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General Topic: Motivational factors affecting the learning Grammar skill on the process in the 9th year students, of the first semester 2020 in the National institute Heroes y Martires de la Reforma.

Specific Topic: The importance of Motivation to acquire and develop a good grammar skill process, during the first semester 2020 in the National Institute Heroes y Martires de la Reforma Masaya.

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Graduation Seminar

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Abstract

The terminology motivation

The abstract term “motivation” on its own is rather difficult to define in teaching or education. It is easier and more useful to think in the term of a “motivated” learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant. The present research work is to identify how the Lack of Motivation in English students affects them at the moment of learning English grammar as a second language at the National Institute Heroes y Martires de la Reforma de Masaya 9th year afternoon shift, the year 2020 First semester. The hypothesis developed in this work was that the students of the National institute Heroes y Martires de la Reforma 9th year afternoon shift first semester show poor motivation in learning English grammar in class because of the Extrinsic factors as a teacher role in the classroom.

The hypothesis stated in this paper is to demonstrate that students of 9th year at the National Institute Heroes y Martires de la Reforma Masaya afternoon shift shows a poor motivational attitude towards learning English grammar in class and this is due to the extrinsic factors that the teacher lacks while teaching and as a role in the classroom.

The finding of this research suggests that students are not conscious of the influence of motivational factors that affect the effectiveness of learning English grammar skill. Learning a new language means new goals, too. Intrinsic and extrinsic motivation play a big role in the grammar learning process. Grammar is a challenge for National Institute Heroes y Martires de la Reforma 9th year students given that motivation is not enough and does not provide the ideal environment for learning especially grammar skill.

Introduction

This research was carried out by fifth-year students of the English Major at the National Autonomous University of Nicaragua (UNAN-MANAGUA) Saturday program. The researchers wanted to find out the main factors interfering or causing difficulties in the development of the learning English language, especially those that affect the development of grammar skill of the English language in 9th-year students, at National institute Heroes y Martires de la Reforma, first semester 2020.

This study brought to light the relationship between motivation and the learning process and the importance of grammar acquisition, which is mentioned in this second language research area. Motivation is fundamental for the English students while they are learning the foreign language because motivation is the process of stimulating students to action to accomplish their goals. Students who are motivated can learn faster and easy, also it helps them to participate in different activities and they can have the ability to understand and analyses everything in class. A well-motivated student can react better in different English skills. On the other hand, developing student's motivation depends a lot on the teacher and the strategies that she or he implemented in the classroom. The significant purpose of this study is encompassing how the lack of motivation in students affects the process of learning grammar.

To be a successful and proficient language learner the student needs to make use of his/her intrinsic and extrinsic motivation to master the grammar skill. In this regard, How Motivational factors affect the learning of English, especially the learning of grammar skill, in 9th year High School students at National institute Heroes y Martires de la Reforma?

Regarding the importance of motivation in learning grammar, various studies have found that motivation is very strongly to achievement in language learning, according to the motivational theory by Gardener and Lambert (1972); our job is to do all we can to encourage

the development of ability and enhance motivation, on the understanding that each will contribute to the other.

Justification

This research is based on the importance of Motivation in the learning grammar process and students' prospect about grammar skill.

The English students who are involved in this research are students of the ninth-year afternoon shift and this study is going to be conducted during the first semester 2020 at the National Institute Heroes y Martires de la Reforma.

The main aim with this work is to know all the factors related with motivation that is affecting the learning grammar skills in students of the 9th year of Heroes y Martires de la Reforma school. It is expected that this work can help other researchers in order to determine possible solutions to the problems found here. Based on the results got in this research, we will provide recommendations that help students to improve in the learning approaches, we will also determine how important Motivation is in the students of ninth year in the National Institute Heroes y Martires de la Reforma, and to describe the different types of Motivation. Also, the main purpose of the teaching-learning process is to capacitate students and give them all the necessary things to confront a new stage

This work is different from others because it is focused on Motivational learning strategies during the process of learning grammar in the first semester of 2020.

Background

According to Garcia (2017), “Motivation is an internal impulse that brings us to complete an action. Without motivation, there is no action”. But also, it must be taken into account that the motivation may arise out of necessity or out of some interest that the person has. Motivation refers to the combination of wanting to try and the desire to want to obtain or achieve some objective as it is in this case of learning a language. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated (Gardner,1985, cited in Alizadeh, 2016).

Motivation gives students a goal and provides direction to follow; therefore, motivation is a fundamental part of language learning. Then, lack of motivation can cause difficulties for students. That is to say that without the desire to learn, it would be very difficult for each student to obtain meaningful learning. “Paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation”. (Huitt,2001, cited in Alizadeh, 2016, p.11). For this reason, motivation plays a very important role in students' language learning.

Problem Statement

Nowadays the teaching English in high school faces more challenges than ever. Students who are learning English show different motivational problems at the moment of learning grammar, but what are the main consequences of the lack of motivation in the process of learning grammar in students of ninth year at National institute Heroes y Martires de la Reforma de Masaya 2020?

Sub Problems:

1. Lack of intrinsic motivation and interest.
2. Lack of extrinsic motivation.
3. The Teachers' responsibility.

Hypothesis:

Would it be possible to diminish the motivational factors that affect and interfere in the acquisition of grammar skills in the students of the ninth year at National Institute Heroes y Martires de la Reforma de Masaya, the first semester 2020 by using some strategies presented in this research?

OBJECTIVES

General objective:

To analyze the Motivational factor that affects students while they are learning grammar skills in the classroom in 9th-year students, at National Institute Heroes y Martires de la Reforma, Masaya, in the first semester 2020.

Specific Objectives

1. To identify the motivational factors affecting student's grammar acquisition in the classroom, in 9th-year students, at National Institute Heroes y Martires de la Reforma Masaya school.
2. To describe the motivational factors affecting student's grammar acquisition at INMARE school, first semester 2020.
3. To suggest different strategies to help students to overcome those factors affecting grammar acquisition in the classroom.

II. Theoretical Framework

In this section, we will discuss the importance of motivation while learning grammar, how the lack of motivation in students affect this skill, and some relevant and update theory about motivational factors that affect students' grammar acquisition. This means if a student is not motivated to learn something in this case grammar, it is going to be difficult for them to develop this skill. Moreover, it was taken into account student's extrinsic and intrinsic motivation, if they have the interest and good attitude or behavior in the learning process.

