

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

FACULTY OF LANGUAGE AND EDUCATION

DEPARTMENT OF ENGLISH



SEMINARIO DE GRADUACION

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INTRODUCTION

The present research is focused on the motivation of students to learn a new language. This study was made in Pacayita-Masaya, in the Concepcion de Maria School, which have a population of students around 1118. But this study had a sample of 31 students. During the second semester of 2017, an interview it was applied and a survey to obtain the information that was analyzed.

In the first parts of it research. The meaning of motivation it is described, and how authors define it.

Then, some teaching methods were presenting to motivate students, and improve the English language in the classrooms. These methods were implementing in a class by Mrs. Kathy Perez, who is a teacher. She suggested that the teacher needs to be creative, enthusiastic, to have self-confident and get an enjoyable environment.

It is point out also, the different type of learner that is in the classroom, and how they can be identified by the teacher. To take as reference the theory to describe the behavior of a person.

At the end analysis the result and information about this study. Furthermore add some recommendation to improve the English language from classroom.

TOPIC

Analysis of the motivation of high school students from eleventh grade to learn English as a new Language in the Concepcion de Maria School, Pacayita, Masaya on the second semester of 2017.

BACKGROUND OF THE PROBLEM

This research was carried out in Pacayita, which is a town located in the south of Masaya city. The Concepcion de Maria School is located in Pacayita town, and it was founded on the first of March, 1970. Currently, this school offers 3 (three) models of education: Preschool, primary, and secondary school. It has 14 classrooms, and 1 laboratory with computers. Nowadays, there are 1118 students' registered. It also has one English teacher.

This research is about the students' motivation that was showed during the second semester of 2017. The students showed apathy for this subject, for that it is a subject add to educational plan for secondary and they perceived English language, as an obligatory subject, in which they must stay all time speaking in this language; many students arrived very late approximately 5 or 10 minutes when the English class had begun.

The environment perceived in the classroom was calm and pleasant, during the teacher was explaining the topic. The infrastructures of buildings have not the condition to learn-teach a new language.

Moreover, the motivation showed by students was excited to learn something new, because they were enthusiastic to participate in the class, although, the time was a determinant factor (short time). The teacher was animated to teach them something new, too.

JUSTIFICATION

The focus on this research is the analysis of motivation that students have to learn English as a second language in the context of the school. It's necessary to point, if there are strategies and methodologies which could help to instructor to develop a better English classes; and students to understand all relative about this language and how to practice, in the classroom or out of it .Also, in this research it is intended to extend and know deeply the factors, which influence on students to be motivated to learn English language as a second language.

The methodologies and strategies that teachers implement during English classes will be the one that MINED (Ministry of education), oriented in TEPCE (Educational Evaluation Programming and Training Workshop) and which at the end of each semester. The teacher uses another kind of strategies which any other ONG's (organization no governmental), trains with as complement to have good results; for example, Peace Corps which is an international organization comprised by a group of volunteers to help teach English in some schools, including new methodologies and strategies to teach this new language.

This research could help some institutions with the analysis of this research, which has include in the educational program teaching, the English language as second language as MINED and Department of English at UNAN-Managua. According to a teacher's suggestion who said "when , the ministry of education implements the EPI (pedagogy meeting interlearning)... it is necessary that an expert who has knowledge in this area, trainer, not among ourselves" so, "when we studied at universities, our teacher taught us speaking, listening... But not all teachers have skill in these...we learnt the basic form of English.. These weaknesses need to be reinforced in universities..."

RESEARCH QUESTIONS

- 1) Are students motivated in the classroom to learn English as a second language?
- 2) What kind of strategies does the teacher use to teach English language in the classroom?
- 3) Are the methodology and strategies the teacher uses appropriate to the level of students?
- 4) Do students understand, practice with people and use the English language to communicate with the teacher or other person?

GENERAL OBJECTIVE

To analyze the motivation of high school students of eleventh grade to learn English as a second Language in the Concepcion de Maria School, Pacayita, Masaya on the second semester of 2017.

SPECIFIC OBJECTIVE

- To find out the factors that motivates students to learn English as a second Language.
- Describe students' motivation of 11th grade to learn English as a foreign language.
- Characterize the kinds of strategies that the teacher uses to motivate to learn English. Language

1. THEORETICAL FRAMEWORK

This theoretical framework is focused on the topic of motivation of students to learn a new language as second language. For that reason, Kathy Perez, Maehr and Meyer, and others are cited to support the theory. These authors explain the motivation that students have when learning a new language; additionally, the authors' literature provides some strategies to apply in the classroom before and during the class.

