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GRADUATION SEMINAR

**TOPIC:** ANALYSIS OF FACTORS THAT PROVOKE LACK OF MOTIVATION IN ENGLISH CLASS IN 1<sup>ST</sup> YEAR STUDENTS OF MADRE TERESA DE CALCUTA SCHOOL, IN JINOTEPE DURING THE SECOND SEMESTER 2010.

**TUTOR:** Msc. RAUL RUIZ CARRION.

**SUBMITTED BY:**

- [LORGIA KARINA GARCIA PEREZ](#)

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# ABSTRACT

The Present research on lack of motivation is focused mainly on factors that are provoking lack of motivation on students of the 1<sup>st</sup> year to learn English as a second language.

This research is a Qualitative Research work that pretended to find out the reasons why students don't feel comfortable in the classroom when they are learning English subject. This feeling provokes the lack of motivation on students, hence their academic performance is affective and they don't have interest to learn other language (English subject)

In this research there exists different instruments that helped me to get the empirical information, such as: Interviews, focal groups and class observations that I applied to the teacher, students and parents in addiction to discover the student's attitude in the classroom, their behavior and interaction with the teacher in order to found the factors that provoke the lack of motivation.

The information shows me that the lack of motivation is not only based on the teacher's attitude at the time that she is teaching English or the teaching materials that she uses or even the participation of the parents in their children education, nevertheless the classroom environment and conditions are some factors that contribute to provoke lack of motivation in students.

As recommendations about this research, I recommended to the teacher to use other kind of strategies for example tape recorder, wallpaper with some clippings to explain the topic that the teacher teaches, this strategies could be useful to improve the students motivation into the English subject. However the parents have to be aware that they represent an important role in their children education so they have to try to have a better communication with their children.

## I. INTRODUCTION

There are different problems in Nicaragua in the field of education. Some of them affect the quality and development of many programs. Sometimes it is impossible to regulate or to know what are the principal reasons or causes that are involved in this problem. This research is related to the lack of motivation that students have when they are learning other language as second language.

I am interested in this topic because there is no motivation in students when they begin to study other language different from their native language. This research is very important because it is intended to find out the factors that provoke lack of motivation in a specific secondary school and give some suggestions to solve this problem. This research contains general and specific objectives which will help to develop this investigation. I classify this research as Qualitative Research; in this case every student, teacher and parent answered every question and they expressed their thinking and feeling about my topic. The instruments that I applied were interview, focal group and class observation that were made according with my research matrix.

In this research I used a sample that helped different students that were involved with this kind of problems, this means, the information that I have gotten was objective. I found some problems that affected many students by lack of motivation that exists in that school. So I discovered that the motivation is like a key in the learning process because if the student does not feel motivate his learning is not going to be successful and significant; also to improve the motivation in to the classroom I suggest to the teacher to use attractive and modern strategies like educational songs, shows to the students educational videos, games and some dynamics or even some clippings representing an action (like run, draw and cooking) I thought that this suggestion could improve the interest to learn for the students.

## **II. PROBLEM:**

LACK OF MOTIVATION IN ENGLISH CLASS

## **RESEARCH TOPIC:**

ANALYSIS OF FACTORS THAT PROVOKE LACK OF MOTIVATION IN ENGLISH CLASS IN 1<sup>ST</sup> YEAR STUDENTS OF MADRE TERESA DE CALCUTA SCHOOL, IN JINOTEPE DURING THE SECOND SEMESTER 2010.

### III. SETTING OF THE PROBLEM

The lack of motivation in high school is one of the main problems that exist in our Education System. Sometimes this situation is out of control for the reason that the academic performance comes down every year. The student's interest to learn in this time is low, perhaps for the situations or problems that they have at school and at home every day.

I decided to make a research in this field, because there are many problems in academic performance in high school nowadays. One of them is lack of motivation in students that sometimes provokes problems when they are learning some subjects.

Another problem that affect the motivation in students is the poor self-esteem. They are afraid to comiting mistakes so therefore they prefer neither participate in class nor do homework nor study. Other factor that affect is the lack of teaching resources to develop the English class, there are not enough text books or copies for the students and sometimes the students' don't have money to copy handouts or buy the book.

The classroom environment could be other factor that affects the motivation in the learning process of the students, because in public schools that chairs are a problem; there aren't enough desks for students and if the students don't feel comfortable in class, it could be difficult for them to pay attention, learn or be motivate in class.

## IV.JUSTIFICATION

It is pretended to discover the factors that are involved in lack of motivation in students of English Language and how this problem is affecting their interest of learning this foreign language.

This investigation has the purpose of helping students to improve different aspects that could contribute to motivating students from 1<sup>st</sup> year of Madre Teresa de Calcuta School in the English class and also helping the teacher to apply other resources to get the interest of her students in the English class.

I think that benefits from the research results will help to the teacher and could enrich her knowledge about the different ways that she can help to her students to have motivation in the classroom, and also the different tools that she can use to motivate an active participation from the students in class.

