

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM - MATAGALPA



GRADUATION SEMINAR

General theme:

Difficulties in the Teaching and Learning Process of English as a foreign language in High Schools of Matagalpa and Jinotega during the second semester, 2011.

Sub-theme:

Influence of motivation in the English Teaching and Learning process of fifth year students on distance learning at the National school Rosa Montoya of El Cua – Jinotega, during the second semester 2011.

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General Theme:

Difficulties in the Teaching and Learning Process of English as foreign language in secondary schools of Matagalpa and Jinotega during the second semester 2011.

Sub-theme:

Influences of motivation in the English Teaching and Learning Process of fifth year students on distance learning, at the National school Rosa Montoya of El Cua - Jinotega, during the second semester 2011.

Dedication

First of all, I want to thank God who gave me the wisdom, force and health to finish this research successfully.

To professor Marisela who supported me unconditionally to carry out this research paper.

To my dear parents who helped me to finish my goal with their advices.

To my son Justin Axiel Zamora who is the reason to continue improving to offer him a good future.

Janeth Zamora Lagos

Dedication

First of all, I dedicate this work to God, supplier of life, wisdom and intelligence who in his infinite love and patient allowed me to fulfill one of my great goals.

To my dear mother, *Maria Ursina Chavarría Dubón*, who with love and patient encouraged me to struggle to achieve my goals.

To English teachers at Universidad Nacional Autónoma de Nicaragua, UNAN-FAREM Matagalpa, especially dear teacher Ligia Pineda Ruiz who gave me advice and taught me with affect during all my studies.

Ruth Damaris Hernandez Chavarria

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UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN FAREM- Matagalpa



“2012, Hacia la Acreditación Universitaria”

PROFESSOR`S VALUATION

With the Graduation Seminar "**Difficulties in the Teaching and Learning Process of English as a foreign language in high schools of Matagalpa and Jinotega, during the second semester, 2011**"The authors Janeth Zamora Lagos and Ruth Damaris Hernández Chavarría complete their Bachelor's degree in English at the UNAN-Managua. The authors present a final report that meets the requirements of the Regulations of the National Autonomous University of Nicaragua- UNAN Managua and they have applied the proposed methodology for developing the Graduation Seminar. Its structure is according to what is required in the regulations for this type of graduation.

The authors of this research have shown consistency, discipline and dedication to the subject investigated, present a topic of current teaching interest and it will serve greatly to English teachers.

As tutor of the seminar “Influences of motivation in the English Teaching - Learning Process of fifth year students on distance secondary learning at the National School Rosa Montoya of El Cua, Jinotega, during the second semester 2011.”I consider that it fulfills with the objectives and the requirements of a Graduation Seminar, therefore it is ready to be defended

Lic. Marisela Coronado

Summary

This study is about the influences of motivation in the English Teaching and learning process of fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.

The main purpose of this research is to assess how motivation influences in the English teaching and learning process specifically in these students. In addition, it tries to propose some strategies and techniques to support the teacher to become the class a place where the students feel excited and motivated to learn the English language and communicate in the real life.

To study this topic is very important because teachers could discover the appropriate ways to increase the students' motivation. Moreover, with this research paper teachers will be able to apply the strategies and techniques suggested to student's reality, because it is important that the teacher knows each learner has different needs and individual preferences. For this reason, it is considered that the information stated in this study has considerable advantages to those teachers who face poor motivation in the classroom and specially those who do not have enough knowledge about theories and strategies.

Regarding to this study, it was found that a low level of motivation is evident in the classroom: lack of students' participation, students' shyness, and little target language is used by the students, lack of self-study; lack of self confidence and a boring environment was seen in the classroom. Students are rewarded with grades most of the time to each task assigned, the students are worried only to pass the English class but they are not interested to learn how to communicate.

The English teaching and learning process is developed in the traditional way. The old curriculum is used by the teacher. The method of teaching used by the teacher is: The grammar translation method. The class is organized in

pair group, and group work. The means of teaching used by the teacher are handouts and the lesson plan.

Actually, it is not easy for the teacher to keep students intrinsically motivated because there are many factors that influence in motivation. For example, those students' internal needs which have been not satisfied, the only application of external motivators is not enough. For this reason, the teacher should look for activities to reinforce the intrinsic motivation.

I. Introduction

Changing people's behaviors is one of the main functions of learning. Likewise, it is important to be sure that changes are useful and lasting. So, to know the factors that affect the English teaching and learning process and the different theories that could support this process, contribute to improve the methods, strategies, and procedures used in the classroom to increase the students' motivation.

This research was about the influence of motivation in the English teaching and learning process of fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011, with the purpose of assessing how motivation influences in this process of learning English to communicate in real situation, which is the goal to achieve in secondary school. However, the level of motivation to learn English as a foreign language is poor in these students .In fact, it has been seen that, students who finish their school are not competent to speak English.

This paper also intends to offer some theories and some strategies and techniques which could help English teachers to create a pleasant classroom environment in order to promote the students' motivation toward the English learning. In order to collect this information, books, dictionaries web sites, magazines, graduation seminars and human resources were used. Scientific and empirical methods were used. The instruments applied were interviews to the English teacher, survey to students and a direct observation guide was supplied in the classroom.

This is a co-relational paper because it sets the relationship between the two variables studied: The English teaching and learning process and motivation. Moreover, it is based on the qualitative and quantitative focus. The design applied is transversal which was carried out during the second semester 2011. The universe was one English teacher, and 125 students of 5th year on distance learning organized in four classrooms: A:38 students, B:27 students, C:30 and D:30 students . The sample taken was 56 students including students

of the four classrooms which one was obtained through the application of the following formula: $n = \frac{N \cdot p \cdot q}{(N-1) D + p \cdot q}$

$N=125$ (universe)

$n=?$ (Sample)

$p=0.5$ (constant)

$q=0.5$ (constant)

$D=0.10^2/4$ (constant that include error).

The sample represents 30% of the studied population.

II. Justification

Motivation is closely related to the learning process, for this reason, psychologist has studied it frequently at the same time.

Motivation plays an important role in the students' learning. So it was decided to carry out this research paper at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011; because it is considered a problem that affects the English teaching and learning process of the fifth year students on distance learning.

The main purpose of this research is to asses how motivation influences in English teaching and learning process at the mentioned school. Therefore, it is considered that the theme focused in this work is very important because it will help teachers to find some techniques and strategies to increase students' motivation.

Thus, it is expected that this research paper will have a great impact on the English teachers who needs to know about this topic which is very important in the English teaching learning process.

In addition, this study will allow teachers to apply the suitable techniques and strategies to help unmotivated students. Furthermore, people who have the opportunity to read this paper will be able to share this information with other teachers who have little knowledge about the theme to face the problem into their language classrooms. In addition, it is considered that, the information collected in this paper will help other students of English to find some important theories to their research.

Carrying out this study was considered a great challenge to us as authors because lots of difficulties were faced. However, it was a beautiful experience which will help us to be better teachers to offer a pleasant learning environment to our students and also this experience will help us as a support to continue looking for solutions to different problems that affect the English teaching and learning process in our schools.

III.Objectives

General objective

To assess how motivation influences in the English teaching and learning process in fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.

Specific objectives

1. To analyze the English Teaching and learning Process in fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.
2. To describe how motivation influences in fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.
3. To propose some strategies that help to increase motivation of fifth year students on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.

IV. Development

A). Characterization.

The present research will be carried out at National School Rosa Montoya, El Cua a small town located in Jinotega.

According to (ENDESA, 2005) *El Cua is a small town located to 87 km from Jinotega. It has a population of 55,227 inhabitants and there are 72 inhabitants per km.²*

It is necessary to mention that Rosa Montoya is the unique high school in this town which receives students from many different communities. This school population is of 1325 students, which 490 students attend the regular courses and 735 students attend the Distance learning.

It is important to mention that it is the first investigation work made in this school related to this theme, considering that motivation plays an important role in the English teaching and learning Process. However, most of students in this school have been not enough motivated in the English subject, so the English class has been labeled as one of the most influential in the low academic performance in this school especially on distance learning courses.

In this school there are thirty-two teachers, eleven of them are graduated, the other teachers are studying at professionalization courses. Five of them are English teachers; three English teachers are concluding their studies at UNAN – FAREM, Matagalpa. One of the five English teachers is studying the English degree at UNIVAL, and the other one is studying an English course because he is a math teacher. It is important to mention that the sample in study is represented by one English teacher who teaches to fifth year students on distance learning.

This research paper was carried out with fifth year students on distance learning. In this grade there are one hundred and twenty five students that were chosen to be the sample in this research. The sample is composed by fifty six students of the same group located in different classrooms who are taught by only one English teacher. In addition it is important to highlight that mentioned

students have different characteristics such as: most of them come from different communities of El Cua, and others live in the urban area; there are teenagers and adults studying at the same classroom, this indicates that students do not have the same interests and goals.

B). *The English teaching and learning process*

B.1. Definition. (Banks, T, 2007) Defines Teaching and Learning process as, a “planned interaction that promotes behavioral change that is not a result of maturation or coincidence”. With respect to this definition it can be said that interaction occurs between teachers who share information and students who assimilate it with a resultant change in behavior. Example, the professor is teaching the topic modals (May, can, would, should and so on) in order to make that his students use them in real situations, when students use them it can be possible to confirm they have achieved a behavioral change.

(Cazau, P, 1999) Affirms that, the teaching process is not the only thing that determines students’ learning. When Cazau makes this affirmation it is because it means students are able to learn many things out of the classroom. For example, students can learn vocabulary, new expressions in English with native speakers or nonnative speakers who speak the language even though the English teacher does not teach these to them. So the teacher should ask him or her: Am I really teaching? Are my students learning what I am teaching? Is what I am teaching useful for my students’ lives? All of these questions help the teacher to recognize what his or her role in this process is.