In this research it will introduce about the motivation and different kind of motivation. Also some teaching methods that teachers could implement in the classroom to motivate students, including himself to improve the teaching English. Furthermore, the analysis of the types of learners and its characteristics that help to identify the students' motivation. Linking theories of motivations, that explain the behavior of the human being.

1.1 MOTIVATION

According to Kathy perez a factor very important is to catch the attention from students, if not we could lose the control in others words we lose the essential to motivate students.

Maehr and Meyer expressed that Motivation is the key to learning. It refers to the inner source, desire, emotion, reason, need, impulse or purpose that moves an individual towards a particular action, "Motivation is a word that is part of the popular culture as few other psychological concepts are."(wikipedia.com)

Although the motivation in learning a foreign language is a process in which a learner has desire, persistence and a positive attitude to achieve the goal of learning the target language.

Additionally, the web page of Wikipedia pointed, that the Motivation is the reason for people's actions, desires, and needs. Also it is one's direction to behavior, or what causes a person to repeat a behavior. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior.

According to the web site verywell.com pointed there are two relevant kind of motivation which are intrinsic and extrinsic

1.2 Motivation: intrinsic and extrinsic.

The Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity. Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Generally, when someone already has intrinsic motivation, rewarding them can actually *decrease* their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance.

On the contrary, Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons, which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good score (verywell.com)

2. Teaching methods

Different teaching methods were pointed out by Kathy Perez that help to teachers and students, too. To Create the motivation between teacher-students to leave out the classroom routine.

2.1 The first is Creativity

A teacher must be creative and flexible. It is not worth going to a class where the teacher simply follows a few notes or a text to the letter, simply reading it. To let each class be a new adventure: it is about avoiding boredom and routine. You may be accustomed to classes in which students are more listeners, passive receivers of knowledge. Students learn effectively by doing, constructing, designing, creating and solving; learning improves when the student is forced to use multiple abilities. For instance, ask questions in the classroom. Do not tell students something when you can ask them, for example for teacher is more comfortable ask about the position of adverb of frequency than write a sentence and underline it in the sentence.

Encourage students to suggest approaches to a problem or to guess the results of an experiment. In this way, they become accustomed to thinking for themselves. Also remember, though, that you should respond clearly to your students' questions using appropriate examples which are understandable and concrete. If they still don't understand, you have to think of another way so as not to lose the energy of the class. Each lesson must be clear and interesting, with a lot of different activities. It should go from a writing exercise, to a speaking session, then to a listening practice, again back to writing to ensure students do not lose interest. In order to keep all students motivated, mix up your lessons so that students with different learning preferences will each get a period of time focused on the what they like learning. Doing so will help students stay engaged and pay attention.

2.2 Teachers need to have enthusiasm

A teacher's enthusiasm is a crucial factor in student motivation. If students see that their teacher is happy to be in the classroom and excited about teaching them, they will learn by example. Therefore, share your enthusiasm and passion for your subject. Enthusiasm and passion are contagious. Your positive energy leads to the students becoming more motivated as a positive attitude is a must for a successful learning atmosphere. When you are excited about teaching, they will be much more excited about learning. This is one of the best ways to get your students motivated.

2.3 Participation of students in the activities

It is extremely important when students participate in a lesson; they are more interested in it. Teachers need to change the routine by incorporating a variety of teaching activities and methods in your classes: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations or group work. As a result, students will be actively involved in the learning process.

Additionally, allow students to work together and the social interaction can get them excited about things in the classroom and students can be motivated to learn new vocabulary or phrases, which help them to increase their knowledge.

One way probably is making Group activities are a great way to make class communicative. Getting students using the language that they already know to work together to accomplish something.

Other way to keep things practical in class is to use realia whenever possible. Realia is just another way to say materials that are created with native speakers in mind.

2.4 Self-confidence

Research has shown that students are more affected by positive feedback and success. When student is doing well, teacher congratulated them for doing something correctly; give the student a reward for his/her effort. If you do not do they can become frustrated when they feel like they are struggling or not getting the same recognition as other students. It can make a world of difference to their motivation.

2.5 Create enjoyable environment

A classroom is a great place for learning, move around and interact with students, this create a friendly learning environment for students, also Getting to know your students is about more than just memorizing their names. It means understanding their needs, desires and interests.

Furthermore, the classroom can always benefit from fun activities including group games where they put in practice their knowledge, when students are having fun, they will pay attention and focus on the work that is required of them rather seeing the lesson or writing teacher on the board all time.