By the means of this research in Madre Teresa de Calcuta School, the English teacher and the students will acquire new strategies to teach and learn because I am going to provide them with the factors that provoke the lack of motivation in students; even suggestions to have better resources, a good class environment and other modern techniques to the class that the teacher can apply.

## V. PREVIOUS STUDIES

There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation.

-Terrell H. Bell

There are different points of view about motivation. In this research I select some of them that could enrich this research such as the following:

### 1. - Student and Teacher Motivation in SLA

Author: Christophel and Gorham's study (Asian Social Science)

Qingdao University of Science and Technology

Date: January 2009

Conclusion:

Christophel and Gorham initiated two different investigations of motivation with both qualitative and quantitative techniques. The results indicate that most subjects attribute motivation to what the teacher had done or had been responsible for. Sometimes the teacher being boring, bored, unorganized and unprepared; the dislike of the subject area; the inferior organization of the teaching material and the teacher being unapproachable and self-centered. In this research I found some problems that the teacher has when she try to organize her subject. In fact, she hasn't enough time to develop all the subject

### 2. - Student Motivation to Learn

Author: Linda S. Lumsden

University of Oregon

Date: June 1994

Conclusion:

Linda S. Lumsden carried out an investigation on approximately 250 American students (both in high schools and universities) about their learning experiences over a period of five years. During this investigation, students are expected to comment on a variety of topics such as to "Describe a situation in which you experienced conflict with



teacher” and “Talk about a classroom in which you felt uncomfortable”. Four types of lack motivation factors are discovered: the teacher’s personal relationship with the students, the teacher’s attitude towards the course or the material, style conflicts between teachers and students and the nature of the classroom activities. This research is of vital importance because it reveals a fact that most teachers will easily attribute students lack motivation to various reasons including psychological, attitudinal, social, historical and even geographical reasons without realizing the potential lack motivation roles of themselves.

In this research have different context such as teacher and students. Both are very important to contribute to a good motivation and also help to improve their style of life.

### **3. - Motivation and engagement in young learners.**

Author: Grace Jones

Chilliwack School District, British Columbia

Date: June 2004

Conclusion

This research determined that:

a. - She found that teachers play a significant role in motivating students, by guiding them through the learning process.

b. - She developed a theory of self-determination that looks at the difference between intrinsic and extrinsic motivation and how personal determination is exhibited through behavior.

c. - Finally she looked at the teacher’s role in promoting motivation, focusing on how the teacher mediates the learning context.

## **VI. RESEARCH QUESTIONS**

- 1- What kind of factors do influence the lack of motivation in 1<sup>st</sup> year students?
- 2- What is the reason why students don't have enough motivation in English class?
- 3- What kind of strategies does the teacher develop to improve motivation in English class?
- 4- How is the environment where the English class is developed by the teacher?
- 5- How do teaching strategies affect the English learning process in the classroom?

## VII. OBJECTIVES

General Objective:

- To analyze factors that provoke lack of motivation in 1<sup>st</sup> year students in English class.

Specific Objectives:

- 1- To find out the factors that are provoking lack motivation in 1<sup>st</sup> year students of Madre Teresa de Calcuta School.
- 2- To know the different reasons why students don't have enough motivation when they are learning English language at school.
- 3- To analyze the strategies that the teacher uses when she is teaching the English class in order to find out whether the strategies help or don't help students to improve motivation.

## VIII. THEORETICAL FRAMEWORK

Here are some definitions related to Motivation and why motivation is an important tool into the teaching and learning process; also the role that parents play into the education of their children and the important place that the teacher has in the classroom.

### VIII.1.- Definitions of Motivation

Motivation is defined as an internal state that activates, guides and maintains the behavior of each person. Also can be understood as the accumulation of energy associated with instinctive patterns of behavior, which are in turn released by appropriate key stimuli. This approach in its modern form has been argued most successfully by the ethnologist.

Motivation drives us to study new things, and motivation encourages us to try again when we fail. Just as there are times when you or I feel more or less motivated to do something, the same is true for our students.

Motivation is often named together with aptitude. Therefore it is vital to define the difference between aptitude and motivation. Ellis (2008:75) states while aptitude describes the "cognitive abilities that underlie successful L2 acquisition motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.

So aptitude is a more or less stable component which the individual can not directly interfere with. Motivation on the other hand is a component that can change comparatively fast and can be altered by the learner himself. Gardner (2001) writes that motivation describes the driving force behind the effort of a learner.

Motivation consists of three elements. The first element is “effort”. A more motivated learner will put more effort in his or her studies. He will be open to do extra work in order to improve his language skill, spend more time with studying for the language and even deal with the subject on a subconscious level.

The second element is “desire”. A learner desires to achieve a goal in this case to successfully learn a second language. The last element is called “affect”. The learner enjoys learning the languages. Each element on its not enough to be called motivation. If a learner lacks one element, he will not be entirely motivated and therefore learning will be more difficult for him. Motivation is related to internal and external aspects.