B.2. *Teacher and student’s roles*

In the English teaching and learning process two kinds of language classes are distinguished, the traditional language classes and active language classes. In the traditional language classroom, students and teachers often have defined roles. For example, in this model the teacher is the center of the class and he or she is who decides who talks when and about what. The role of the student in

this case is passive and he or she does not participate in the classroom activities. On the other hand, in the active classroom, the student can play important roles if the teacher encourages them to assume an active participatory role. (Littlewood,1981 cited in El Karfa, 2007) Affirms that, the focus on learner's active and participatory role in classroom activities means the teacher's job is not easier. On the contrary, the teacher who moves from dominant role as source of the knowledge and begins to empower students has even more responsibilities, including roles as coordinator, manager, organizer, and adviser; all of these roles make him or her facilitator.

It is interesting to notice that when the active student role is practiced in the classroom the student becomes a collaborator in the learning process. Moreover, the student recognizes the different aspects and problems related to the process of teaching and learning. (Owen & Sandler, 1999 cited in El Karfa, 2007) State, "the job of a facilitator is to create a safe space within which people can work and then get out of the way". This means that the teacher has to encourage the students in the classroom to assume responsibilities to make the classroom interactive.

b.3.Student's involvement

The students' involvement is an important element in the learning Process; sometimes it is possible to find in the classroom students who are passive; however there are very extroverted students who like to be leaders in the classroom. When this happens the teacher should implement students as monitors so that they help the passive students to get involved in the different activities in an active way. (Davis & Cross, 1993) State that, "the enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning .So teachers' challenge is to engage all of students, and keep them talking to each other about the same topic and help them to develop insights into the material". It means that the teacher should look for activities which offer the student the opportunity to talk each other about specific topics and after discuss them in the classroom.

(e.g., Find a partner and discuss the human rights that are violated in the song “*Another day in paradise*”). The teacher then asks the small group to report the results.

The teacher should be careful in this kind of activity because he or she needs to monitor all of the groups in order to be sure that all of them are spending the time on the task. In this case, the teacher has to walk around the room and ask the group about the task progress. It allows students to know that the teacher is paying attention to their behavior.

B.4. The teaching methodology.

In the teaching and learning process, the teaching methodology used by the teacher is very important to achieve a meaningful learning. It means the teacher needs to know all of methods proposed in the new curriculum just as they need to know the techniques and strategies used in each method.

(Brown, H D, 2001) Defines method as “A set of generalized classrooms specifications for accomplishment of linguistic objectives. Methods tend to be concerned primary with teacher and students roles and behaviors and secondarily with such features as linguistic and subject- matter, objectives sequencing, and materials.” It means that, the methods are important procedures to develop the teaching and learning process, even though there are several methods, the teacher should choose the most appropriate taking into account different aspects that influence in this process such as, the content, students’ motivation, students’ characteristics, size of the class and so on.

(Heimlich & Norlan, 2002 cited in Brown, B, 2003): “How educators select their teaching strategies and implement techniques is a function of their beliefs and values regarding the methods and can be modified to fit within the unique belief system of the educator. The manner in which any method, whether lecture or game, discovery- based learning is the choice of educator and should be a reflection of his or her philosophy.” In others words, before teachers can attempt to develop more flexible teaching styles, they must be

receptive to the idea of change, beginning with a change in their beliefs about students' role in the learning environment.

To develop a method it is necessary to use different techniques and strategies. These two concepts are strongly related, but both of them have different meanings.

(Brown, H. D, 2001) Refers in his book *Teaching by Principles* that, techniques are “any of a wide variety of exercises, activities or tasks used at the English classroom for realizing lesson objectives”. On the other hand, (The Merriam Webster Dictionary, 2005) defines *strategy* “as careful plan or method for achieving an end”. It means that strategies in the same way the techniques have the same purpose which is to achieve the end. In fact, there is a set of methods and strategies but the teacher sometimes does not practice them suitably because of multiple factors. As an illustration, the teacher who teaches to fifth year students on distance learning at Rosa Montoya School uses The Grammar – Translation Method most of the time. In individual, pair or group work students are asked to complete grammatical exercises and to answer questions about reading.

B.5. Teaching Means

(Parcerisa & Zabala, 2000 in Galdeano, M, 2002) Define didactic material, as “Instruments, resources or teaching means to support the teaching and learning process of the contents and the attainment of the objectives”, In fact, when the teacher faces lack of audio visual aids it is not possible to use the effective methods with the learner. For this reason, students feel unmotivated to learn English.

There are many teaching materials that could be used in a language class, but it is important to consider different aspects in order to select the correct one, for example, it is important to be clear about what is the teachers' aim in the class, the student's age, classroom environment, etc. So the teacher needs to know what didactic material is necessary for achieving the aims; and what kind of techniques is suitable to each teaching mean.

To emphasize this point, (Brown H, D., 2001) in his book “Teaching by Principles” presents a classification of the teaching materials such as: “authentic material and genuine material”.

B.5.1. Authentic Material. There are many references to authentic material. (Peacock, 1997 cited in Larsen-Freeman; Diane, 2001) Define this term as “the material has been produced to fulfill some social purpose in the language”. Taking in account that definition, it can be affirmed that this material is very meaningful because the student is exposed to real situation in an authentic way. This kind of material is made by native speakers of English and it is used in the classroom in similar way to the one it was designed. For example: news paper, radio news report, magazines, TV programs, the internet, movies, songs, brochures, literature, menus, textbooks, and so on. In fact this kind of material is considered very effective to involve students in the English classes. Furthermore, when students are taught with that kind of material they feel excited and motivated to learn English.

B.5.2. Genuine material. (Martinez, A 2002 cited in Larsen-Freeman; Diane, 2001) Consider that “most of the time the authentic material is used in other way, not in the way it was intended”. This means that when a teacher uses some materials made by native speakers of English this material become genuine somehow. For example, a menu can be brought into the class so that students know vocabulary about different kinds of foods and also they are able to ask for food in a restaurant too.

Unfortunately, it is common to hear teachers to say: “In my school there are not the necessary teaching means to prepare a dynamic class with my students”. Granted, it is a real situation that teachers face currently. For instance, in the survey made to students to verify the kind of teaching means used by the teacher in the classroom. 87% stated that they are taught through written means, and 11% of them affirmed that the teacher uses visual means while a 2% expressed that audiovisual means are used by the teacher. It was

evident to observe that the English teacher does not have enough means for teaching. It was found that the most used means are handouts, the lesson plan, board and markers. So the teaching methods and strategies are not used in an active way because most of the time the teacher uses the same procedures to teach each class and students are asked to carry out a set of grammar activities. It was observed that some students do not complete the assigned exercises because they express that they do not understand the topics and also they do not have the required material to support their tasks.

B.6. Learning styles

The learning style is defined by (Banks, T, 2007) as “...personal biological and developmental characteristics that make identical instruction effective for some students and ineffective for others”. In other words, the learning styles are unique to each student, it means each person has his or her own way to learn or process the new information. For this reason, when the teaching process is not carried out according the students’ learning styles the process becomes in an outright failure, because the information is not supplied in the way that student desires. For example, there are students who prefer to see the new information through visual materials (pictures, videos, flash cards). While other students like to learn with auditory means(lecture, videos, tape recording), and some students learn better using tactile material, because they prefer hand-on experience and learn best with manipulative, simulations, demonstrations and writing.

According to the survey made to students, 50% expressed they would like to learn English with tactile means. 32% of the polled students expressed that they prefer to learn English language using auditory means. While it was found that 18% of them would like to be taught through visual means. It means that these students have different learning styles, but it was observed that the teacher has not discovered the kind of styles, because she has not used the different means of teaching to discover the learning style of each student. For this reason, it is necessary that the teacher look for other teaching means to get students involved in the activities. (Graphic 2).

Comparatively, a question was asked to the English teacher based on the way that students can learn more effectively, it was obtained that the teacher is aware that for teaching English it is necessary to use different kinds of resources to promote students' interest.

In fact, for the development of the English teaching and learning process, it is very important that the teacher knows the learning styles that students have. In first place, teachers should discover the best way in which the student adopts the contents. It is a challenge for teachers, because they need to prepare different activities in which students are able to exhibit their behavior in the easier way they learn. In second place, the teacher should teach English using a flexible approach according to the different learning styles, students' experience, age, gender and environment. (Brown, B, 2003) Expresses in her theory that the teacher needs to adopt a flexible approach to their instructional practice so that every learner with different learning styles can be engaged with the topic, and they can get an initial way to connect with the supplied material by the teacher. Even though, the teacher is aware that each student has different ways to adopt the information the approach is not flexible to each student, because it was found that the contents are supplied on the same way to all of students in the classroom. Furthermore, the learning is not led in an individual form. As a result, some students expressed that they not understand the English topics, but they do not feel confident to express their doubts to their teacher because they fear to make mistakes while they use target the language.

C). Motivation in the English teaching and learning process

C.1. what is the motivation? To answer this question in this chapter is offered the following definition: "Base of the Latin verb for move. It is the force that makes one do something. It is a process that involves goals, physical or mental activities and is both instigated and sustained". (Pintrich & Schunk, 1996; William, 1997 cited in Brown, B, 2003).In addition, motivation is an element which is part of the teaching and learning process. However, this term is so broad, that it has been complicated to define and apply it in the classroom.

(William & Burden, 1997 cited in Morales, J, 2006) Recognize that motivating students is a challenge even for the most experienced teachers. It means that the English teacher has a great adventure into this process, because she or he needs to be motivated and to be a motivator, too, so he or she can help students to achieve their goals.

C.2. Importance of motivation in the Education

The importance of motivation is obvious. People need motivation in order to reach their goals. In fact, it is one of the most important and driving factor for them, reaching their own goals, so when that is being said it is not hard to imagine how things would be if there was not such thing as motivation.

Motivation is not a matter referred only to students. This aspect embraces teachers too. Because teacher has goals to achieve in the English teaching and the student has goals to achieve in the learning process. In other words, the teacher needs to be motivated to encourage students to get the self-motivation independent. So motivation is very important to whoever person that wants to achieve a goal. Of course, motivation helps the person to pursue everything that he or she desires. In fact, without motivation it is impossible to succeed. So, all of teachers feel frustrated when their students do not make effort to reach what they want.