3. Type of learner

When someone is teaching it is important to identify the kind of learners, who are in the classroom, according the blogspot, teachingenglish; there are four (4) kinds of learners, which is necessary take account.

3.1 Analytical learners. This type of learners, generally, likes to study. In other words, they like to study grammar, English books and also they like reading newspapers. Indeed, the way that they prefer to study is studying unaccompanied. Besides, they have a preference to discover their individual errors and mistakes and practice problems located and mentioned by the teacher.

3.2 Communicative learners. These types of students like to be taught and are eager to gain knowledge by observing and listening to native speakers of language. They are eager to talk to their friends in English and watch television in English. Normally and in general, they like to communicate with English in the places out of classroom. Indeed, they learn new words through listening, discussion and exchange.

3.3 Authoritative oriented learners. These type of learners wish that the teacher make everything clear and explains about any detail. Additionally, they would like to have their personal textbooks, to write everything in notebook, to study grammar, learn by reading. Meanwhile, they prefer to learn new words by reading them.

3.4 Extroverted learners: extroverted students have a tendency to utilize and exploit more English outside the classroom and, therefore, progress and move ahead faster in their language learning.

4. Theories about motivation

4.1 Cognitive theory

The Cognitive theories define the motivation in terms of how people think about situations. This theory is based on the notion that individuals sometimes have to reach a clearly defined state. This theory explains why some children are more motivated to learn how to ride a bike than resolve all exercises from algebra. "At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class. The goal should be objectively defined and intelligible for the individual. A classic example of a poorly specified goal is to get the highest possible grade". (wiki.org)

4.2 Self-determination theory

This theory is focused on the degree to which an individual's behavior is self-motivated and self-determined. Also we can identify three important needs: competence, relatedness, and autonomy.

"These three psychological needs motivate the self to initiate specific behavior and mental nutrients that are essential for psychological health and well-being. When

these needs are satisfied, there are positive consequences, such as well-being and growth, leading people to be motivated, productive and happy”. . (Wikipedia.com)

According to this theory There are three essential elements; which influence on the motivation of a person.

- Humans are inherently proactive with their potential and mastering their inner forces (such as drive and emotions).
- Humans have an inherent tendency towards growth, development and integrated functioning.
- Optimal development and actions are inherent in humans but they do not happen automatically.(Wikipedia.com)

5. VARIABLES MATRIX

Specific objectives	Variable	Variable Definition	indicators	Data source	Technique to collect data
To find out the factors that motivate students to learn English as a second Language.	Factors that motivate students to learn English.	The factors are elements that linking with teaching-learning process	Environment Participation	Students Teacher	Survey Interview
To describe eleventh grade students' motivation to learn English as a foreign language.	Description of Students' motivation to learn English as foreign language	Narrative the different emotions that a person show during one activity or conversation with someone	Intrinsic motivation Audio visual material	Students	Survey
To characterize the strategies that teacher uses to motivate to students to learn English. Language	Characteristics of strategies used to motivate learning English Language.	To point out different activities which help to develop skills	Feedback Class communicative Class practical (realia) Role play Songs/stories	Teacher	Interview

6. Methodology

The methods used to gather the information were two (2): the interview and survey, the first one was to apply to teacher and second one to students. The population was 1118 students but the sample only 31.

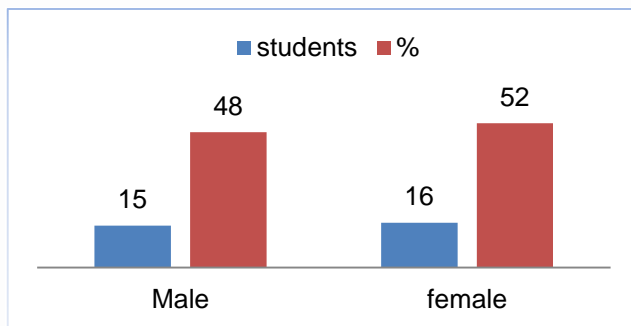
The interview consisted in twelve (12) questions to teacher. These questions were focused on; the strategies that he uses in the classroom and the tools used to teach English. Meanwhile, he did an analysis about the level of students respect to English language.

For students, a survey was applied, which had 13(thirteen), questions and 1 (one) opened. All questions were focus on how the teacher motivated them and strategies that he used. The only opened question was focused on the suggestion that the students gave to improve the English language teaching in the classroom. The majority of them suggested that teacher needs to be dynamic and use the technology.