The word "motivation" is typically defined as the force that account for the arousal, selection, direction, and continuation of behavior (Klaus Issler, 2002). It is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated" (2U, 2020). Such statements imply that motivation has a major influence on our behavior. Motivation according to Marion Williams and Robert Burden suggest that motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is a sustained intellectual or physical effort so that person can achieve some previously set goal." Williams & Burden 1997:120",cited in Hammer, nd, p. 98.

Motivation is really important in education because it helps students to know their ability and skill; moreover, it helps them to learn funnily and interactively

For instance, 'motivation is the motor that moves student's world; the lack of motivation is a present problem at school where students have problems in learning, studying, doing homework staying focused or getting work done (Garcia, A. 2017). However, what keeps students motivated is a motivator teacher; in other words, if you have a passion for teaching, students are more likely to show a passion for learning. Also, you have to remember to take into account your students and engage them in the lesson and assign some roles to be part of your class because they are the central

part of your lesson and teachers are only a facilitator to help, guide, and direct the learning process.

Make the class memorable and active by using games and competitions; that is a good idea because everybody loves competitions and it is a great opportunity to interact with each other's to have fun and learn at the same time. Besides that, create and bring authentic material every day to the classroom that can help students to succeed. Also, a good attitude from teachers to students can help to create a good environment; ask students to work in pair, group, get them out of the seats and move, ask them to change partner regularly, the best they feel, the most they can enjoy the daily lesson.

2.1 Literature Review

It is often argued that motivation plays an important role in the process of learning a language as follows:” Attitudes and motivation are really important when acquiring a second language in which skills and intelligence are essential factors that enable language learning with a social psychological approach to the study of second language acquisition (Gardner & Lambert cited in Ali H. Al-Hoorie,2019,p. 1) In a recent study. Karaoglu (2008) declares the importance that motivation plays in the field of education when students learn and mention that it is necessary to keep students motivated when studying a second language. therefore each student must be in an environment that benefits them in their learning for which the learning should be of a quality where each student has opportunities to develop their skills through interaction allowing a positive outcome and above all that this learning is significant, however, each teacher should take into account that the motivation that students have during their learning should be combined with positive factors that are supportive, with the purpose that these provide adequate knowledge to understand that they should strive in each when working in class or perform a task.

2.2 The Nature of English Language

Knowing a language allows the ability to recognize and express various words or phrases that perhaps no one else had been able to speak and understand. Chomsky(1996) refers to" this ability as the creative aspect of language". The author also emphasizes the grammar where he mentions that the grammar is structured by sounds, words, sentences. Each sentence has its meaning, that is, it has grammatical structures formed by the verb, adjective, and adverb, but it is really important to know each of the grammatical rules. The author mentions the following Chomsky (1996) says that "children are born with a knowledge of the principles of the grammatical structure of all languages, and this inborn knowledge explains the success and speed with which they learn a language".

2.3 General Concept of Grammar

The systematic study and description of a Language, a group of languages, or language in general in terms of either Syntax and Morphology alone or these together with aspects of Phonology, Orthography, Semantics, Pragmatics, and Word-Formation. (Encyclopedia.com).

2.3.1 Definition of English Grammar

English grammar is how meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts (Wikipedia contributors, 2020).

According to Nordquist (2019), "Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children—we can all do grammar.

Besides, most people believe that grammar is related to mistakes, errors and sentence corrections, sentence structure but grammar is really useful for writing simple sentences, paragraphs, and essays. Based on the definition of grammar it can be concluded that grammar is a very essential part of language and it is not only based on the corrections of sentences, grammatical structures but it allows to understand, identify and develop the grammatical structures logically and correctly and it allows people to express themselves more coherently (Nordquist, 2019).

2.4 The importance of Grammar use for English learners

The reason that grammar is really important is that because it is the language that makes people express or talk about the English language and for the learners, the grammar skill is a significant part into the learning process because grammar provide a better understanding in the sentences structures and it helps to identify different the parts of a sentence like a noun, verb, objective, adverb, and others. Even though many people believe that grammar just focuses on the different mistakes and corrections in sentences or paragraphs but the following author expresses that:

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone — not only teachers of English but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. (Crystal, David. Making Sense of Grammar, Longman,2014,cited in Nordquist, 2019).

2.5 The relationship between Grammar skill and Motivation

The authors say, showed that attitude and motivation matter in second language acquisition, taking their place alongside aptitude and intelligence as factors contributing to language learning success, and setting the stage for the social-psychological approach to studying second language acquisition (Gardner & Lambert, 1959 cited in Al-Hoorie & MacIntyre, 2019, p.1).

Considering that motivation is an important element in the learners, no matter what subject students are learning but it is important that they feel motivated while they are learning grammar skill because according to

“Motivation is a key factor for explaining the success or failure of any difficult activity” (Alizadeh, 2016, p. 11). Therefore, the success is related to the motivation that each individual has when carrying out some work or task. However, in the school environment, motivation is essential for each student since it provides them with a goal and a direction to follow, which means that motivation is related to language learning. If there is not enough motivation in the students, various problems and situations can arise for the students, if the students have no desire to learn, it will be complicated for each student to have a meaningful learning (Alizadeh, 2016, p. 11).

2.6 The main Motivational factors interfering in the development of Grammar skill

Motivation includes three different important elements of effort in education (the effort to learn the language), desire (waiting to achieve the goals), and positive affect (Enjoy the task of learning a language). The motivation theory of Garner and Lambert (1959) shows that attitude and motivation matters in second language acquisition, taking their place alongside aptitude and

intelligence as a factor contributing to language learning success, and setting the stage for the social physiological approach to study second language acquisition. (Hoorie, 2019)

2.6.1 The Teacher's Responsibility

The assumption is made here that the teacher only has a responsibility not only to provide an opportunity for the learner but also actively to push learners to realize their full potential and make maximum progress; and that the enhancement of motivation is probably the most effective way to do this.

In an article written some year ago, Girard emphasizes that it is an important part of the teacher's job to motivate the learner. In more recent "learner-centered" approaches to language teaching, however, the teacher function is seen mainly as a provider of materials and condition for learning, while the learner takes responsibility for his or her motivation and performance" (Girard, 2020, p. 133). A good teacher thinks back in classroom learning, also every day he presents different activities in class and encourages the learner to participate in each one. Moreover, good teachers know each student's weaknesses and strengths.