As was mentioned above, motivation is a process that involves goals. In other words, all of students have a purpose in common and also everyone wants to get something in specific. (The Merriam Webster Dictionary, 2005) Define goal as a "successful attempt to score". For example, a common goal that students have is to be promoted to the next level, but they also have individual goals too, which can be achieved in a long or short time. These goals could be related with the English learning to get a better job in the future. On the contrary, there are students who make effort avoiding to fail in it during their secondary school, but only in order to pass it, even though they do not like it. Moreover, there are students who consider that learning English is not necessary for their lives. According to the survey made to students, it was found

that 7% of learners consider that English is not important to achieve their goals, nevertheless, 93% of students consider that it is important. (Graphic 9) This is a curious data and some researchers could ask themselves: If there is a high average of students that consider that English is important to succeed; why do they seem bored in the English classroom? Why don't they participate actively in the activities that the teacher promotes? And, why don't they speak in the target language in real situations? All of these questions will be answered in this study, taking into account some of the theories proposed by certain authors who have carried out research based on students' motivation who have considered necessary to set their points of view.

C.3. Main factors that influence in Motivation

Motivation to learn is personal and comes from within an individual, but can be influenced by both internal and external factors which can increase or discourage the students' behavior.

C.4 .Internal factors. *Internal factors* include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability. (Ainley, 2004). For example, the student is asked to carry out a role play in front of the class in this case some students prefer not to carry it out, because they feel embarrassed to do it and also, fear to fail. It is very common that students who are learning a second language do not like to take risks in the classroom to overcome the shyness ,which is one of the most common internal factors that influences in our classroom according to our experience as teachers. As an illustration, during this study in a classroom where there were 30 students, it was found that only three of them participated actively in the English class, but they did not use the target language to communicate their ideas.

C.5. External factors. It is also important to understand that schools as external factors can affect the variables in learning conditions and environment which trigger, support, or change students' motivation. (Aniley, 2004) Expresses

that “certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices”. For example, in a classroom with more than forty students, it is possible that students feel uncomfortable as well as they can feel that teacher does not attend them individually, as they need; and for this reason, they won’t feel that this place is pleasant for them. Students will desire that the class be finished in a little time to get away. (Renaud,S;Tannembau,E & Stantial,P, 2007) Consider that, in a large class, it is easy for students to feel alienated, also if the student feels that the teacher does not know them or care whether or not they learn, students will put very little effort into participating actively in the learning process. It means that the teacher should be careful when the teaching process is being developed in large class to avoid the student gets unmotivated. For example, the teacher can ask direct questions to specific students in order to keep all of students attentive to the activities.

C.6).Types of motivation

The motivation can be divided in two basic types: *intrinsic* motivation and *extrinsic* motivation.

C.6.1. Intrinsic motivation. (Deci,E 1975 in Brown,H D, 2001) States that, “intrinsically motivated are ones for which there is not apparent reward except that activity itself. People seem engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing out certain internally rewarding consequences, namely, feelings or competence and self determination”. In other words, intrinsic motivation are internal desires to do something because it is enjoyable, and also students intrinsically motivated carry out their tasks without receive any reward. For example, learning English songs because students enjoy listening and singing to them, and collecting English movies because they enjoy watching and listening to them and in this way they make their learning easy and funny.

C.6.2. *Extrinsic motivation.* It is that people are anticipated of a reward from outside when they carry out an activity. The rewards can be money, prizes, grades and even certain type of positive feedback (Brown, H D, 2001). Regarding to this kind of motivation people may not enjoy certain activities. They may only wish to do them because they wish to receive some external rewards. An example of extrinsic motivation is when students only complete the activities which are supplied in the handout when the teacher offers him or her any kind of reward.

In fact, intrinsic and extrinsic motivation both of them play an important role at the second language classroom, because students need in some way extrinsic rewards which can have an effect of intrinsic motivation. However, (Maslow, A 1979 in Brown,H D, 2001), claimed that, "intrinsic motivation is clearly superior to extrinsic motivation". Accordingly to the hierarchy of needs a theory purposed by Maslow, people are ultimately motivated to achieve "self-actualization" once the basic physical, safety and community need are met. It means that people who have been satisfied all their basic needs will be able to achieve their full potential. In other words, intrinsic motivation contributes to a meaningful teaching and learning process.

According to our experience as English teachers, it has been obvious to see that most of the time students are extrinsically motivated in the classroom because secondary schools are focused on an extrinsically motivated behavior. As an illustration, on distance learning courses are supplied with a set of information that sometimes is not relevant to the students' lives. As a result students do not seem interested to apply the knowledge in real situation. In contrast, they only seem worried about what will be assessed on the test. In this case, the teacher should work very hard to increase the intrinsic motivation with his or her students. Moreover, teachers might offer students activities that allow them to see how the English information is relevant to their lives. Furthermore, teachers should take out the belief that students have to receiving rewards for every task they do.

To emphasize, in this research 84% of students claimed that they receive grades as rewards by their teacher. (Graphic. 3)

Comparatively, the teacher expressed the same answer in the interview made to her. Consequently, students are always interested in receiving grades or rewards for each good task or work they do. On the contrary, if they are not offered anything they feel that the teacher is not paying attention to everything they do. For example, a student who gets good grades in a test he or she likes to be praised by his or her teacher, even if only he or she is said expressions as “congratulations”, “good grade”, “good job “and so on they feel excited. Another key point, that teacher should analyze is the situation about those students who fail in her assessment .In this case, these students are the ones who need the teacher’s support because they feel unmotivated to continue. As an illustration, in this study was taken into account this part of the interview made to the English teacher where it was found that the teacher encourages to failed students with expressions such as “go ahead” “you can do it”. Furthermore, the teacher affirms that the feedback is a good alternative to help them too.

C.7. Theories of motivation

As motivation is one of the basic parts of psychology some psychologicists have traced three different theories that illustrate motivation of different points of view.

C.7.1. Drives Theories. “Drive is a force propelling behavior. It is activated by needs and deactivated with satisfaction”. (Brown, B, 2003) In other words, this theory is referred to the innate predispositions that propel the student to fulfill his or her internal needs. For example, teachers sometimes lose students’ attention because they get bored. It is possible that students be sitting in all the class and for this reason they get bored. It means that they need an activity that stimulates them physically to follow up for a long time in the class.

C.7.2. Hierarchy of needs theory. (Maslow, A 1979 in Brown,H D, 2001) Suggested that “human beings have a hierarchy of the needs that vary of the needs of lower level needs such as psychological, security, belongingness and esteem to the higher level needs of academic attainment, achievement of recognition for success and the self-actualization”. The key point in this theory is

that human beings need to satisfy all the physical, emotional and intellectual needs to be motivated to achieve their goals. For example, a student who comes to school hungry, sick or with an emotional problem, it is difficult that he or she is motivated to integrate to the different activities that the teacher prepares in the classroom. However, teachers sometimes do not understand why students are not active in the English class and they also believe that students dislike the way the class has been prepared, so they think students are lazy, but most of time the teacher does not spend the necessary time to analyze the situation of each student. For this reason, students sometimes do not achieve their goals.

In addition, the hierarchy of needs can be useful to remain to teachers that the lack of motivation that is observed in their students could be caused by the lack of food, shyness, or fear to be rejected.

C.7.3. Self-control theory. In this theory some psychologist for instance (Hunt 1971 in Brown, H D, 2001) focus on the importance of people deciding for themselves what to think, feel or do. It indicates that motivation is higher when a person can do his/her own choices. For example, the teacher in the classroom should give the students the opportunity to propose the activities that they would like with which they would like to be taught, and this way to get a funny class, likewise the students feel that they are taken into account when making decisions. Actually, this theory is not applied by teachers in the English teaching and learning process, because it is evident that it is the teacher who makes the decisions about what the students have to do, whether they like it or not. Traditionally secondary schools and especially on learning courses with a curriculum fraught with extrinsically motivated behavior which cannot be changed by teacher's choices. So it is important that teachers bring the learning into a collaborative process to avoid motivation to decrease as a consequence of this situation.

C.8.Components of Motivation

Motivation is composed by several elements which are important to analyze them separately.

C.8.1.Student's curiosity. Students are naturally curious. They like new experiences and enjoy learning new things. (Frith,C, 1997) Affirms that," a major task in teaching is to nurture students' curiosity and use it as a motive for learning. It means, students feel intrinsically motivated when teacher stimulate their curiosity with new situations, but not so unknown for them". For example, a way that teachers could use is asking question to students or create a situation problem rather than presenting statements of fact. Another example could be when the teacher brings to the classroom curious English stories to increase students' interest about the topic.

*C.8.2.Self-efficacy.*The sense of the self-efficacy is an important component of motivation that influences strongly in the behavior. (Woolfolk, E, 1996). Considers the self-efficacy as "the belief about the personal competence in a particular situation which influences in the goals that the teacher attempts to achieve" It is the case with many students who have a reduced sense of self-efficacy in English which their motivation and goals are decreased, because students consider themselves unable to learn English. "If people have a high sense of self-efficacy in a specific subject they will set high goals and also they can persist when difficulties are found. On the other hand, if people have a low sense of efficacy maybe they could avoid doing the task or they can give up easily when the difficulties are found". (Bandura,1993; Zimmerman, Bandura & Martinez-Pons,1992 in Woolfolk,A, 1996)

C.8.3. Learning and teaching attitude

Teachers have a lot to do with their students' motivational level. A student may arrive at class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all of them have a large effect on students' motivation.

The teachers' attitude plays an important role in students' motivation because the teacher is seen as fundamental element into the classroom, so the teacher should be creative and effective to seek the ways to get a good students' attitude toward the English class. (Frith,C, 1997) Affirms that, students' attitude toward learning is an intrinsic characteristic and is not always demonstrated through behaviors. It indicates that the attitude and behaviors are different terms. However, teachers sometimes tend to use the term "bad attitude" to refer to those students who demonstrate bad acts in the classroom, but the attitude can be poor and sometimes it is not demonstrated. For example, a student can have a poor attitude toward the English class, but when he or she is in the class it can exhibit a good behavior, because he or she is in presence of the instructor or because they need to pass this class with good grades to avoid that his or her academic performance to be affected. In this case, the student is motivated to reach a high grade, however he or she is not motivated to learn English.