To be motivated means **to be moved** to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward and at the end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it

## **VIII.2 Kind of motivation**

Motivation is related to internal and external aspects. In Self-Determination Theory (SDT; Deci & Ryan, 1985) we distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between **intrinsic motivation**, which refers to doing something because it is inherently interesting or enjoyable, and **extrinsic motivation**, which refers to doing something because it leads to a separable outcome. Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons.

### **VIII.2.1 Intrinsic Motivation**

Intrinsic motivation has emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Because intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it.

In the classic literature, extrinsic motivation has typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation (e.g., deCharms, 1968). However, SDT proposes that there are varied types of extrinsic motivation, some of which do, indeed, represent impoverished forms of motivation and some of which represent active, agentic states.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

Intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so.

This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills.

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

In part, these different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioral theories that were dominant in empirical psychology from the 1940s to the 1960s.

Specifically, because operant theory (Skinner, 1953) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity interesting.

In contrast, because learning theory (Hull, 1943) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs. Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviors.

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated.

This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for no intrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.

### **VIII.2.2 Extrinsic Motivation**

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

However, unlike some perspectives that view extrinsically motivated behavior as invariably no autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.



Given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own. This problem is described within SDT in terms of fostering the internalization and integration of values and behavioral regulations (Deci & Ryan, 1985). Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self.

Thought of as a continuum, the concept of internalization describes how one's motivation for behavior can range from a motivation or unwillingness, to passive compliance, to active personal commitment. With increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self-perceptions, and better quality of engagement.

A second type of extrinsic motivation is introjected regulation. Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem. A classic form of introjection is ego involvement (Nicholls, 1984; Ryan, 1982), in which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth.

A more autonomous, or self-determined, form of extrinsic motivation is regulation through identification. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity.

Finally, the most autonomous form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations have been fully assimilated to the self. This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined. Integrated forms of motivation share many qualities with intrinsic motivation, being both autonomous and uncomplicated.

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

### **VIII.3 Impacting motivation in the classroom**

Motivation in the classroom is an essential component of teaching. Grolnick and Ryan (1992) explore the central purpose of education by stating, "It can be argued that more significant than the attainment of specific contents taught in schools is the growth within each child of an interest and curiosity about the world around him or her and the development of a confidence and sense of competence in learning. Obviously, motivation is a critical issue in education.

Wlodkowski and Jaynes (1990) explain that in the broadest sense, motivation is "a value and a desire for learning". In the classroom the teacher must remember to keep an attitude that is not negative or defensive to the students.

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

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

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

As a general rule, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be appropriately motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only as long as the student is under the control of the teacher. When outside of that control, unless the desired goals and behaviors have been internalized, the learner will cease the desired behavior and operate according to his or her internal standards or to other external factors.

Motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities (Fredricks, Blumenfeld, & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006).

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects. Another student may be more concerned with the social side of school or interacting with classmates frequently.

But motivation is not necessarily something that learners bring to school; it can also arise from environmental conditions at school. When we talk about how the environment can enhance a learner's motivation to learn particular things or behave in particular ways, we are talking about situated motivation (Paris & Turner, 1994; Rueda & Moll, 1994).

## VIII.4 How Motivation Affects Learning and Behavior

Motivation has several effects on students' learning and behavior.

**VIII.4.1 Motivation directs behavior toward particular goals**, for school-age children and adolescents, some goals are short term and transitory. Others are apt to be long term and relatively enduring. Motivation determines the specific goals toward which learners strive (Maehr & Meyer, 1997; Pintrich et al., 1993). Thus, it affects the choices students make.

**VIII.4.2 Motivation leads to increased effort and energy.** Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals (Csikszentmihalyi & Nakamura, 1989; Maehr, 1984; Pintrich et al., 1993). It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically.

**VIII.4.3 Motivation increases initiation of and persistence in activities.** Learners are more likely to begin a task they actually *want* to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the process (Larson, 2000; Maehr, 1984; Wigfield, 1994). In general, then, motivation increases students' time on task, an important factor affecting their learning and achievement (Brophy, 1988; Larson, 2000; Wigfield, 1994).

**VIII.4.4 Motivation affects cognitive processes.** Motivation affects what learners pay attention to and how effectively they process it (Eccles & Wigfield, 1985; Pintrich & Schunk, 2002; Pugh & Bergin, 2006). Motivated learners are more likely to pay attention, and attention is critical for getting information into working memory. For instance, motivated learners often make a Concerted effort to truly understand classroom material to learn it meaningfully and consider how they might use it in their own lives.

**VIII.4.5 Motivation determines which consequences are reinforcing and punishing.** The more learners are motivated to achieve academic success, the more proud they will be of a good grade and upset by a low grade. The more learners want to be accepted and respected by peers, the more meaningful the approval of the “in-group” will be and the more painful the ridicule of classmates will seem (Rudolph et al., 2005).