2.6.2 Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from which to learn for its own sake or interest in the task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figure such as parents, their wish to succeed in an external exam, or peer-group influences. However, other sources are certainly affected by teacher action for example success and its rewards, failure and penalties, authority demand, test, competition; however, over-use of those methods can lead to a negative attitude and harm long term learning (Ur, 2009, p. 277)

2.6.3 Intrinsic Motivation and Interest

Intrinsic Motivation the generalized desired to invest effort in the learning for its own sake, is largely rooted in the previous attitude of the learner: where they see the learning as a worthwhile, whether they like the language and its culture, political and ethnic association. However, you can help certainly foster this attitude by making it clear that share them, or by giving further interesting and attractive information about the language and its background; is important when the course is beginning, and as a general underlying orientation during it, but for real classroom learning are more significant factor is where the task in hand seems as interesting (Ur, 2009, p. 280).

Teachers can call student interest by showing videos and presenting pictures in class, these simple activities can help the student to keep their interest in class also teacher behavior and body language used can catch student attention.

2.6.4 Students Multiple Intelligence

This point is very important because students possess a different kind of mind and therefore, learn performance and understanding differently. Multiple intelligence is a cognitive perspective on intelligence and has profound implications in general. Not matter what people say or test says, everyone is intelligent and has different abilities that can be used in learning and in the creative sphere.

It is claimed that the word “intelligence” has been used throughout some much that people tend to believe that there is an actual one single and unique picture of this term, what we want to demonstrate is that the human brain does not function as a whole, as one intelligence, but as an independent component that together forms a unit. According to him everyone is intelligent and can stand out a different type of activity or abilities.” (Gardner, 2011, p.11)

6.5 There are different types of learners, and each of them has a special characteristic, for example:

2.6.5.1 The visual learners:

They are those learners who absorbed information best when they can visualize relationships and ideas. Students learn through watching whiteboards, videos, or pictures to get familiar with the vocabulary and clear with the lesson (Flavin, 20119).

2.6.5.2 Auditory learners:

This type of learner is all ears; they prefer to listen to music and teacher explanations in class. They tend to be linear thinkers and may repeat things they hear out loud (Flavin, 20119).

2.6.5.3 The kinesthetic learners:

They are the most hands-on learning type. They learn best by doing, is the student who learns by touching and playing in an interactive form, this learner prefers funny and inclusive games (Flavin, 20119).

2.6.5.4 Reading and writer learners:

This learner is more extremely comfortable with the writing word. They prefer to consume information by reading texts and can further absorb information by condensing and rephrasing it (Flavin, 20119).

2.6.5.5 Converggers

These are students who are by nature solitary, they prefer to avoid groups, they are independent, and confident in their abilities, but most importantly they are analytic and can impose their structure on learning. They tend to be cool and pragmatic. (Willing1987, cited in Hammer, nd, p. 88)

2.6.5.6 Conformist

These are students who prefer to emphasize learning about language over learning to use, they tend to be dependent on those in authority and are perfectly happy to work in Non-communicative classrooms, doing what they are told a classroom of conformist is one which prefers to see well-organized teachers. (Willing 1987, cited in Hammer, nd, p. 88).

2.6.5.7 Concrete learners

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language as communication rather than language as a system. They enjoy games and groups work in class (Willing1987, cited in Hammer, nd, p. 88).

2.6.5.8 Communicative Learners

There is language use oriented. They are comfortable out of class and show a degree of confidence and a willingness to take the risk which other speakers of the language than they are with analysis of how the language works (Willing1987, cited in Hammer, nd, p. 88).

Marion Williams and Robert Burden suggest that motivation is a state of cognitive arousal which provides a “decision to act “as a result of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal (Williams and Burden 1997:120 cited in Hammer, nd, p. 98).

2.7 Learning strategies

2.7.1 Learning strategies

Definition of Learning Strategy

Learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings (Schumaker & Deshler, 1992 cited in Freeman, 2004)).

Strategies are the procedures that underpin particular learning tasks. In completing a task, students are engaged in both learning strategies and communication strategies. (Nunan, 2015, p. 157)

These strategies can be classified in five broad categories: cognitive, interpersonal, linguistic effective, and creative.

2.7.2 Cognitive

This can be classified by putting things that are similar together in groups, predicting what comes in a learning process; writing the importance of the text inferring using what you know to learn something new (Nunan, 2015, p. 153).

2.7.3 Interpersonal

Cooperating example working in a small group to read a text and complete a table predicting. (Nunan, 2015, p. 153)

2.7.4 Linguistic

This is related to conversational patterns using expressions to start a conversation and keep the going practicing doing controlled exercise and skills, using surrounding, summarizing, and doing skimming taking the general audios. (Nunan, 2015, p. 153).

2.7.5 Affective

Personalizing

Students share their own opinions and feelings about a specific topic, such as whether a friend or other person needs your help or advice. (Nunan, 2015, p. 154).

Self-Evaluating

Reflect on whether you are really doing well in each learning task and reflect on it, classify them by different scales. (Nunan, 2015, p. 154).

Reflecting “Thinking about ways you learn best” (Nunan, 2015, p. 154)

2.7.6 Creative

Brainstorming – “Thinking of as many new words and ideas as you can Example: Work in a group and think of as many occupations as you can” (Nunan, 2015, p. 154). We have seen that learning style is our natural preferred way of going about learning style are those internal to the students. (Nunan, 2015, p. 157).

It is important to know every learner has their own style and different way to learn; There are some principles reflecting the importance at the moment learning grammar Key principle.

2.7.9 Encourage learners to stretch their style

“This is a principle that Christenson (2003) argues for, she points out that style exists on a continuum, she says that “by thinking of learning style on a continuum, I can see more clearly what style students are using in the classroom and get a clear picture on how to get them to stretch their style. (Nunan, 2015, p. 159).

Thinking in the learning style need, how learners work, if they work better in groups or prefer work alone or vice versa and the same can be for the other types of learner it is important to encourage the learner to become better every moment. (Nunan, 2015, p. 159).

2.7.10. Do not pride any style over another

This is another controversial principle the consensus is that the time style of the one is not necessary superior to the other. In other words, the learner who prefers to work alone is not better than those learners who prefer to work by playing or style is and bitrate concept that we can only make inferences about style by looking what people do that is through looking at the strategies they develop in learning and using language. (Nunan, 2015, p. 159).