On the contrary, there are students who do not like the English class, so they exhibit a bad behavior during the class. For example, they do not do the homework, or they are never involved in the different learning activities. In this case, students are not interested to achieve good grades. Sometimes they feel satisfied only to pass the class, but most of the students who have a poor attitude get fail because of their low level of motivation.

As it was already mentioned above, teacher's attitude is very necessary in the students' motivation. It is obvious that if the teacher has a poor attitude toward the English teaching it will be impossible to help students to increase motivation. Generally each action that teachers do in the classroom influences positively or negatively in the students' motivation. (Morales.J, 2006) Affirms that "the personal and physical as well as emotional and spiritual characteristics are the best tools to motivate children" It means that, each gesture, the way the teacher talks, how the teacher moves around the classroom, all of these aspects contribute to students' motivation, because all of them are noticed by each student. For example: a teacher who stands sitting behind his or her desk during all the class period or if he or she feels tired or bored during the class. It is possible that students will feel unmotivated and possibly they will hate this

subject, as well as the teacher. So the teacher should be careful with each action done in front of students.

To give more details about this aspect, in this study 100% of students said they like the English class. Apparently, this information reflects a good attitude by the students toward the English class. However, this aspect was complemented in the classroom through an observation guide where most of students demonstrated a passive behavior during the class. They rarely ask questions to the teacher. In addition, it was found that most of them completed the exercises, but they did not understand them. Moreover, four students expressed to have completed their entire handout, but they were helped by other people who have knowledge about English. However, the teacher did not know it. Actually, it is a real situation that happens with most of students on distance learning because in this modality students should carry out most of their tasks at home. For this reason, the teacher needs to come closer to each student to know their individual situation as well as help them to change their attitude about the English class.

(Fleming & Levie 1993 in Frith, 1997) Suggest three important approaches to help students to change the attitude such as providing a persuasive message, modeling and reinforcing appropriate behavior and inducing dissonance between the cognitive, affective and behavioral components of the attitude. Given these points, the teacher has a big influence about the students' attitude change toward English class.

C.8.4. Students' needs. The needs can vary greatly to each student. These needs were classified by Maslow in his theory *hierarchy of needs* which have already been treated in this study. However, it is important to add that the importance of this component to motivation is that the lower level needs must be satisfied at one level before the next higher order of needs become predominant in influencing behavior. It means that human beings have to satisfy the basic needs to get motivation and be able to learn.

C.8.5. Student's competence. The competence is closely related with the self- efficacy. A student who has achieved to develop abilities to communicate in a second language has reached the competence. When this happens the

students feel excited and they wish to continue learning without being forced by the teacher to do something. So, the competence is part of intrinsic motivation.

Certainly, it is a worrying situation that students of secondary schools face because it is evident that students finish their secondary school without having developed the required skills to communicate in English. As an illustration, during this study an observation was administered to students of fifth year on distance learning which it was found that nobody used the target language to communicate with their peers during the class. Thus, it was seen students who achieve the best grades in the English test, but if they were asked to speak English in class unfortunately they were not able to communicate. Related with this fact (Frith, C, 1997) assures that, learning a skill without an understanding of the process is doomed to be lost. It means that if the students are not competent to communicate in English in real situations the English teaching and learning process is not working meaningfully. There is an old saying that states, "Give someone a fish and he will eat for a day, teach someone to fish and he will eat for a lifetime". For this reason, the responsibility of the teacher is to respect, encourage and support students giving them opportunities to undertake challenging tasks on their own to prove to themselves that they can achieve. A challenging task could be for example, ask students to make a role play an activity without previous practice so that students can develop the necessary skills to face a similar situation in the real life.

C.8.6. Self-esteem. (Perera, K, 2002) Says that "Self-esteem is your opinion of yourself. High self-esteem is a good opinion of yourself and low esteem is a bad opinion of yourself". According to Peralta self-esteem is a personal judgment of worthiness and admiration of oneself. It is expressed through the student's behavior. The self-esteem is a very important element to determine the level of intrinsic motivation in the learner.

As it was already mentioned the self-esteem can be showed in two kinds as low self-esteem and the high self-esteem. However, as teachers sometimes it is difficult to determine what kind of self-esteem students have, but there are some expressions which can help teachers to determine it. For example, "I am competent", "I am very intelligent". These phrases indicate that students have high self-esteem. On the contrary, when the self-esteem is low the students may express negative phrases about themselves. For example, "I am not able to learn English, because it is not my native language". "I am a bad student".

"Self-esteem is a basic human need of motivation. Self esteem is included in the hierarchy of needs, and there are two different forms of esteem: The need for respect from others and the need for self-respect, or inner self-esteem. Respect from others entails recognition, acceptance, status, and appreciation". (Moslow, 1986 cited in Cruz, O & Barrera, S, 2011). Regarding to the last statement the self- esteem is considered an internal desire the human being needs to satisfy or reinforce the fear or distrust in oneself. The self-esteem is one of the highest needs according to the Maslow's hierarchy of needs theory that people have to satisfy to be able to achieve the self-determination or the goal that have been proposed. For this reason, the influence of the teacher over the students' learning is very important to help the student to strengthen their self-esteem. In addition, when students have a good image about oneself they will feel motivated to succeed.

C.8.7.External motivators. Active participation provides a stimulating environment and combats boredom. Learning strategies should to be flexible, creative and constantly applied. Stimulating learning environments provide variety of presentation styles, methods of instruction and learning materials. Students will learn in boring situation provided with motivators such as fear, pressure and extrinsic goals (grades, prizes, and so on). The learning environment under those motivators is often tense and stressful. It does not mean that grades and prizes are all the time harmful in students' motivation. On the contrary they are necessary to keep students interest in determined activities. However, "it is not productive to use these kinds of extrinsic motivators unnecessarily because they could not bring desirable

consequences” (Gispert, C, 2000). That means that, the teacher may offer some rewards only when students do not have the desire for doing a specific assignment.

Reinforcement is another form of an external motivator which strengthens intrinsic motivation. For example, a student could be intrinsically motivated, but he/she always will like to be praised sincerely for a task well done. The reinforcements are not necessarily material rewards, but they are whatever stimulus that increases the probability so that a behavior can be repeated. (Gispert, C, 2000) Affirms that, in the class many reinforce can be used, but a smile and sincere praise use to be the most effective and valuable to motivate students.

It is not necessary to use reinforcements all the time. It is necessary only when intrinsic motivation is low. In addition, the teacher should know that not all of students like the same kind of reinforcements because they have different ages and interests. So, it is important that teachers know the different kind of reinforcements in order to supply the most suitable to students who need them.

Additionally, another external motivator is the feedback which can be supplied by the teacher as a kind of reward at the end of an assignment (test, speech, or essay and so on). The feedback can indeed has an effect on intrinsic motivation. (Brown, H D, 2001). It means that, a feedback helps students to increase their critical thinking ability and self-fulfillment. In other words, when the feedback is given the learner will be able to assume what was bad or good or what aspect is necessary to improve. On the contrary if the teacher never offers negative or positive feedback the student may even think that there is nothing to improve and therefore no progress is being done. For example, a student giving a speech in front of the class possibly will make some kind of mistakes, so the teacher needs to pay special attention while the student is talking in order to make the correction or give praise at the end of the speech. It allows the student to analyze his/her progress

Feedback should also be given as soon as possible, especially if it is positive feedback. Congratulating someone on a job well done after a month

won't do as much good as if you were to congratulate them immediately after doing the job.

When giving out negative feedback, it is important to do it in private. If teachers do it in front of others, this will not only discourage the person receiving the feedback, but it will also discourage those who are watching. In addition, negative feedback should be given from a personal perspective. Another good way to give negative feedback is doing it in an indirect way to all the class. Even if teachers know who students are that made mistakes in their performance.

There are different kinds of feedback that English teacher can use in the classroom with their students. They can be written, oral or demonstrative feedback. Furthermore, it is important to know that the feedback should not be supplied only when the student fails in an assignment. It also should be applied to reinforce the good student's performance. For example, a student who writes a paragraph using right grammatical structure; in this case, the teacher can write next to it or tell them in oral way phrases as *good grammar* or *good job*.

A survey that was made to students to determine the frequencies they receive any type of feedback. It was found that 62% of them consider they always receive feedback. While, 36% of students affirmed that they sometimes receive feedback; and only 2% stated they never receive feedback by their teacher. (Graphic 6). It can be analyzed that the teacher gives feedback to students sometimes because during the direct observation was not seen the teacher giving feedback in the class. However, the teacher who teaches to those students expressed that she always gives feedback to her students after they are giving a test, also the teacher stated: "When my students do a good job, I tell them oral phrases as *congratulations*, *good job*, or *very good*". Thus, the teacher expressed she helps the students who fail in the assigned task allowing them doing the task again so that the students can improve it the next time. This action used by the teacher in that classroom is considered an effective external element to keep the students motivated and also to avoid them dropping out of school.

The error tolerance is another aspect that teachers should take into account to avoid students to be discouraged. Students must feel comfortable to make

mistakes and have the opportunities to learn from them. As it was already mentioned above, the feedback is generally given at the end of the performance because it could result harmful if the student is interrupted while he or she is carrying out the task.

It is necessary to adapt the feedback to the type of activity or routine speaking work. In pronunciation or grammar drills, simply point out errors and give the correct forms. In more communicative activities, a subtle approach is better. As in normal conversation, ask a student to repeat or explain something we don't understand. To correct a mistake indirectly, repeat the utterance without the errors. Or repeat the student's exact statement as a question so she or he sees the mistake: "I goed?" Occasionally ask for the correct form more directly: "Do you know the irregular past of this verb?" Mix and match the techniques, but don't correct so much because this could impede the flow of conversation or they may also be traumatized because of that bad teachers' action. It will cause that students never participate again.