**VIII.4.6 Motivation often enhances performance.** Because of the other effects just identified—goal-directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences—motivation often leads to improved performance. As you might guess, then, students who are most motivated to learn in classroom activities tend to be our highest achievers (A. E. Gottfried, 1990; Schiefele, Krapp, & Winteler, 1992; Walberg & Uguroglu, 1980). Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school (Hardré & Reeve, 2003; Hymel et al., 1996; Vallerand, Fortier, & Guay, 1997).

### **VIII.5 Teacher`s influence in the students` motivation**

Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the English Language. Whatever level of motivation that students bring to the classroom will be transformed, for better or worse academic average, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to

achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges.

In schools, teachers can have a significant impact on students' motivation to learn. Hootstein (1998) developed a model which outlines four key conditions that will increase a student's motivation to learn. Called the RISE model, it includes Relevant subject matter, Interesting instruction, Satisfied learner, and Expectations of success. Relevant subject matter relates content to the students' needs, concerns, interests, and experiences. Interesting instruction is stimulating and piques student curiosity. Satisfied learners have been made to feel good about their accomplishments, through reinforcement provided by the teacher for successes. Expectations help students believe they will succeed and is accomplished by the teacher helping the student expect success.

A teacher's influence on motivation to learn also depends on attitudes and traits that individual students carry into the classroom. There is a point at which the teacher alone cannot overcome the negative effects of hostile behavior and self-defeating attitudes in a student (Wlodkowski & Jaynes, 1990).

### **VIII.6 The influence of the family into the student's motivation**

Virtually all children are born with a motivation to learn (Wlodkowski & Jaynes, 1990). Infants and young children are naturally curious, and appear driven by a need to explore and interact with their world (Lumsden, 1994). Unfortunately, children seem to lose this enthusiasm for learning as they grow. In regard to family, Wlodkowski and Jaynes (1990) assert that parents appear to be the primary influence on a child's motivation to learn.

Family has an impact on motivation at every stage of development, lasting through secondary school and beyond. Healthy, effective families possess positive attitudes and behaviors toward their children which help them to succeed in school and life (Wlodkowski & Jaynes, 1990). With parents being a child's first and most important teacher, it seems obvious that family will have a significant influence on the development of a child's motivation to learn. Also the smallest school in each country is the family, which illustrates the significant role that family has in education and motivation of students.

Parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help instill in them an appreciation for learning that can last a lifetime. Children's home environment shapes the initial constellation of attitudes they develop toward learning.

When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished.

Parental support and involvement can make a critical difference in a student's motivation for learning, affecting both their academic and personal growth.



The benefits of positive relationships between school and family are difficult to dispute. What can be done to increase parent involvement? The school could include meeting parents on their own turf, making schools parent-friendly and involving parents in the school's decision making process. Home visits are explained as a great way to build parent trust. Schools can take steps to create a welcoming environment for parents, through friendly staff and signs helping them find their way around the building.

### **VIII.7 Importance of Motivation**

According with the analysis of the theories and the relationship with this research it is possible to determine the importance that motivation has into the whole process learning because Students learn best when they are incentives for learning in a classroom satisfy their own motives for enrolling in the Subject. Motivation help to the students to discover and improve the knowledge and they feel the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other students. This means if the motivation is involved into the classroom's activities, such as teachers, parents and students the results are very satisfactory because the students' academic performance could be better.

According with Anita Woolffolh motivation is something that guides the behavior of each person also motivation pushes us to study and learn new things. I agree with her because motivation it is a source of energy that drives us to do any kind of activity like study, cook, work, and draw even to get exercise to be healthy. The motivation is something inside of our body that give us the cheer to do everything that we want or need.

Also Gardner pointed out that motivation consists of three elements effort, desire and affect and even each element depends on each one. Gardner was right because if a learner lacks one element she or he will not be entirely motivated so motivation means to be moved to do something and the three elements pointed by Gardner help to do this.

The definitions of motivations are related with the internal state of the learner but when the internal state of the learner is affect it by the lack of motivation the interest of learn or do something new is null. So if the learner does not feel no impetus or inspiration at the end is considered unmotivated.

Motivation is divided into Intrinsic and Extrinsic motivation, the first one is defined as the doing of an activity for its inherent satisfactions that means that the learner enjoy every activity that he does. The Extrinsic motivation is different because in this case the learner does an assignment or an activity only because he tries to avoid sanctions from his parents or from the teacher.

All the students are extrinsically motivated because sometimes we as students do our assignment only for obtain a good grade. Both kinds of motivations can help to the teacher into the classroom; we must remember that motivation in the classroom is an essential component of teaching so the teacher can use some actions that involve Intrinsic and extrinsic motivation like create curiosity, provide games and clear expectations and this is useful to increase motivation on classroom.