2.7.11. Be aware of the relationship between learning style and teaching style

This is important the reason is that if your style as a teacher is at add with the learning styles of some of your student may be limited. If you have a teaching collaborative style, then the way your classroom may not suit authority. (Nunan, 2015, p. 159).

2.7.12 Classification of Grammar Learning Strategies

According to Pawlak stated that here is some classification of leaning strategies.

2.7.12.1 Metacognitive strategies: which are employed to supervise and manage the learning of L2 grammar through the processes of planning, organizing, monitoring and self-evaluating; this category includes such GLS as paying attention to grammar structures when reading or listening, looking for opportunities to practice grammar structures in different ways, or scheduling grammar reviews in advance. (Pawlak, 2018, p. 360)

2.7.12.2 Cognitive Strategies: which are directly involved in the process of TL learning grammar and include the following subcategories' used to assist the production and comprehension of grammar in communication tasks, such as trying to use some specific grammar structures in oral production or comparisons between a speech or writing and language production of more proficient TL users. (Pawlak, 2018, p. 360)

2.7.12.3 Affective Strategies: which serve the purpose of self-regulating emotions and motivations when learning TL grammar; examples of such GLS include making an effort to relax in the face of problems with understanding or using grammar, encouraging oneself to practice grammar points that pose a learning challenge, or keeping a diary where regular comments on the process of learning grammar are made. (Pawlak, 2018, p. 361)

2.7.12.4 Social Strategies: which involve cooperation or interaction with the teacher, proficient TL users or other students, aimed at enhancing the process of learning grammar; the category includes such GLS as trying to help others who experience difficulties in learning or using grammar structures, practicing grammar structures with peers, or asking the teacher for assistance in understanding a point of grammar. (Pawlak, 2018, p. 361)

2.8 The importance of motivation in learning grammar

It is a fact that motivation is really important at the moment to learn the grammar of any language. Teachers need to know that it does not matter what subject they want to teach the students or what they want to make known, the most important thing is to motivate the students when making them know something new because if students do not have an interest in something, they need to see why it is important and necessary to learn it.

Gardner (1885) believes that, intending to be motivated, the student needs, requires, and needs to have something to anticipate, expect, and learn for a reason, principle, or reason that has to do with or the objective. Regarding acquiring a second foreign language, this intention would be to learn a foreign language. There must be something the student wants to achieve or do, the target language being the vehicle to achieve it.

There is no doubt that motivation is really important when it comes to unveiling something new. According to (Cook,2000 cited in Mahadi, 2012, p. 233) the performance and presentation of several students in the context of learning a second or foreign language are better and superior to others. The reason is that they are better motivated. (Ellis,1994 cited in Mahadi, 2012, p. 233) Ellis (1994) views the incident of learning through motivation and believes that the learning process simply occurs when a person is motivated.

Teachers who have been teaching for years have a greater influence on their students since for them the issue of how to motivate a student when teaching is not something new. Concerning this matter, (Ellis 1994, p. 508, Mahadi, 2012, p. 233) says:

"Older teachers readily recognize the importance of student motivation, and they do not infrequently explain their sense of failure regarding their students' lack of motivation."

Motivation is a very important and effective factor in the field of language learning; therefore, teachers especially those language teachers must discover, realize, and pay attention to the personality of their students. Besides, they must be aware of the great importance of motivation, and they must also realize and become familiar with the character and personality of each student. Later, according to that specific personality type, they must identify and recognize the form of motivation related to it and carry it out in their teaching process.

In this case, they can have a practical, useful, and effective classroom, as well as a positive result in their teaching context.

2.8.1 How to teach grammar using motivation

Motivating students is one of the biggest challenge teacher's face every day. Conceptualized as students' energy and drive to engage, learn, work effectively, and achieve their potential at school, motivation and engagement play a large role in students' interest and enjoyment of school. (Martin,2016,cited in Stephens, 2015)

The teacher can make a grammar class interesting, but due to the short time, it is a bit difficult so it is important that the students speak and can explain grammar rules both at school and at home and verify that they have acquired knowledge and can put it into practice. (Lynch, nd)

Grammar is considered to be boring and simple, so many old school teachers can say that traditional methods of memorization are the best. On the other hand, anyone who loves the language knows how much fun grammar can be. When language students learn in a more dynamic and fun way, it has more advantages to acquire more easily the contents and they will be able to practice and use the grammar rules. Therefore, if the students learn grammar through games this

It will allow them to feel more motivated when working on the grammar since they know that the activities will be through various games. (Zurakowski & Stimola, nd)

There are different ways to get students' attention when they are learning English grammar. Use chase and turn-taking games, card games, board games, or TPR-based games to get maximum participation from your students. (Lynch, nd)

2.9 Games to motivate students

In the classroom, there must be a game environment, which will enhance the students' learning experiences. Learning can be defined as “the act, process, or experience of gaining knowledge or skill.” (Bizzocchini & Paras, 2005). Therefore, in order for students to acquire knowledge and skills they must be truly motivated. According to Chan & Ahern, stated that “When people are intrinsically motivated to learn, they not only learn more, they also have a more positive experience.” Games meet both these tests for effective learning environments: they are active experiences, and they have the capacity to provide intrinsic motivation. (Chan & Ahern cited in Bizzocchini & Paras, 2005)

2.9.1 Blackboard Race

This game is very simple and consists of the students being divided into two groups in which they will go to the board to write words from some learned vocabulary, the students will run to the board and write as many words as possible using either animal-related words that they have studied. (Zurakowski & Stimola, nd)

2.9.2 Conjugation Pyramid

In this other game, two pyramids are drawn on the board and the pyramids will be divided into ten blocks. The game will consist of giving each student a verb plus one person, and then they

must run to the board and conjugate the verb depending on the time. The grammar that the teacher has given you. (Zurakowski & Stimola, nd)

2.9.3 Tic-Tac-Toe

In this game, students are divided into two groups, then they must draw a grid of three stripes on the board. The game will consist of the student answering a question, either conjugating verbs in different grammatical tenses. Claim a square on the grid but if not, you will lose your turn. (Zurakowski & Stimola, nd)

2.9.4 Hot potato

In this game, a ball is used, which will be used as a hot potato. The game consists of each student passing the ball quickly among their classmates, the teacher will take some time, and then the student who will be with the hot potato must answer a question to the sea. Conjugation of a verb is carried out if it is correctly determined in the game, if so, it will be eliminated immediately. (Zurakowski & Stimola, nd)