The environment is very elemental in a language classroom to keep students motivated. In this case, the teacher needs to create a safe classroom atmosphere where all of students feel confident and they can participate actively. To reserve a classroom that accommodates the kind of participation the teacher has in mind. Starting the first day of class, arrange the room in a way that encourages active engagement. When it is time to reserve a classroom, keep in mind not only the number of student chairs you will need, but also whether these chairs should be moveable. If you lead frequent discussions, consider moving the chairs into a circle or "U" to ensure that students can see, and speak each other. If the teacher is teaching in a large lecture hall, it is necessary to consider asking students to move so that they are concentrated near the front of the room. Move the chairs back to their standard configuration at the end of class.

(Owen, 1997 cited in El Karfa, 2007) Agrees that, a circle enhances open human communication because in a circle, people can simply be with each other face-to-face in contrast to rows where they face the source of power and authority, and it is clear who will talk and who must listen. This author

refers that the circle is one of the best ways to keep students involved in the classroom activities, also this way allows the teacher to keep the students' control avoiding they distract doing other things. For example, when the classroom is organized in row, it is common to find students who prefer sitting at the end of the rows to avoid being asked for participation. Others prefer to take the opportunity to do tasks about other subjects. So, it is necessary that the teacher uses different ways to organize students into the classroom where students engage in purposeful communication.

Regarding to the way that teachers organize students in double semicircle where students sitting in the back of the semicircle seem to be distracted easily and the teacher did not notice that situation. Sometimes, it is difficult for teachers to organize large classes because the rooms do not have the capacity to accommodate more than thirty students. However, it is important that the teacher looks for activities that involve the whole class.

D). Effects of Motivation on the English Teaching and Learning Process.

Motivation has a great effect in the English teaching and learning process. But, to make this process meaningful, teachers and students need to be well motivated.

(Krash, 1981 cited in Cruz, O & Barrera, S, 2011) States that "when students have a high motivation, self-confidence, a good image, and low anxiety they will be successful in the second language acquisition". Regarding to this statement if the student's motivation is low it will not be possible that students can learn English. So, it is necessary that teachers look for activities that help students to increase the motivation. Moreover, teachers should modify the approach so that students can feel that English is necessary for their lives.

As it has already been mentioned throughout this study, that motivation is very determinant to reach everything that people want. Motivation is the cause of learning and also exerts influence in each aspect of this process.

For instance, if students are intrinsically motivated it is possible to obtain the following benefits:

- The class turns funnier and students feel more confident to make their own choices.
- Students intrinsically motivated carry out their tasks because they feel pleasure doing them without being anticipated with external rewards.
- Other important benefit is that if students are motivated, it will be possible to reach a high academic performance. In addition, motivation is elemental to fulfill the goals and finally, the self-actualization.

v. Conclusions

1. The English teaching and learning process is developed in the traditional way. The old curriculum is used by the teacher. The methods of teaching used by the teacher are: The grammar translation method. The class is organized in pair group, and group work. The means of teaching used by the teacher are handouts and the lesson plan.

2. A low level of motivation is evident in the classroom: lack of students' participation, students' shyness, and little use of the target language by students, lack of self-study, low sense of self-efficacy, lack of self confidence and little motivation is seen in the teacher at the classroom, students are rewarded with grades, students are worried only to pass the English class and they are not interested to learn it to communicate.

3. Some strategies that could be helpful for English teachers to increase the motivation in the student are:

- To adopt a flexible approach to his or her instructional practice so that students can engage with the topic.
- To include in the lesson plan some information about the importance of English, to promote the students' interest about this subject.
- To establish a good relationship with students and be available to help them.
- To implement activities that, strengthen the intrinsic motivation. As role playing, case studies, cooperative learning, group discussions and direct questions.
- To avoid offering grades to each action done by students.
- To start the English class with a warm up activity.

- To create a pleasant and relaxed atmosphere in the classroom.

- Circulate around the classroom to ensure that students are involved in the activity and see whether they need your help while they work in groups or pairs.

- To provide written feedback like: your presentation was really great! It was a good job! I really appreciate your effort!

- To give the students oral or written feedback, even if the performance is good or poor.

- To offer individual attention to students who do not succeed.

- Do not correct students' mistakes while they are speaking.

- To use visual materials to bring the students' attention. These could be flash cards, illustrations, charts and so on.

- To control students task, so that they know that the teacher is paying attention to what they do.

- To ask for direct questions at random to keep the students' attention.

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VII. APPENDICES

Appendix. 1

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

FAREM- MATAGALPA.

TEACHER INTERVIEW

I. INTRODUCTION.

Dear teacher the present interview has the objective to assess how motivation influences in the English Teaching- learning Process of the fifth year student on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011. It is expected that your answer is valuable in order to carry out this research paper.

II. GENERAL DATA:

Teacher's name: _____

Position: _____ Academic level: _____

Gender: _____ Teaching experience: _____

Age: _____

Interviewer's name: _____

III. DEVELOPMENT:

A. Check the answers that you consider necessary to each question.

1. What kind of didactic material do you use to teach?

a). Visual aids-----

b). Handouts-----

c). Textbooks-----

d).Tape recorder-----

e).Videos-----

2. What kind of teaching means do you consider are more effective to motivate your students to learn English?

a). Audiovisuals_____

b). visuals_____

c). tactile _____

3. What kind of rewards do you offer to your students to get them to carry out the task?

- a). Grades-----
- b).Prizes-----
- c).Money-----
- d). Positive feedback_____

4. How do you organize the learning activities in the classroom?

- a). Group work-----
- b).Pair work-----
- c). Individual work-----

B. Check one answer to each question.

5. Do you think that the English contents that you teach are relevant to your students' lives?

Yes----- No----- Justify your answer.-----

6. How often the techniques that you use to teach English appeal to the genuine interest of your students?

- a). Always----- b). Sometimes ----- c). Never-----

7. How often do you offer feedback to your students?

- a). Always ----- b). Sometimes -----c). Never-----

8. How do you assess your student's motivation?.

- a). Excellent ----- b).Very good ----- c). Poor -----

9. Do you think that motivation plays an important role in the English Teaching – Learning Process?

a). Yes ----- b).No ----- Why?-----

C). Give your opinion to each question.

10. What do you do to encourage the students who are unmotivated?.

11. What kind of rewards do you give to your students who achieve good grades? And to the students who fail?

Appendix. 2

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

FAREM- MATAGALPA.

STUDENT'S SURVEY

I. INTRODUCTION.

Dear student the present interview has the objective to assess how motivation influences in the English Teaching and learning Process of the fifth year students in distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011. It is expected that your answers are valuable in order to carry out this research paper.

II. GENERAL DATA:

Age: _____ Gender: male ___ Female _____

Date: _____ Level _____

Pollster: _____

III. Development:

A. Check the answer that you consider suitable for every question.

1. Do you like English Class?

a. Yes _____

b. No _____

2. The kind of didactic means that the teacher uses to develop the class are:

a. Written means (Lesson plan, texts books, handouts) _____

b. Visual aids (flash cards, pictures...) _____

c. Audio visual means (videos, Tape recorder) _____

3. The kind of didactic means that you prefer to learn English is:

a. Tactile means (simulations, demonstrations and writing) _____

b. Visual means (flash cards, pictures, videos) _____

c. Auditory means (videos, Tape recorder, lectures) _____

4. The kinds of rewards that your teacher offers to you so that you carry out your task:

a. Grade _____

b. Prizes _____

c. Money _____

5. The way that your teacher organizes the learning in the English classroom is:

a. Group work _____

- b. Pair work_____
- c. Individual work_____

B. Answer the following questions:

- 6. Are important for you English contents that your teacher teach?
Yes _____ No_____ Why? _____

- 7. How often do you feel encouraged with the activities that the teacher uses to develop the English class?
a. Always _____ b. Sometimes_____ C. Never_____

- 8. How often does your teacher give some kind of feedback after assessments?
a. Always_____ b. Sometimes_____ c. Never_____

- 9. Do you consider learning English is important to achieve your goals?
a. Yes _____
b. B. No_____
c. Why?_____

- _____
- _____
- _____

- 10. Have you ever thought to continue improving your English after you leave your secondary school?
a. Yes_____
- b. No._____

- 11. How often does your teacher encourage you to use the target language?
a. Always_____ d. most of the time_____
- b. Sometimes_____ e. never_____
- c. Rarely_____

Appendix 3

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

FAREM- MATAGALPA.

OBSERVATION GUIDE

I. INTRODUCTION.

The present Observation guide has the objective to assess how the motivation influences in the English Teaching and learning Process of the fifth year student on distance learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.

II. General data

Teacher's name: _____ Age: _____

Academic level: _____ Section: _____

Position: _____

Gender _____ teaching experience-----

School: _____ Grade: _____ modality: _____

Observer's name: _____

III. English Teaching-Learning Process

a. Methodological organization of the teaching.