Now as a future teacher I know that motivation is a value and a desire for learning that the student has to feel and have. Also motivation has several effects on students learning and behavior also the teacher and the family has their influence into the students motivation. According with this the motivation is in the middle of a circle because the teacher, the family, the environment and the learning activities are related with the student motivation.



## **X .- METHODOLOGICAL DESIGN**

### **X.1. Sociological Approach**

This research was made by qualitative approach because this type of methodology seeks out the “Why”, not the how of the topic through the analysis of unstructured information also it is used to gain insight into peoples’ attitudes, behaviors, value systems, concerns, motivation, aspiration, culture or lifestyles.

Focus groups, in depth- interviews, content analysis and ethnography are among the many formal approaches that are used, but qualitative research also involves the analysis of any unstructured material, including reports, forms and literacy. Into the qualitative research the research’s goal receives greater critical attention, this is because in qualitative research the possibility of the researcher taking a neutral or transcendental position is seen as more problematic in practical or philosophical terms.

So qualitative researches are often exhorted to reflect on their role in the research process and make this clear in the analysis. In addition qualitative research approaches analysis holistically and contextually rather than being reductionist and isolationist.

Qualitative Approach has the advantage of allowing for more diversity in responses as well as the capacity to adapt to new developments or issues during the research process. This approach refers to situations where you collect data in an unstructured way, so the researcher has to work very hard to find out the factors, effects or answers to the research problem depending of course in the research action that write into his work.

I decided use this kind of methodological approach because I can to collect the most essential of the individuals what they think, observe their behavior into their environment and talk face to face with they. This means a non numerical data collection.

With the qualitative research I as researcher can use different methods for gathering information like class observation, non participant observation, field notes, reflexive journals, structured interview, and analysis of document and materials also focal groups. Using the qualitative approach in my research give me the chance to squeeze everything about the information that I am getting through the techniques that I applied.

Using the qualitative research in this research work gave me the chance to have a confident environment within the participants that are being studied in order to know so close the factors that provoke the problem of the lack of motivation. Through this kind of research the essential information is easily obtained but I as researcher have to analyze, reflect and give a clear analysis of the results.

## X.2 Type of Research

This research is Educational Micro-Ethnography. It is educational because the major proposal of my career is the teaching which is focused in Education and I as future teacher have to know the field where I am going to teach so this type of research help me to be good English teacher.

It is Micro because I applied it in a specific location which is the classroom located in the school Madre Teresa de Calcuta in Jinotepe, Carazo and I only work with a determined group of student through of focal group, to get the information to my research. As qualitative approach and ethnography push to the researcher to do an analytic research working with a determined group of people in their own environment and observing their behavior.

Ethnography is related to the scientific study of human social behavior and communities. This practice usually involves fieldwork in which the researcher lives among the population being studied. The ethnography also involves research in a natural setting, intimate face to face interaction with participants such as in this research with the students, accurate reflection of participants perspectives and behaviors, utilizes multiple data resources qualitative inductive, interactive and recursive data collection also the researcher can use the this type of research to build the theories through analytic strategies. This research is ethnography because I used a qualitative approach according to the methodology that I applied to get the information. First all able focal groups to have interaction with the students and know their point of view and observe their behavior into the classroom (through of class observation), after I applied interviews to their parents to know if the lack of motivation in their children were relate it with the family environment, problems even the relationship between parents- children and parent-teacher. At the end I interviewed to the teacher to see her thinking about the factors that provoke lack of motivation in her students and know if the academic resources that she used to teach the class was enough to improve the motivation in the English subject.

## **X.3.- Qualitative Sample**

### **X.3.1 Population**

The Population which I worked was the students of the first year of the afternoon shift from Madre Teresa de Calcuta School, in the second semester of 2010. In this classroom I found a total of fifty students.

### **X.3.2 Sample**

My Sample was eighteen students who represent the 35 % percent of students from first year of the afternoon shift from Madre Teresa de Calcuta School, in the second semester of 2010. This sample was selected through observation and with the application of a type-case chart which allows to select students with the same characteristics for instance bad behavior, not motivation in English subject,

I have chosen this year because the students from this classroom had a low performance average in the English subject and they don't demonstrate interest to participate into the activities development in the English class by the teacher.

The parents were selected according to the students that we selected, observed and interviewed through focal group. I interviewed the parents because I think that they are key persons that can help and gives me useful information related with the lack of motivation in their children even their behavior at home.

And finally the teacher was the main person who can contribute in different ways and give me a lot of information related to my research topic. Another reason why I selected the teacher was because she is the only English teacher in this school.

## **X.4.- Techniques for collecting data (instruments).-**

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

### **X.4.1. - Focal Group.**

This techniques helps to know different opinion about factors that are important when there are lack of motivation on the students. This instrument was applied to the students and parents. Applying this the students have the time to discuss essential aspects related the learning process.

### **X.4.2. - Interview**

This technique was applied to the teacher because is the only person who can help me to know the different strategies and methodology that uses when she is teaching English.