7. RESULTS AND DATA ANALYSIS

In the next graphics it showed the motivation that students have respect to learn a new language like English, and how teacher motivate to students it is necessary to point out that all date are showing in percentage.

Table # 1 percentage by Gender

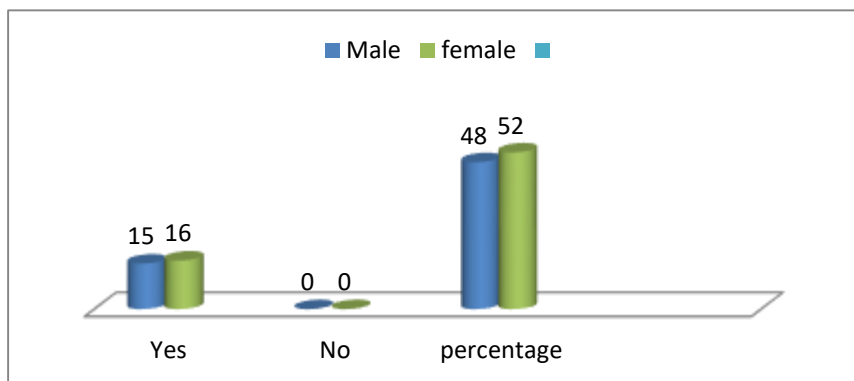


This table shows the population of students in 11th grade at Concepcion de Maria School, in Pacayita-Masaya, in which female represent the majority members in the classroom with 52% of them. Meanwhile the male students represent 48%. The total of students in 11th grade is 31, they are divided in 16 female and 15 male.

Here the graphic show the equity of gender. Both have the opportunity to learn and develop their skills.

Table # 2

In your opinion, Is it important to learn a new language?

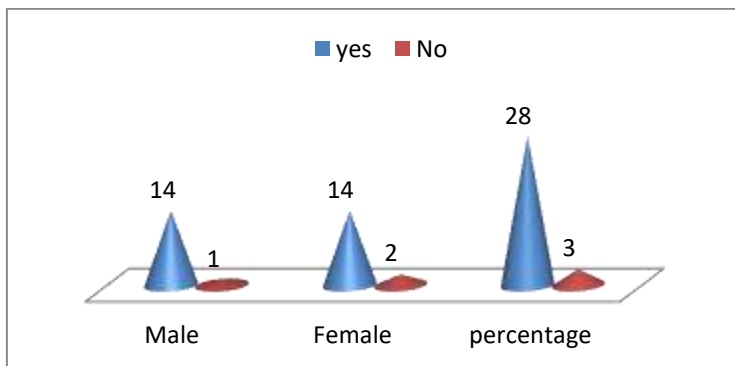


Here, is showed that the majority of students believe that learn a new language is significant in our society. According to LA PRENSA in a report made by Gloria Ruiz there are 10 reasons to learn english (Wednesday, 18th october 2017, especial universitario).Probably one reason is that English is the most language speak around the world and get to have opportunity a better job. it could be a factor that the ministry of education take account to give more emphasis in education; according to a news the vice president of Nicaragua announced that next year (2018), include in the educational curriculum of primary the English class (LA PRENSA, Sabado 11 de noviembre,2017, ambitos pag.2)

The majority of students in this school (we referred only to the students in 11th grade) thought to learn a new language is necessary, so, our point of view was that the English is the most common language speak around the world and, it is necessary implement strategies which will help teachers to increase the motivation to learn it.

Table # 3

Would you like to learn the English language?



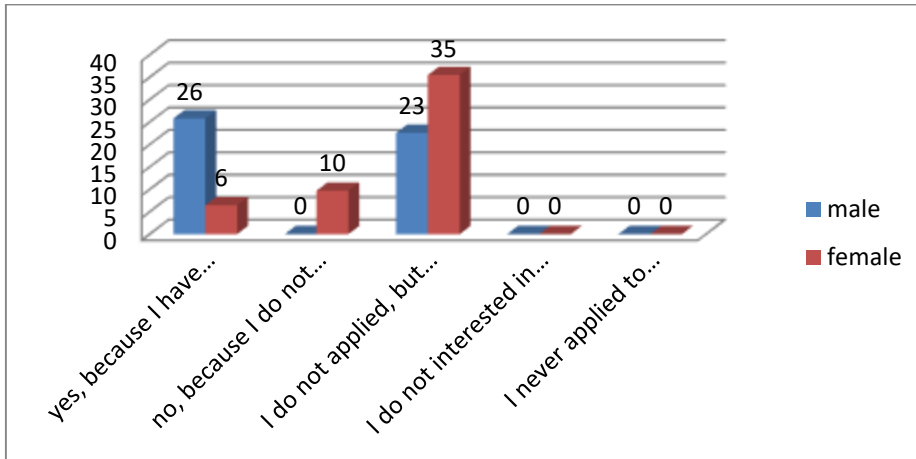
In this graphic showed that all students recognized that they would like to learn English. During the observation made in the classroom, the students showed interest to learn about this language; taking turn to participate in different activities that the teacher oriented.