2.9.5 Use Movie and video clips

Videos and movies are other types of activity that can be very useful in the classroom to watch a three- to seven-minute clip of a movie or video scene. Write down the grammatical forms you hear. Then have the class do it. Does everybody agree? No? What are the different forms they come up with? What's the right thing to do? Go back, watch the video again, and check it out. Do it until you're satisfied. (Lynch, nd)

2.9.6 Use audio-only segments

Listen to an audio clip from a commercial, advertisement, or a dialogue, even from the radio. The teacher should modify each grammar point so that the students can practice the dialogues and identify grammar structures and practice. (Lynch, nd)

2.9.7 Realia

Through this activity, teachers can bring real objects to the class like plastic fruits, cardboard faces, or two telephones and stimulate the students to use the languages. These activities are very helpful for teaching different vocabulary. Also, teachers can bring more than On the other hand, teachers can use objects that the students do not know about, so it will make the students ask questions about the mystery object and will allow the students to speculate and even create their theories which will allow them to use the language. (Hammer, *The Practice of English Language Teaching*, nd, p. 177) .

2.9.8 Pictures

Usually, teachers use different resources for teaching or developing classes such as images, magazines, photographs, and illustrations which make it easier for teachers to learn, and some teachers even tend to use electronic media such as a projector or a computer. (Hammer, nd, p. 178)” Flashcards are particularly useful for drilling grammar items, for cueing different sentences and practicing vocabulary”. (Hammer, nd, p. 178) .In other words, the teacher can use pictures to develop a topic here is an example: There is some milk in the fridge or he's just been swimming. Therefore, using a map and students are going to give directions. (Hammer, nd, p. 178).

2.9.9 Summary of the literature

The connection of motivation in grammar learning acquisition is strictly close. The literature review shown corroborates that the motivational factors influence the aspect of grammar development as in students' roles. Teachers have a big challenge to keep students motivated also students to develop grammar skills.

The aspect of grammar acquisition is conditioned by motivational factors. However, if students get motivation and interest to develop this skill by practicing, they will face and minimize the barrier when developing the learning of English macro skills, specifically grammar skills

In addition to knowing the impact of motivational factors and the impact of grammar development, students and teachers need to be aware of the importance of a good motivational environment in the learning process.

III. Methodological design

3.1 Type of Research

This research is qualitative because the information was obtained through the application of instruments such as surveys to students, interviews with the teacher, and observations. Furthermore, this investigation is quantitative because the information that was obtained was analyzed statistically and explained by figures.

3.2 Research area

This research was carried out at Heroes y Martires de la Reforma institute, Masaya 2020.

3.3 Population and sample

The population in the nine-year group F was around 40 students in the afternoon shift. The sampling was 16 students chosen by conveniences to get reliable information.

3.4 Tools or material used for data collection

The data collection instruments used for this research were a survey, interview, and observations checklist. These instruments were chosen because of their simplicity and truthfulness, and because they allow having a clear point of view of the problem.

3.4.1 OBSERVATION GUIDE

Motivational factors affecting students' grammar skill in the student of 9th year, at INMARE institute, first semester 2020.

The following observation guide is designed:

- **1.** To identify the motivational factors affecting students learning grammar skill in the classroom, in 9th year students at INMARE school
- **2.** To describe the motivational factors which interfere in the effectiveness of the development of grammar skill, in 9th year, at National Institute Heroes y Martires de la Reforma, Masaya.
- **3.** To suggest different strategies in order to help students to overcome those factors affecting grammar acquisition in the classroom.

I. Datos Generales

Nombre del colegio: Instituto Nacional Héroes y Mártires de la Reforma-Masaya

Discipline: Foreign Language. grade: 9th year. section: F

Nombre del docente: _____

Asistencia: AS: M: F:

Periodo observado: _____

Contenido: _____

Indicador de logro:

II. Aspecto a Evaluar:

N°	Aspecto	Observaciones
1	¿Se interesa el alumno en la clase de inglés?	
2	¿Qué tan motivado se encuentra el alumno en el momento de la clase de inglés?	
3	¿Cuál es la actitud del alumno en la clase de inglés con respecto a la gramática?	
4	¿Participa el alumno activamente en las actividades implementada por la docente en el aula?	
5	¿Le interesa al alumno la explicación de la docente con respecto al tema?	
6	¿Es el alumno competitivo en el aula de clase?	
7	¿Se interesa el alumno más en la clase cuando	

	el maestro le presenta videos, músicas o imágenes al momento de desarrollar el tema?	
8	¿Es el alumno motivado por la actitud del maestro al momento de impartir la clase?	
9	¿Explica la profesora como realizar los ejercicios de gramática, con instrucciones claras?	
10	¿Las actividades de gramática van de acuerdo a los conocimientos previos del alumno?	
11	¿La maestra aprovecha las ideas de los estudiantes para dar la clase de gramática?	

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Education and Language Faculty**



3.4.2 Teacher interview

Survey N° _____

Date: _____

Grade _____

Name of researchers:

Heydi Raquel Pavon Martínez.

Hayda Nora Acevedo Solórzano.

Dear teacher:

You are selected to answer the following interview taking into consideration your teaching experience that will contribute to our research. The objective of this study is to recognize the motivational factors that affect students while they are learning grammar in the classroom at 9th year students, during the first semester 2020 in the National Institute Heroes y Martires de la Reforma.

General Instructions

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3.4.3 Students' Questionnaire

Survey N° _____

Date: _____

Grade _____

Boy _____ Girl _____

Name of researchers:

Heydi Raquel Pavon Martínez

Hayda Nora Acevedo Solórzano

Dear Students: The objective of this research is to recognize the Motivational factor that affects students while they are learning grammar in the classroom, in 9th year students during the first semester 2020 in the National Institute Heroes y Martires de la Reforma. Base on your students experiencing in English class answer the following question by circle an option.

Survey

1. Do you like the English class?

- A. YES** **B. NO**

2. Do you feel motivated in the English class?

- A. YES** **B.NO**

3. Do you like grammar?

- A. YES** **B.NO**

4. Do you feel motivated to learn grammar if the teacher included techniques such as Videos, Games, Songs, Readings in the class?