### **X.4.3.- Class Observation**

It allows to do a diagnostic and describe the educational environment that has this classroom, also de behavior of the students . It allows to know if the students and teacher apply teaching and learning strategies and in which way.



## **XI.- Data processing and analysis.**

The following is the data processing and analysis according with the specific objectives, research matrix, the focal group, interviews and class observation applied to the students, teacher and parents, the analysis is going to be present according with the different empirical data obtained.

Students from the first year of the Madre Teresa de Calcuta between the ages of 12 to 15 years old were selected to do this research. They came from different schools, many of these schools don't offer the English subject because according to the MINED (Ministerio de Educación) in primary public schools don't teach English so when the student goes to high school they do not have enough knowledge about the English Language.

Sometimes exist other factors that are provoking the lack of motivation in some students of this school. Also, this research tries to find out other reason why students don't have motivation at the time that they are learning in English subject during the second semester 2010 from Jinotepe, Carazo School. I must consider the very different behaviours or strategies that individual students use to learn a new language.

An important thing that affects the motivation on students is when they have a lot of problems with their parents. Sometimes they don't care about studies of their children as a result of this the students don't have enough motivation to continue with their program of class.

In this school there are different social aspects that also affect the motivation in the students. Some of them influence in the lack of motivation and develop of the English subject decrease.

## **XI.1.- Factors that provoke lack of motivation in first year students.**

### **Students.**

Most of the students said that they live with their parent, but some of them live with another member of the family like the grandmother and aunt. The majority of the parents are not married they only live together as a couple. In most of the cases the only person that has a job is the father because the mother stays at home as a house's wife so the only economical supported in the family come from the man.

Each student has between four and seven brothers in some cases these brother and sisters study in the same school but in other year. They do not use any kind of transportation to go to the school because they live in the neighborhoods around to the school, they do not have any economical problem in the transportation because they walk to the school but sometimes they do not have money to their snack or to some copies to the class.

From the eighteen students that I applied the focal group who conform the sample , most of their parents first of all pay all the bills and debt of the house and at the end a few part of the money is designated to the education of the children.

### **Parents.**

Parents said that they have between four and seven children between the ages of eight and fifteen years old some of their children study in the same school (Madre Teresa de Calcuta). The parent admit that they supported their children studies but sometimes they do not have enough money to cover all the house's expenses and a few part of money is designed to the Children studies. So the studies of the children are supported in a very few way.

## **XI.2 Reasons why student do not have motivation in English language learning**

The students expressed through focal group how they feel in the English class and they said that they feel bored because they do not understand nothing about English because in the school that they studied before they even learned this subject so their knowledge about English is to null. For this reason the students look for help from some friends that understand the class and this is a way to improve their inner motivation in order to feel better with themselves and try to know something about English language.

Also they feel a little shy and uncomfortable because they are afraid to commit any kind of error because they are not sure about the possible answers that they have to share with their partners in the classroom for these reason when the teacher assigned a group or partner activity the students interviewed admit that they try to work with other students that understand very well the class and the assignment to get a good grade in the Subject. This means that the teacher do not motivate the students and the class.

The students also admit that they consider to themselves sociable person and good partners because they share their time, duties and hobbies with their friends in the classroom. In contrast whit the shyness they show when they feel are failing in English. Through observation it was possible to appreciate their interaction in the classroom at the time that the teacher was teaching the subject in the classroom and they are very friendly person. However, even the students are sometimes interested in to learn the teacher do not apply good strategies that motivate the learning.

In the focal group I could know the English skills that they must prefer even the skill that they do not prefer because they feel difficult. Ten from the eighteen students said that they like listening and speaking because they like to sing many songs into the English language and when they are walking in the Jinotepe´s Park and saw a foreign talking they would like to be able to communicate with him and also they think that in the future they could found a good job and they could earn a high salary, they admitted

of course that in the classroom they do not develop these skills as they would like because there is not enough didactical materials to develop this abilities even the teacher prepared some dialogs to improve their pronunciation but they thought that this is so hard because they sometimes do not understand what they are saying and also because they feel that speaking and listening are so difficult for them.

They admitted that Grammar and reading do not like them but in these abilities they have regular performance because they understand the rules that the teacher provide them into the activities also the reading understanding because according to them are easy reading but they do not feel enough motivation because of they feel a little bored.

The students interviewed in my focal group express their thinking about the development of the class they expressed not be motivated by the teacher to learn English because in some occasions the activities are a little bored and the teacher does not speak English with frequency so the teacher has not prepared the students with abilities to communicate in a suitable way. I know that the students speak a second language as faster as they learn it. Also I must remember that the classroom is the only place where the students have to practice the language with other classmates with his / her same level during the English subject.

They even said that there is not enough time to the English subject because according with the MINED in secondary publics schools English subject has to be taught it three time a week in a period forty-five minutes so the time to develop a extraordinary English class in order to learn a foreign language is too low.

