11 Attend variety			
2.12 Monitor the class			

Type - Case

CRITERIA ☞	Low level of participation	Feel unmotivated	Bad behavior	Low academic performance	Not interest on English Subject
Names ☞					
Martinez Axel					
Flores Duran					
Fuentes José					
García Julisa					
Martínez Socorro					
Lacayo Douglas					
Aguilera Angela					
López Modesta					

× : Negative

✓ : Affirmative

3 negative aspects or more for each student make him or her a participant of the research as a sample.