- A. Always** **B. Sometimes** **C. Never**

5. Are you motivated by the way the teacher teaches grammar?

- A YES** **B.NO**

6. Do you like your grammar class when the teacher uses pictures, videos, or games?

- A. Always** **B. Sometimes** **C. Never**

7. Do you understand the teacher's instructions?

- A. Always** **B. Sometimes** **C. Never**

8. Is it easy for you to solve grammar exercises?

A. YES

B. NO

9. Does the teacher take into account your ideas when she teaches grammar?

A. always

B. Sometimes

C. Never

3.5 Research Matrix

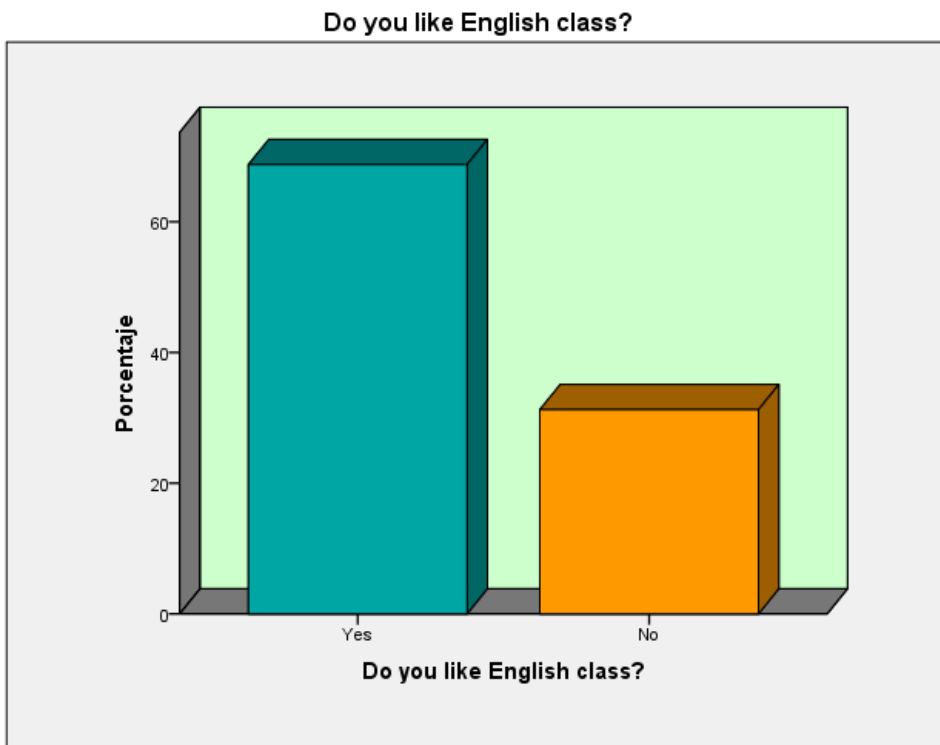
Specific Objectives	Variables	Subvariables	Indicators	Instru-ments
To identify the motivational factors affecting learning grammar acquisition in the classroom, in 9 th year students at INMARE school	<ol style="list-style-type: none"> 1. The students do not have enough motivation in the English class. 2. Poor student interest in Grammar 	<ol style="list-style-type: none"> 1. Student negative behavior 2. Student negative attitude. 	Description of the factor and analysis	Class observation guide
To describe the motivational factors affecting student's grammar acquisition at INMARE school, second semester 2020	<ol style="list-style-type: none"> 1. Intrinsic motivation 2. Extrinsic motivation 3. Teacher Responsibility 	<ol style="list-style-type: none"> 1. student interest 2. student attitude 2. Teacher responsibility in teaching. 	Description of the motivational factors affecting students' grammar acquisition and analysis	Students Motivational test
To suggest different strategies in order to help students to overcome those factors affecting grammar acquisition in the classroom.	Development of motivation in the process of learning grammar.	<ol style="list-style-type: none"> 1. Practice grammar through communicative activities such as role play, dialogues, songs, games, or stories. 2. Correct student's mistakes in an oral and written way. 3. Provide feedback in different ways: student teacher or student - student. 	Description and analysis	Teacher interview

3.6 Data processing instrument: SPSS

3.6.1 Result and analysis

The analysis was made in the following way: the different item results were analyzed alone, with two or three items together to do comparison or contrast so that variable relation with one another were described and discussed.

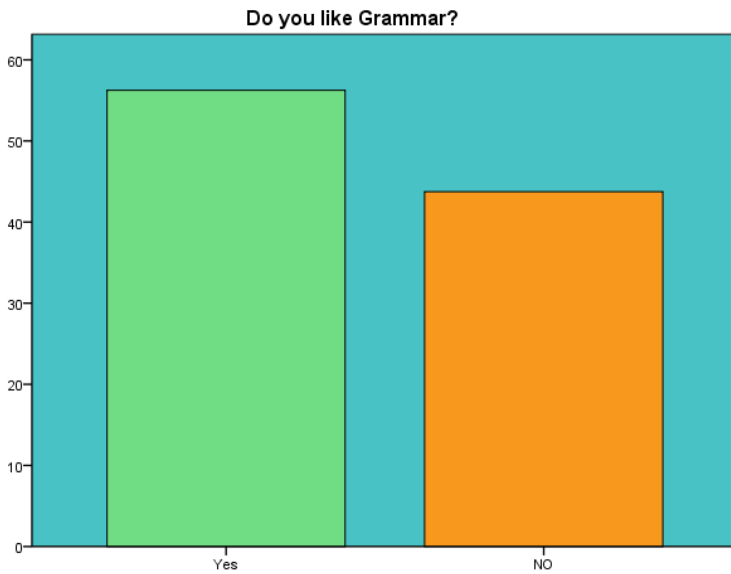
Students' questionnaires based on the information obtained from the student questionnaire applied to 16 students throughout this research paper, whose title is the motivational factors affecting the learning process of grammar skills in the 9th year students. of the first semester 2020 in the National Institute Heroes y Martires de la Reforma, located in Masaya city.



This graphic (#1) shows the tendency that 16% of students had toward the English class in percentage. -68.8% represents students who like English class. -31.2% represent students who do not like the English class.