## **Parents**

A half of the parents who I talked to in the focal group do not have time to share with their children, for instance they cannot help to their children to do the homework because they are a little busy working in their jobs and when they arrived at home they want to rest and take a nap or eat the dinner before go to the bed.

The rest of the parents (House's wives) answered that they share time with their children and sometimes help them with the homework but not with the English one because they did not understand some things about the teacher's assignment. When I was talking with the parents there was something that impressed me they not always help to their children in their studies but always they are pushing to their children to be good students and have a good academic performance.

They admitted that all the time they are telling to their children some advices for instance "you must to pay attention to the teacher", "you do not have to talk in class with your partners when the teacher is explaining", or "You must to have a good behavior in the classroom" so they cannot help to their children but in an indirectly way they are motivating in an extrinsic way. Also they told me that they rewarded to their children if they have good grades.

This is curious because the parents even know that they are contributing to the children education by giving some suggestion to improve their motivation. In my focal group only a half of the parents finished the secondary school the other part could not do it for many reasons ; first of all because of the economical problems because they had to work to help their parents and young brothers; also Healthy problems because they were very ill and at the end they abandoned the School.

Three of the parents that finished the high school are in process to get a profession in a university because they are studying according with them to be a professional in the future and have a good job with a good payment. The other ones expressed that it was enough to them to finish the high school but for their children it will be okay if they start a career in the university.

### **XI.3.- Strategies that the teacher uses when she is teaching.**

#### **Teacher.**

The point of view of the teacher was that she doesn't have enough didactic material (books, pamphlet) to develop the class, because there are too many students

in the classroom and it is difficult to provide of material to every one. Sometimes students feel frustrated because they never have a complete resource to contribute a good class and in some occasion don't come to class.

In some occasions she uses some dynamics that can help them to improve their motivation, but sometimes they don't care if the strategy is interesting or bored. On the other hand, she accostume to work with the students in groups or in pair, but the studensts have never done an oral evaluation such as : a short presentation or oral quiz , because some students don't feel comfortable when they have a presentation in front of the rest of the classmates and also some students are very shy. This is a wall for the teacher and students because the oral skill has not being developed just because the students feel shy to speak the language and the teacher has not being able to develop this ability with good strategies to make this situation change.

She can't develop a listening class because in that school does not exist a tape recorder to have a dynamics class as a result of this she has to explain the strategies that they have to do in an oral and written way. The Teacher uses other kind of text books that are not appropriate for this first level or first year of high school mainly because the books are for an advanced level and the students do not have previous knowledge in their primary school. Sometimes the text books come from University that teaches English but they level is highest. In this school have a library but it is closed almost all time. So even the students want to investigate readings, topics or vocabulary

it can not be possible because they do not have access to books. However, the teacher tries to cover their lesson plan using an old book that she has being using for a very long time.

The teacher used all the times the pamphlets because the students don't have texts books to do homework or for developing some activities that teacher explain in class. Every time that the teacher wants to do some activities she makes a copy to the material because she already knows the situation in this school.

A strategy that teacher uses is the dialog. She thinks that it is the better way to check the pronunciation, intonation and fluency. Some students have a good pronunciation because they practice the language oftenly, but other students can not do this kind of activity because some of them do not understand any word from the dialog. It could be that they don't practice at home or they don't have enough motivation to learn English at all.

The Teacher considers that students have poor participation in class. She explained that some students have several problems that affect their performance in class. Some factors that affect the development of the English class are economic problems. They aren't focused in their studies and sometimes the students have work at home.

Another important thing that affects the motivation in this 1<sup>st</sup> year is the number of students. It means the large of the group does not allow the teacher can give individual attention to each students. It is relevant to remind that the group is conformed by 50 students which means there are too many students in this classroom. It is very difficult to the teacher have the control of every one.

## XII. Conclusion

According with this research it was possible to determine the factors that provoke the lack of motivation in the students from the first year of the Madre Teresa de Calcuta School.

\*/ First, lack of didactical materials, teaching strategies, an inappropriate classroom environment (There are too many students in the classroom and the school's structure is in bad conditions)

- Economical problems: sometimes the students have to work.
- The lack of interest from the parents in their children and the few time that the English subject has to be develop at the classroom these factors affect in a negatively way to the students during the learning process.
- Shyness: students feel fear to speak aloud.

These kinds of factors do not motivate to the students to learn the language properly also the lack of motivation stop them to improve their knowledge, for instance learning other kind of languages or things because they are going to feel that is enough if they only finish their secondary school. Nevertheless when there is not motivation in students they do not dedicate time to study, do the assignment or practice the target language because they will not have the interest to improve their abilities and knowledge.



The reasons why students do not have enough motivation in English class is because some of them do not understand the English language other ones feel a little shy and they are afraid to say something wrong another reason is the activities, they admitted that some activities applied by the teacher are a little bored for instance they do not feel the impetus to participate in the class. In addition sometimes some of them have to work to help their parents.