1. Check the ways that you consider that teacher organizes the class.

Group work	
Individual work	
Pair work	
Semi-circles	
Rows	

2. Check YES or NO according each criteria that you observe

	YES	NO
Teacher starts the class on time		
The classroom is clean		
The classroom has suitable foundation		
The teacher explains		

the objectives		
The teacher explores previous knowledge		
The teacher masters the content		
The teacher checks the students' attendance		
The teacher uses dynamic activities to introduce the topic.		
The teacher has group control		
The teacher encourages the students to participate in class		
The teacher develops good communication with the students		
Students participate actively in class		
Students show discipline		
Student feel self-confident		
Students receive rewards		
The teacher uses the target language most of the time.		
The student uses English in the real situations		
Contents are relevant to student's lives.		
The student seems interested in the class		
The teacher personalizes the learning process		
The teacher sets a personal example with her own behavior		
The teacher seems enthusiastic.		
The techniques and strategies used by the		

teacher promote the student's motivation		
--	--	--

3. Check the didactic material and means of teaching used by the teacher.

Didactic materials	Yes	No
Text books		
Handouts		
Programs		
Papelografos		
Lesson plan		
Board		
Marker		
Chalk		
Tape recorder		
Videos		
Dictionaries		
Work book		
Flash cards		
Magazine		
News paper		
Others		

Observations:-----

Appendix 4

Information Processing

Nº	Questions	Total of polled students	Written an tactile means	%	Visual means	%	Auditory means	%
1	What kind of didactic material does your teacher use to teach English class?	56	49	87	6	11	1	
2	What kind of didactic means would you like your teacher used to teach English?	56	28	50	18	32	10	18

Nº	Questions	Total of polled students	grades	%	prizes		Others	%
3	What kind of rewards does your teacher offer you to engage you to carry out your tasks?	56	47	84	-	-	9	16

Appendix. 5

Nº	Questions	Kind of answer	Total of students polled	Answer by students	%
4	How does your teacher organize the activities into the classroom?	Different ways	56	28	50
		Group work	56	9	16
		Pair group	56	11	20
		Individual work	56	4	7
		Group and pair group	56	4	7

Nº	Questions	Total of students polled	always		Most of the time		Some-times		never	%
5	How often do you feel motivated with the activities that your teachers offer you?	56	31	55		-	23	41	2	4
6	How often does your teacher give you feedback after an assignment?	56	35	62	-	-	20	36	1	2
7	Does your teacher encourage you to speak English?	56	23	41	15	27	18	32	-	-

GRADUATION SEMINAR

N°	Questions	Total of students polled	Yes	%	no	%
8	Have you thought to continue improving your English after you finish your secondary school?	56	48	86	8	14
9	Do you consider that learning English is important to achieve your goals?	56	52	93	4	7

Appendix 7

OUTLINE

I. CHARACTERIZATION

- 1.1. Location and information about the school
- 1.2. Students' characteristics
- 1.3. Teachers' characteristics.

II. THE ENGLISH TEACHER AND LEARNING PROCESS.

- a). Definition
- b). The teacher and student's role.
- c). Students' involvement.
- d). Teaching methodology
- e). Teaching Means
- f). Learning Styles

III. MOTIVATION IN THE TEACHING AND LEARNING PROCESS

- a). Defining Motivation
- b). Importance of Motivation
- c). Factors that influence in Motivation
- d). Types of Motivation
 - 1. Intrinsic Motivation
 - 2. Extrinsic Motivation
- e). Theories of Motivation
 - 1. Drive Theory
 - 2. Self- Control theory
 - 3. Hierarchy of needs theory.
- f). Components of the Motivation
 - 1. Student's curiosity

2. Student's self-efficacy
3. Learning and teaching attitude
4. Student's needs.
5. Students 'competence
6. Students' self - Esteem
7. External motivators

IV. EFFECTS OF MOTIVATION IN THE ENGLISH TEACHING AND LEARNING PROCESS.

Appendix. 8

VARIABLE OPERATIONALIZATION

VARIABLES	DEFINITION	SUB-VARIABLE	INDICATORS	SUB-INDICATOR	SCALE	TECHNIQUES	SOURCES
The English Teaching-Learning Process	It is the planned interaction that promotes behavioral change that is not a result of maturation or coincidence. Bank, T (2007).	Teaching Process	Teaching Methodology	-Teaching Strategies. -Techniques	Open Closed Mix	Interview Observation Guide	Teacher
			Means of Teaching	Didactic Material and resources.	Open Closed Mix	Interview Observation Guide	Teacher
		Learning Process	Students' role	Participation Responsibility Students' involvement	Open Closed	Survey Observation Guide	Students
			Learning Styles	Visual learner Auditory learner Tactile Learner	Open Closed	Survey Observation Guide Interview	Students Teacher
The Motivation In the English Teaching-	Base of the Latin for "move" is the force that makes one do something. It is a process	External Motivators	Learning Conditions Environment	Classroom foundation Peer group characteristics Kind of tasks	Open Closed Mix	Survey Observation Guide	Classroom Students Teacher

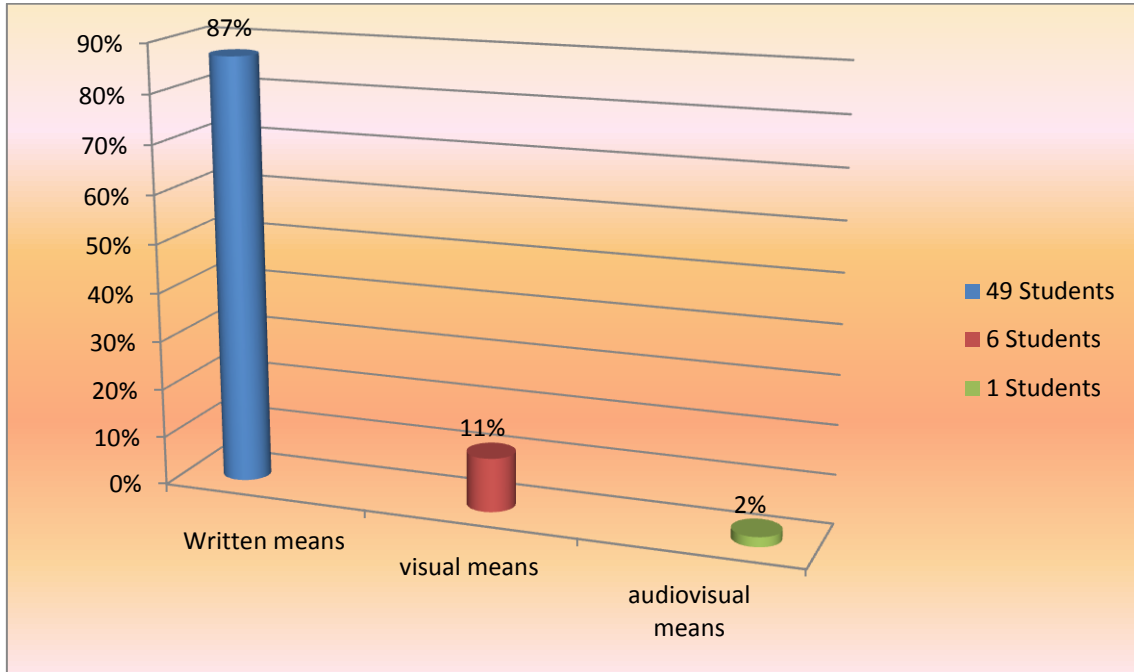
	that involves goals, physical or mental activity and is both instigated and sustained. Pintrich & Schunk, 1996, Williams, 1997.			Class organization Motivator strategies			
			Reinforcement by the teacher	Kind of prizes Kind of rewards Kind of Feedbacks	Open Closed	Survey Interview Observation Guide	Students Teacher
			Approach characteristic	Kind of teaching information	Closed Mixed	Observation Guide Survey	Students
		Internal Motivators	Students' individual characteristics	Interests Attitude Behavior Values Abilities Needs Desires Goals	Closed Open Mixed	Observation Guide Survey	Students
			Quality of teacher-	Interaction Student`s	Open Closed	Observation Guide	Teacher Students

			student relationship	motivation Teacher`s creativity	Mixed		
			Instructor`s enthusiasm	Sup portative style Instructional Practice	Closed Mixed	Observation Guide	Teacher

Appendix. 9

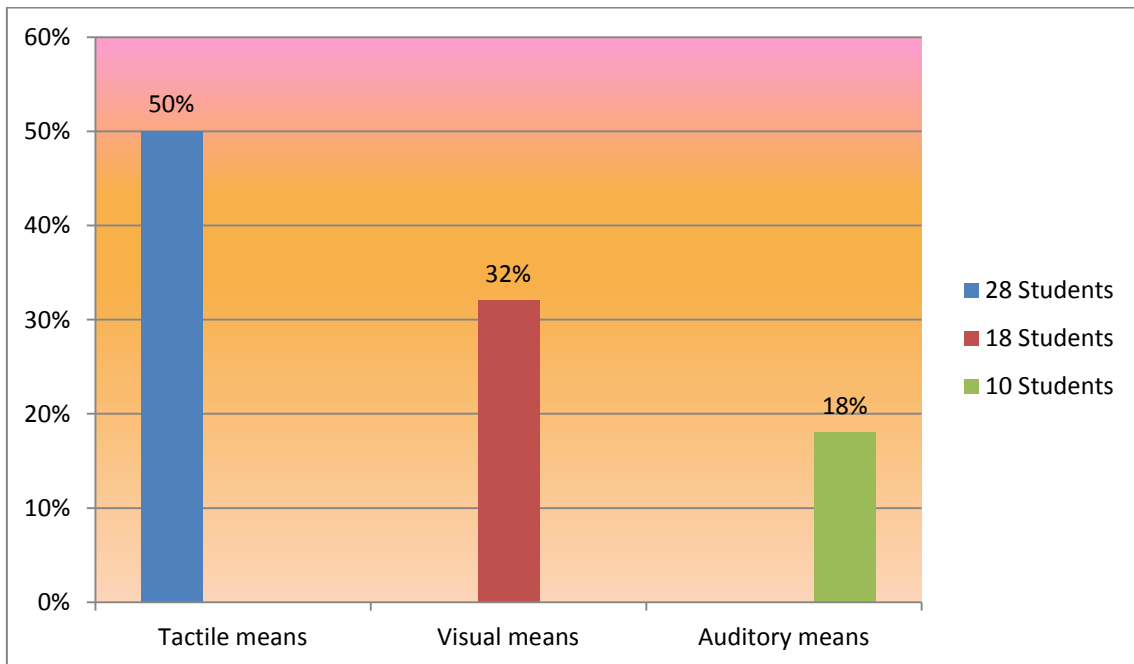
Graphic. 1.

What kind of didactic means does your teacher use to teach the English class?