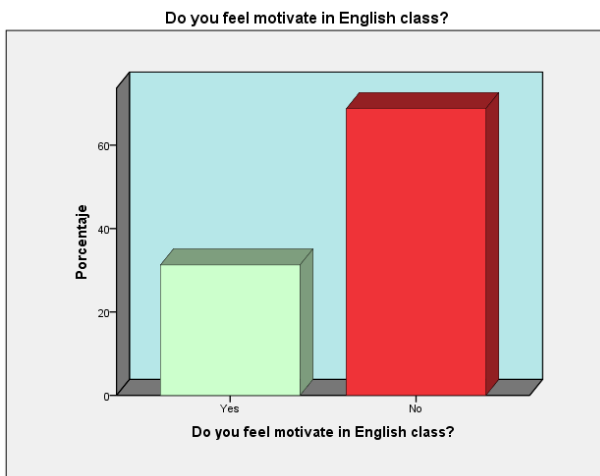
From question #, 2 it was

obtained that the 57% of students like grammar and consider it is important for acquiring English; on the other hand, 43% percent of students answer that they do not like grammar.



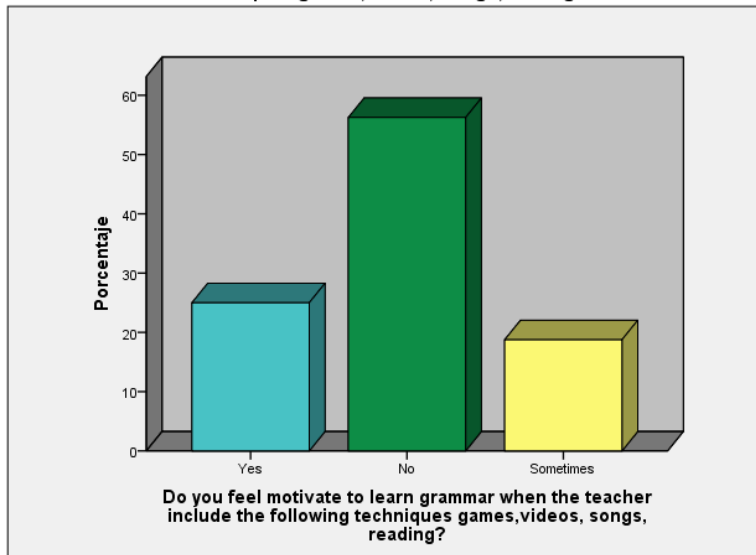
The left graphic (#2) shows the students like grammar. 9 Students representing most of the population who like grammar. See green bar which represents 57% of students in percentage, on the contrary, seven students do not like grammar skills.

Question #3 shows the tendency that 16 students had toward how motivated they are in English class.



The left graphic (#3) shows that 11 students represent 65% of students who are not motivated in class. 5 students represent the 35% present of students who are motivated in English class

Do you feel motivate to learn grammar when the teacher include the following techniques games,videos, songs,reading?



The graphic (#4) represents the numbers of students who feel motivated to learn grammar when the teacher includes different techniques.

-9 students represent the 60% Of students who do not feel

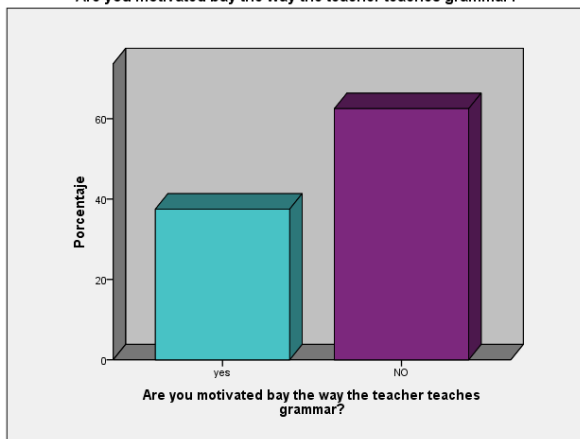
motivated in English class.

-4 students represent 25% percent of students who like and feel motivated in the English class when the teacher uses those different techniques.

-3 students represent 15% percent of students who feel motivated sometimes.

The graphic (#5) shows the student's answer to question number five, about how motivated

Are you motivated bay the way the teacher teaches grammar?

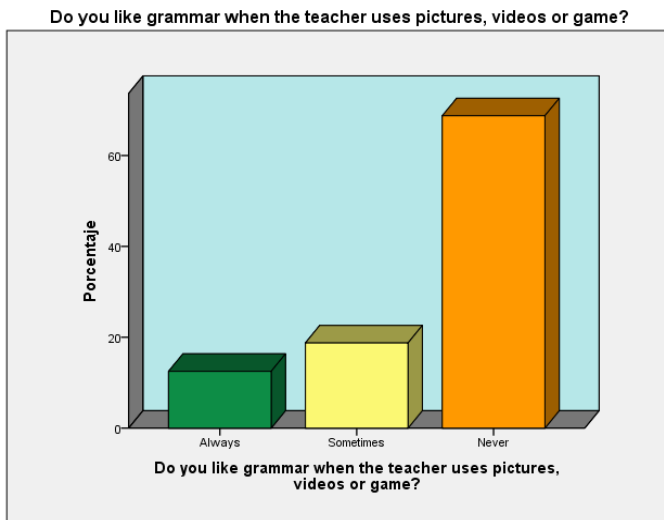


students are by the way the teacher teaches grammar. 60% percent of students are -10 students represent the 60% who are not motivated by the way the teacher teaches grammar.

-6 students represent 40% of students who are motivated by the way the teacher teaches

grammar.

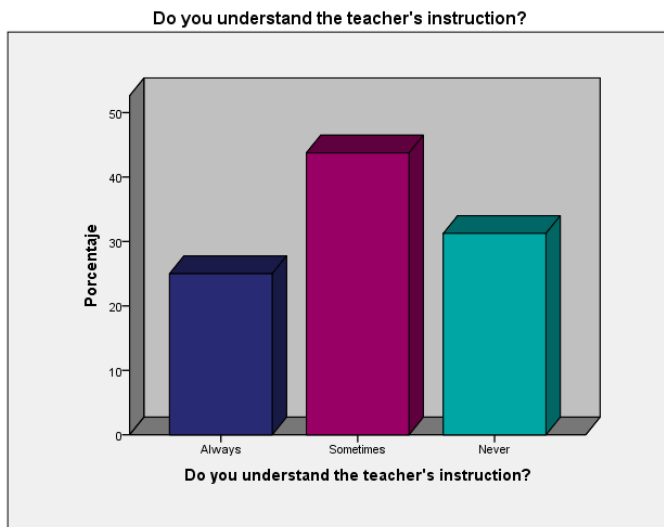
In graphic (#6) there are three possible options about if students like grammar class.



-11 students represent 65% of students who never like that the teachers uses pictures.

-3 students represent 25% of students who consider that it is good sometimes that the teacher uses pictures and videos or games.