### **XIII- Recommendations**

First of all , in the classroom the key person to motivate the class is the teacher and the classroom environment has to be comfortable to the students in order to develop a good learning process.

To increase the motivation into students here are some suggestions to the teacher some different and modern strategies that she could apply of course if she can have the school´s support:

- 1) The use of the school´s computers to presents some videos
- 2) Use of type recorder
- 3) Warm up activities
- 4) Flash Cards
- 5) Wallpaper with funny and interesting clippings (can be from magazine or comics)
- 6) Games
- 7) Educational songs (like “one little Indian boy” , “King David” and “clap your hands”)
- 8) Short poems
- 9) Decorate the classroom with some pictures, draws or clippings that represents an action or a rule.
- 10) Dynamics where all the students get involves

\*/ to recommend the parents to pay close attention to their children, trying to help them to do their homeworks. To create capacitation for parents about how to help kids.

\*/ To provide the teacher proper didactic material to teach the language.

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# XV.- Annexes



## Student's Questionnaires

The following questions have the purpose to know the factors that provoke the lack of motivation in English Language.

Answering the following question you will help me to complete our research, so I thank in advance for your cooperation.

School: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Date: \_\_\_\_\_

Year : \_\_\_\_\_

- 1- Do you live with your parents or another person that support you?
- 2- Are your parents married or divorced?
- 3- Do your parents have a job? Both of them?
- 4- How many brothers or sisters do you have?
- 5- What kind of transportation do you usually use to go to School?
- 6- How usually do you experience economical problems when coming to the School?
- 7- Do your parents support your studies?
- 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 person do you consider yourself?

11-How do you choose your partners to work in the English Class?

12-Do you consider yourself a person with a good self esteem? Why?

13-What kind of the English Skills do you prefer? Why?

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

15-How do you consider the teacher development in the English class?

16-Do you think that are enough time and didactical materials at School to learn a foreign Language? Why?

## Parent's Questionnaire for focal group.



Answering the following question you will help me to complete our research, so I thank in advance for your cooperation.

Parent's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Date: \_\_\_\_\_

- 1- What is your higher school level?
- 2- How many children do you have in this school?
- 3- How do you support your children's studies?
- 4- What do you do to help your children to improve his/her academic performance?
- 5- How much time do you dedicate on your children studies every week?
- 6- What suggestions can you provide to the teacher for her to do a more significant teaching?
- 7- Do you have an employment? What kind of employment?
- 8- What do you do to improve the motivation in your child?

**Thanks you for your help**



## Teacher's Questionnaire

The purpose of this interview is to know the different strategies that the teacher uses in the English class and how she motivates her students.

Answering the following question you will help me to complete my research, so I thank in advance for your cooperation.

School: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Date: \_\_\_\_\_

- 1- Do you consider that you have enough didactical material to develop an English class? Why?
- 2- What kind of strategies do you use to improve motivation in your students?
- 3- What are the text books that you use to teach English Languages?
- 4- When do you use the Pamphlets in the class?
- 5- Do you use Dialog as a strategy to teach?
- 6- Do you consider that the student's participation is enough? Why?
- 7- What kind of factors do you think affect the development of the English language in the classroom?
- 8- What kind of environment do you have in the classroom when you are teaching?

**Thank you for your help**



## Observational Instrument

This instrument can help me to know how the environment is when the teacher begins her class.

- 1- Environment of the classroom?
- 2- Behavior of the student in class?
- 3- Students activities in the class?
- 4- Participation of the students in class?
- 5- The students work in pairs, group or individual
- 6- Strategies used for the teacher.
- 7- English lesson plan.
- 8- Evaluation
- 9- Homework



<b>Students names</b>	<b>bad behavior</b>	<b>Feel disapointed</b>	<b>participation</b>	<b>Low academic performance</b>
1.-Yober Alberto Rosales Zeledon	no	yes	no	yes
2.-Darwing Maradiaga Ruiz	yes	yes	no	yes
3.-Josseling A. Campos Ruiz	no	yes	yes	no
4.-Eduardo V. Narvaez Tellez	yes	yes	no	yes
5.-Leyla Narvaez Calero	no	yes	no	yes
6.-Jennifer Lezama Lòpez	yes	yes	no	yes
7.-Gilber Pèrez Baca	no	yes	no	yes
8.-Ronald Jose Bravo	no	yes	no	yes

9.-Edwin Chavez	no	yes	yes	no
10.-Raquel A. Torrez	yes	yes	no	yes
11.-Leslie R. Reyes	no	yes	no	yes
12.-Irma A. Mendoza	no	yes	no	yes
13.-Jason Manzanarez	no	yes	no	yes
14.-Bismark A. Cordoba	no	yes	no	yes
15.-Lennin E. Vanegas	yes	yes	no	yes
16.-Brenda F. Alvarez	no	yes	no	yes
17.-Giovanna Arista S.	no	yes	no	yes
18.-Angie Rugama	no	yes	no	yes

Type-case