Graphic 2

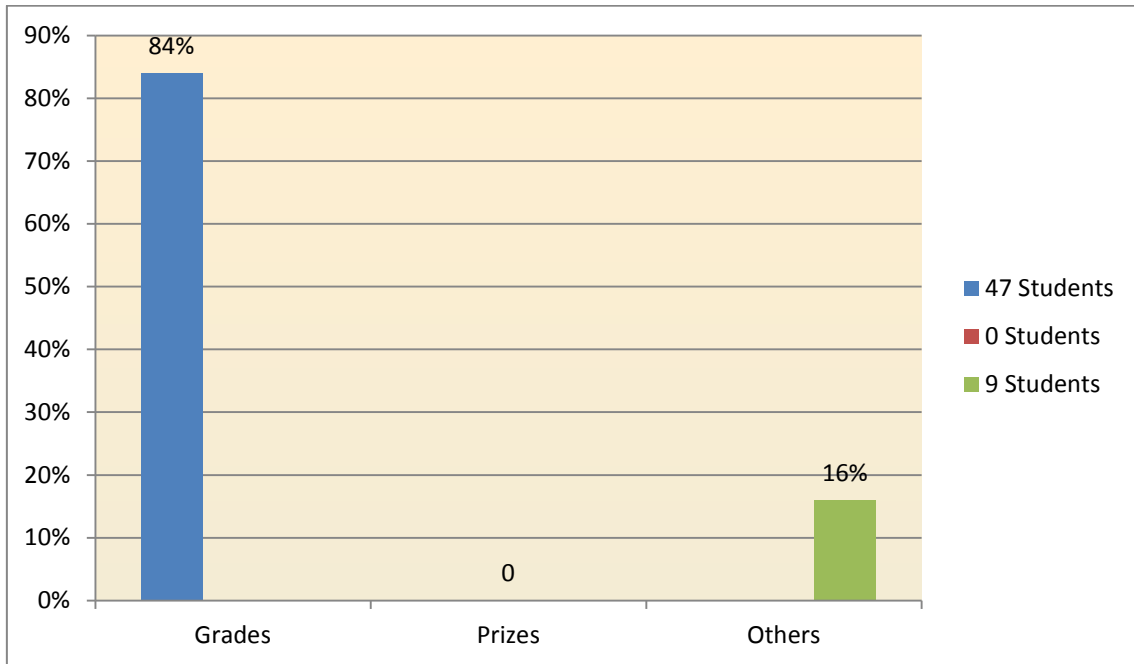
What Kind of didactic means would you like teacher use to teach English class?



Appendix.10

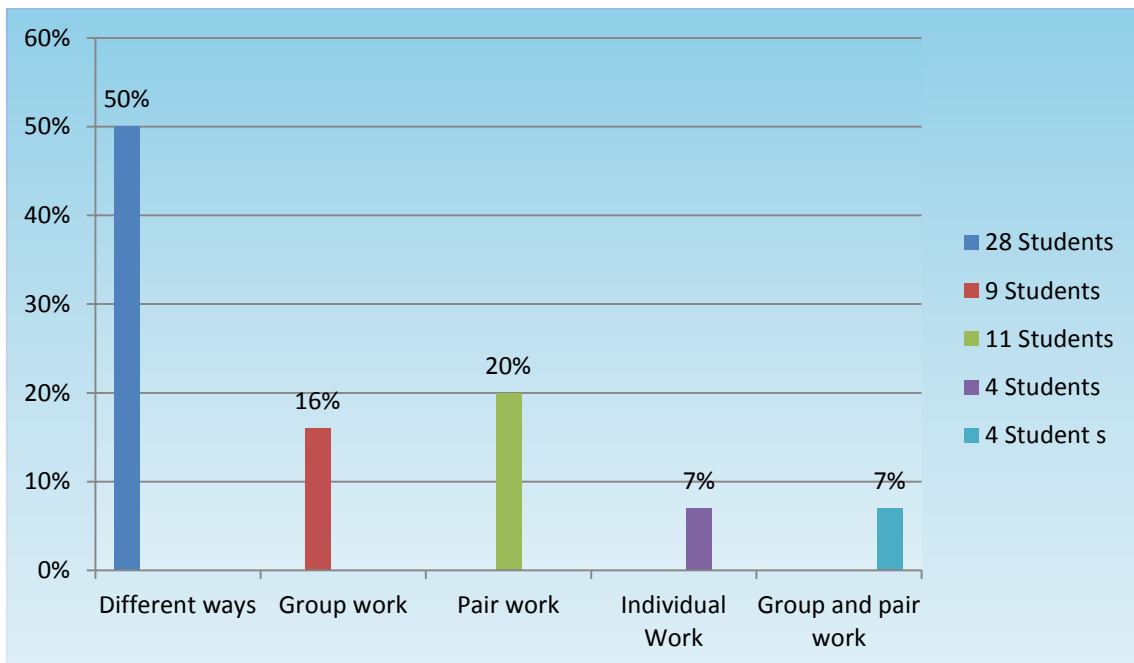
Graphic 3

What kind of rewards does your teacher offer you to engage you to carry out your tasks?



Graphic 4

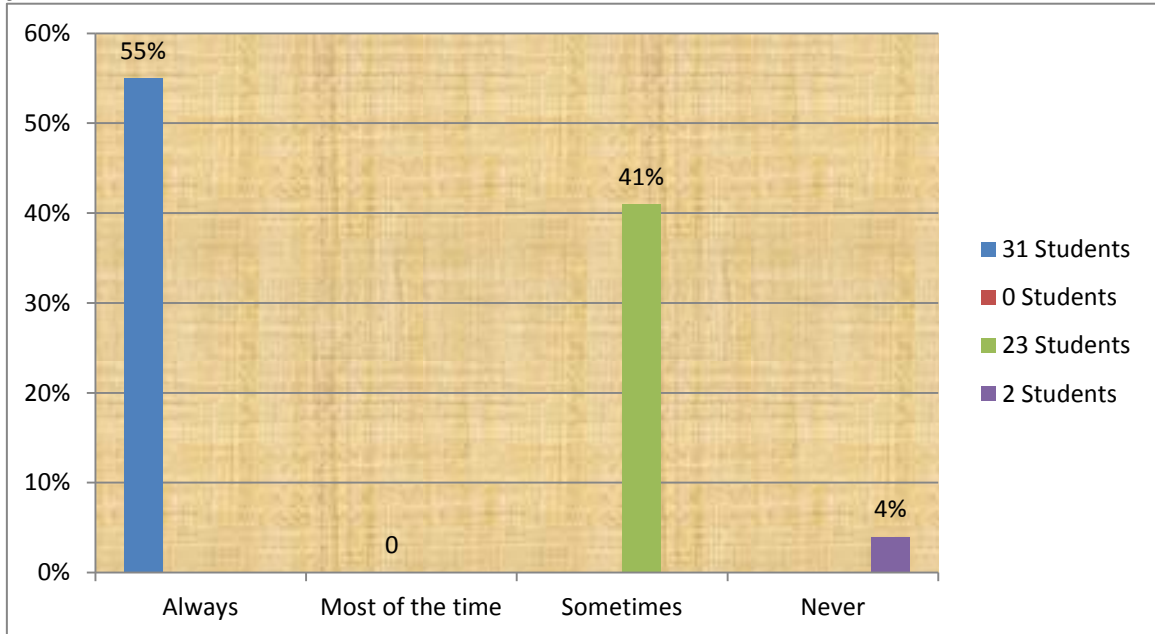
How does your teacher organize the activities into the classroom?



Appendix. 11

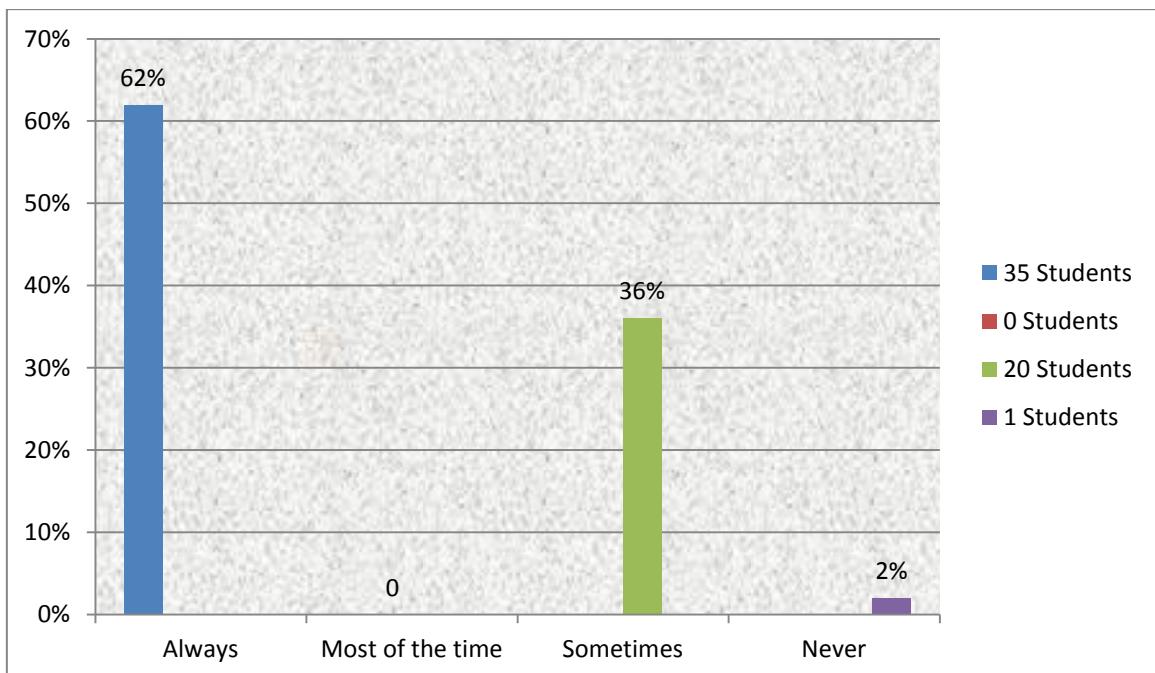
Graphic. 5

How often do you feel motivated with the activities that your teacher offers you?