-2 students represent 10% of students who always like when the teacher uses pictures, videos, or games



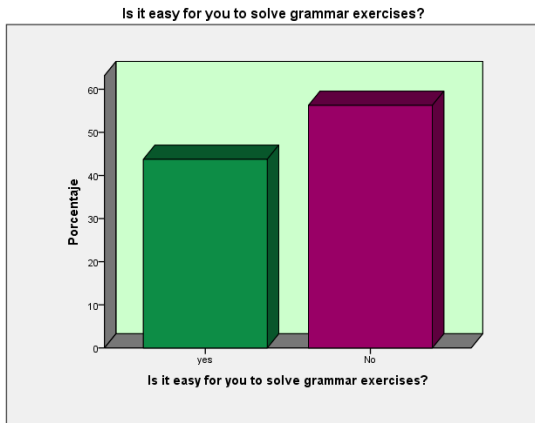
This graphic (#7) gives three options of students understanding instruction; this shows the percentage of the answer given by the students.

-7 students represent the 43% present of students who understand sometimes teacher's instruction.

-4 students represent 25% percent of

students who understand always the teacher's instructions.

-5 students represent 32% of students who never understand the instructions.



In graphic (#8) it shows the answer given by the students.

The green bar represents the students who answer it is easy to solve grammar exercises -6 students represent the percentage of 44%.

-10 students represent the percentage of 56% of students

who answer that it is not easy to solve grammar exercises.

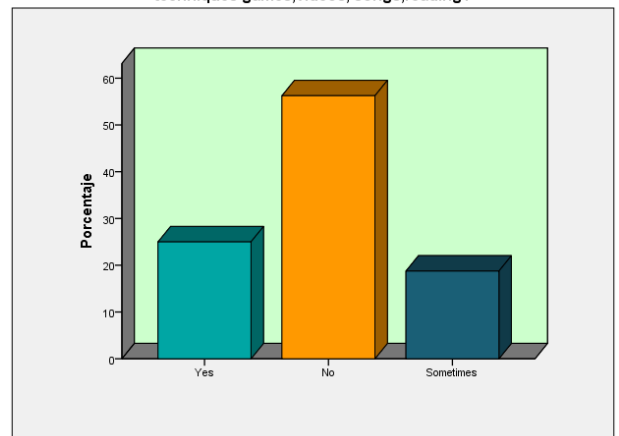
This graphic (#9) shows how motivated students are at the moment of learning grammar when the teacher includes different techniques.

-4 students represent 25% of students who are motivated by the teaching techniques.

-9 students represent 56.3% of students who are not motivated with the teaching technique.

-3 students represent the 18.7% (sometimes they feel motivated with the teacher techniques).

Do you feel motivate to learn grammar when the teacher include the following techniques games, videos, songs, reading?



3.6.1.2 Class observation

Based on the teaching-learning process environment when applying the class observation guides during some English classes, the following was obtained by inference and observation:

1. Student's negative behavior, sometimes in silence, not interacting or participating in the different grammar activities, even the teacher encourages them to participate in class; student's interaction was minimum.
2. Students' attitudes towards grammar skills seemed not so relevant even though some students were quite motivated in English class. Classroom order was excellent; the teacher Angelica Garcia did manage the discipline and explain well the grammar activities in class.
3. Students' participation in class is poor and most of the time it is just the teacher explaining the grammar exercises.
4. Students do not concentrate or pay attention to the teacher in the grammar exercises explanation; they prefer to solve the activities in their notebook and do not pay attention.
5. The students are more interested in class when the teacher uses pictures or flashcards; it calls their attention.

To sum up, motivation is a factor in students of 9th year and students did have a great impact on learning grammar acquisition at the moment of learning grammar.

3.6.1.3 Teacher interview

Based on the interview done in English with the teacher Angela Garcia, the following was obtained according to what the teacher answered in the questionnaire:

1. That motivation is important all the time at the moment of teaching grammar.
2. Students are not enough motivated in English class they are present in the class physically but not mentally; even when the teacher uses different strategies, sometimes it is hard to get students' attention.; also, motivation is not only teacher's work if not students' work too.
3. The teacher mentions some techniques that she uses in the classroom at the moment of teaching grammar such as games, pictures, and students group work.
4. The teacher mentions that sometimes it is difficult for students to be motivated because they are not interested enough in the English class specifically in grammar, also students have different ways of learning

To sum up, motivation is an existing problem in students at the moment of learning grammar, and this is because students are not aware of the importance of grammar and how the motivation affects this skill acquisition.

Conclusion:

Through our research we want to point out some negative factors that affect the grammar acquisition in the ninth-year students at institute National Heroes y Martires de la Reforma de Masaya, during the first semester, 2020. All the difficulties that were found in this research were gathered through the application of different instrument such as: student's questionnaire, class observation guides and teacher interview.

During this research the following result were found:

The lack of motivation in students has a negative effect on the development of grammar skills. Moreover, Students are not enough motivated in the English class especially in grammar skills; this is for different factors affecting student's interest. Student's internal and external factor affect their grammar learning acquisition; they did not put into practice different strategies to make a grammar lesson effective, beneficial, and interesting. It is beneficial and interesting; it is inferred that the study has a negative influence on the grammar learning process.

However, no all is negative, we are growing and changing according to students' needs. Now the future generation has big progress because the Educational System is implemented an English program at elementary public school, so students are learning and getting familiar with the foreign language since 2018. And it is going to be easy for them to learn a second language. It has to be a huge impact in the children' life and family because now they have as a base that helps them to move to the next stage which is high school, and the future challenge is for the teacher to continue learning and improving their language to help their students to become better every day.

Recommendations

Through this study, it is suggested:

1. Students should be more interested in the different activities with the teacher that could help them to reinforce their ability of grammar in the classroom such as competition game Run marker, Hot potatoes, run around the world, Lottery, bingo, puzzle, scramble, the singer rooster.

2. Besides, teachers must motivate students to look for their self-study using the technology, interesting pictures that call their attention and virtual classroom, etc.

3. It is also recommended that students practice grammar every single day in the classroom and do not just focus on writing sentences, paragraphs, etc. Students must be able to choose the right didactic material according to their level and needs like books, handouts, recordings, videos, or songs.

4. The fourth important thing is to train self-taught students; enrich the classroom: with pictures or phrases that motivate students to be engaged with English every day.

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Annexes