Graphic 6

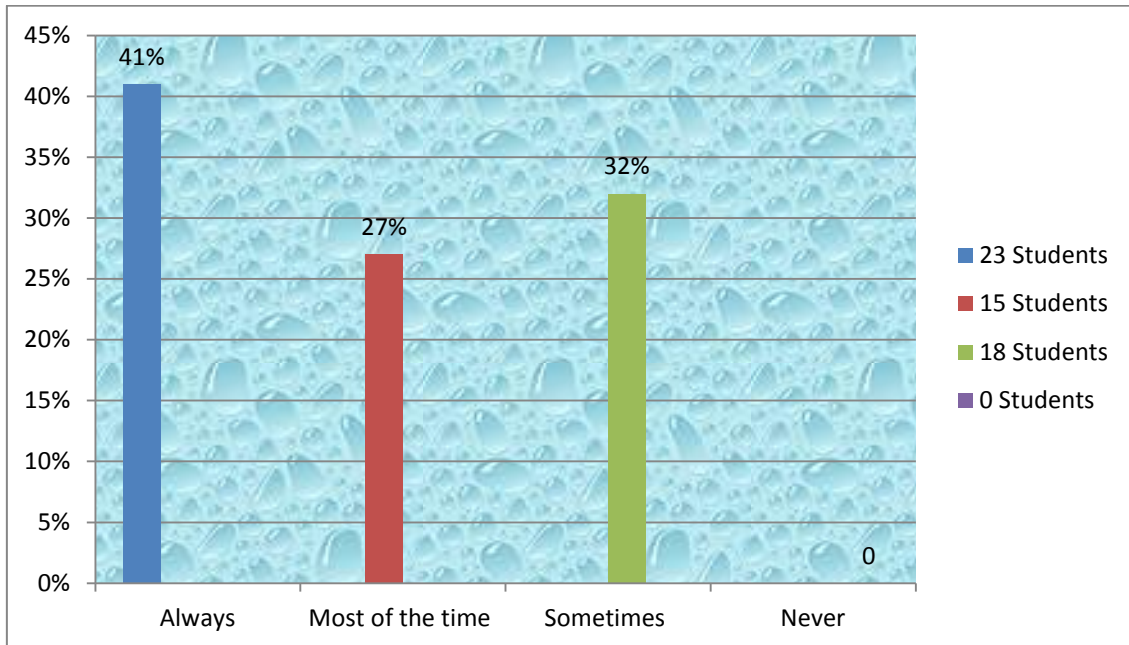
How often does your teacher give you feedback after an assignment?



Appendix. 12

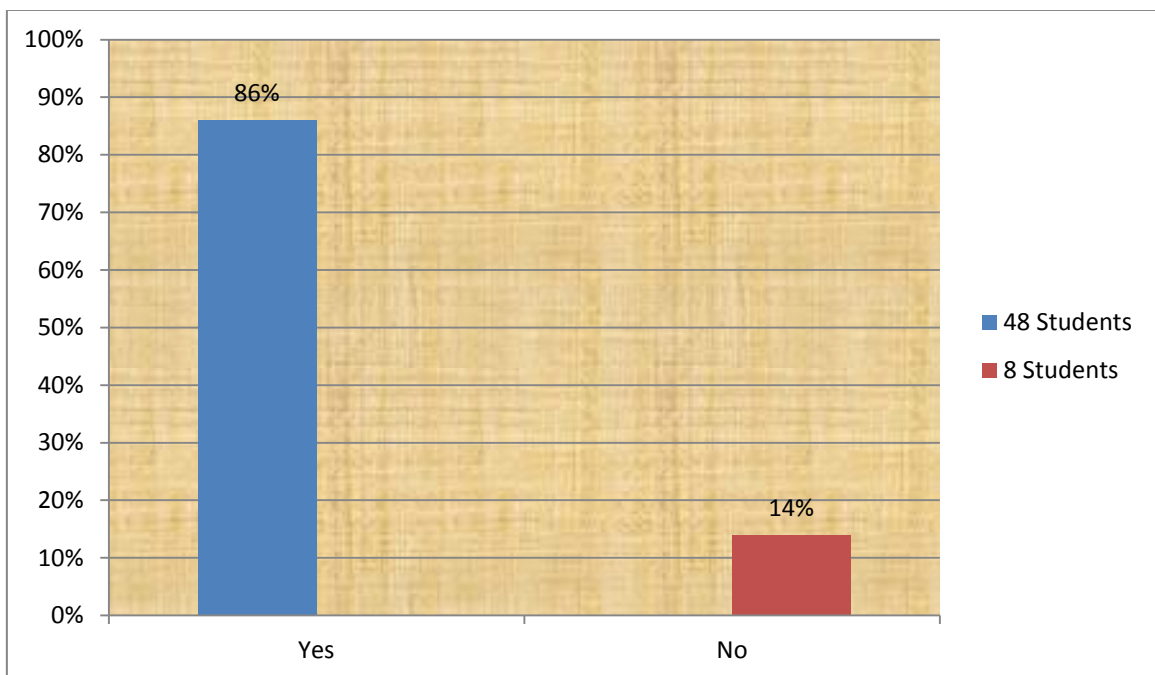
Graphic 7

7. How often does your teacher encourage you to speak English?



Graphic 8

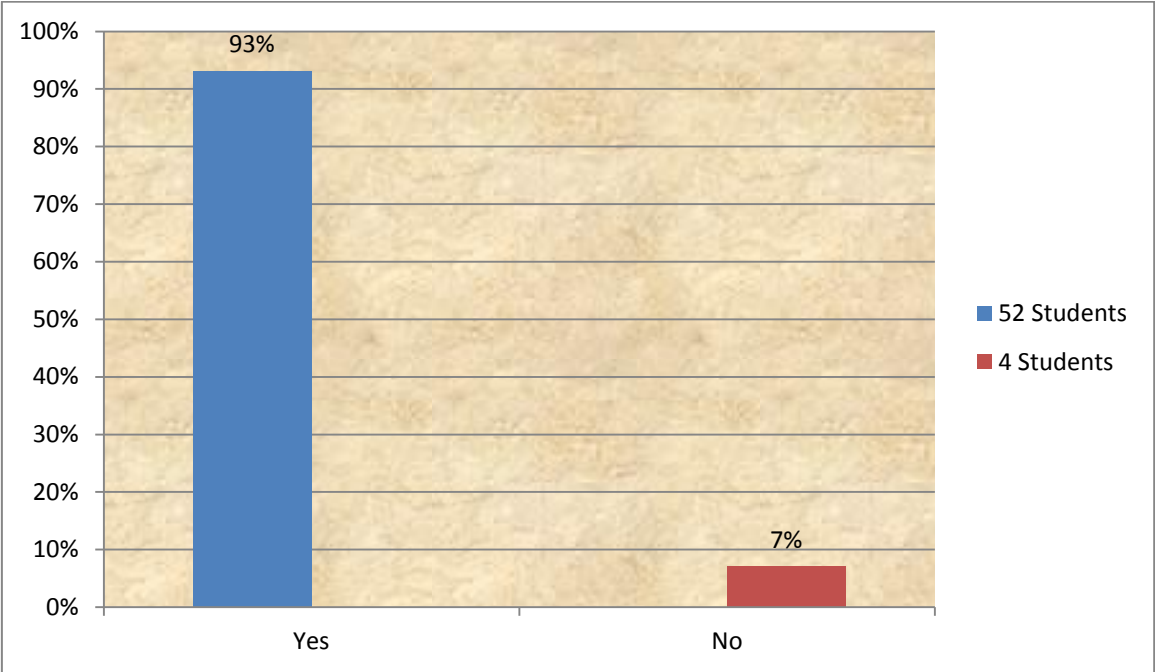
6. Have you thought to continue improving your English after you finish your secondary school?



Appendix. 13

Graphic 9

Do you consider that learning English is important to achieve your goals?



Appendix. 14

SCHEDULE

General Theme: Factors that affect the English Teaching and Learning Process In secondary schools of Matagalpa and Jinotega.

Specific Theme: Influences of motivation in the English Teaching -Learning Process of fifth year students on distance secondary learning at the National school Rosa Montoya of El Cua, Jinotega, during the second semester 2011.

Authors:

Janet Zamora Lagos

Ruth Damaris Hernández Chavarria

Degree: English professionalization

Course: II semester 2011.

Nº	week	Activities	responsible	Date	Observations
1 st		- Sub-theme Selection -Writing justification	Janeth Zamora & Ruth Hernandez	July 31 st 2011	
2 nd		- Writing the general Objective and specific objectives	Janeth Zamora & Ruth Hernandez	August 6 th 2011	
3 rd		- the variables identification -Bibliography checking	Janeth Zamora, Ruth Hernández, & tutor	August 13 th 2011	
4 th		- Outline elaboration - Variable operationalization	Janeth Zamora & Ruth Hernandez	August 20 th 2011	
5 th		-Instruments elaboration	Janeth Zamora & Ruth Hernandez	August 27 th 2011	
6 th		-Data collection	Janeth Zamora & Ruth Hernandez	September 3 rd 2011	
		-Information processing	Janeth	September	

th		Zamora & Ruth Hernandez	10 th 201	
8th	-Writing the research development.	Janeth Zamora & Ruth Hernandez	October 1 st 2011	
9th	-Writing the research development.	Janeth Zamora & Ruth Hernandez	October 8 th 2011	
10th	-Revision of the research development	Tutor	October 15 th 2011	
11th	- Research revision, Writing the conclusions	Janeth Zamora, Ruth Hernández, & tutor	October 22nd 2011	
12th	-Bibliography organization (References) -Annexes organization	Janeth Zamora & Ruth Hernández	October 29th 2011	
13th	-Writing the introduction, dedication and acknowledgments. -Research report Draft revision	Janeth Zamora, Ruth Hernández, & tutor	November 12th 2011	
14th	First draft pre-defense	Janeth Zamora, Ruth Hernández, & tutor	November 19th, 2011	

Appendix. 15

Pictures that show the ways the English classes are organized.



National Public Rosa Montoya school