According to Ivan Suazo expressed that “Our society require persons who have capacities to develop his/her skill”, who is director of language center at UNICIT (Universidad iberoamericana de Ciencia y Tecnologia), add, that “one person must interact with any person in the global community”; the same opinion has Danilo Avendaño, who is the coordinator of international programs from UCN (Universidad Central de Nicaragua), “the English language give and permit to communicate in this global world, stated. (LA PRENSA, miercoles 18 de octubre 2017, especial universitario).

So, The society demand students with capacities to develop around the necessities in new jobs; so, for that it is important that one person require to learn English language.

Table # 4

If you have the opportunity to apply for a scholarship to study in another country, but your one requirement is to speak English language would you apply?



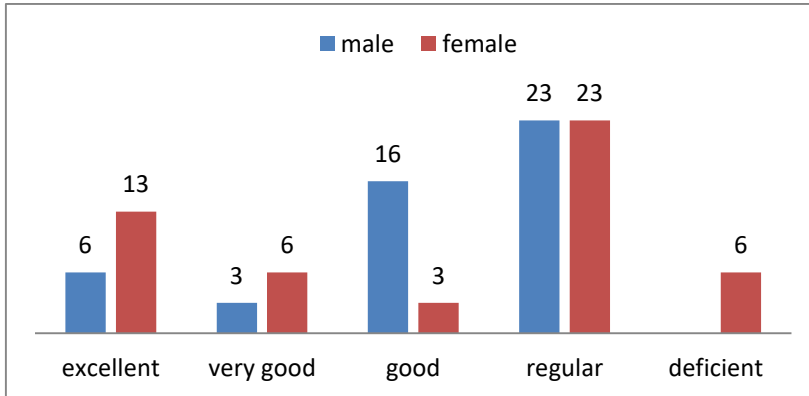
See in the anexo the complete survey made to students and the options that were selected by students

the motivation of students to learn a new language is a key factor to success, this graphic shows that if students cannot speak English, they will take a course in others hands they are motivated to learn about English and they will apply to a scholarship and get better opportunity in the future as professional people.

Nowadays, in our country some organizations and embassies give the opportunity to apply for a scholarship to study in other country; for example the USA embassy had a program called "access", which help to students with low economic resources, but he/she needs to have good score in his/her classes.

Table # 5

What is your perception about English language teaching in your classroom?



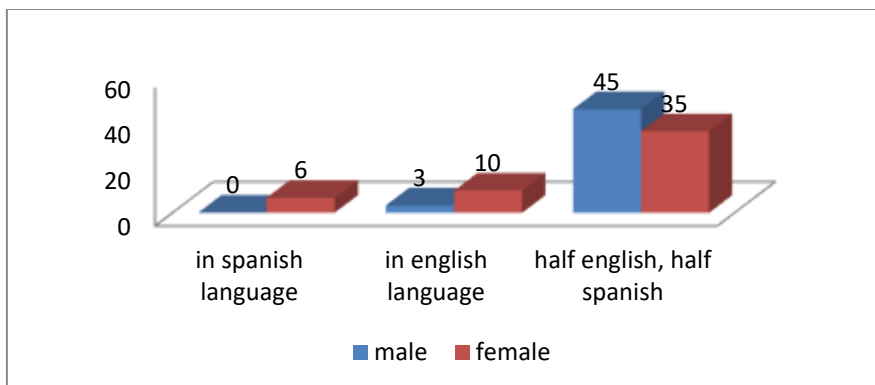
Why these students have this perception? The education system linking with the level of teacher's knowledge could be the factor that students perceive. If one teacher has not the knowledge and skill to teach English it is a factor that gets involved in the teaching process.

Also the government invest less in education, according Alex Bonilla who is the coordinator of IEEP (instituto de estudios estrategicos y politicas publicas), "it doesn't enough the economic investment that government use to education from primary and secondary education (LA PRENSA, martes 5 de abril 2016, ambitos).

The level of education from our teachers is an essential factor to develop new method and strategies to teach. So, if teachers have not the knowledge in this area, which is the fundamental tool to develop a better session of class and prepare to students with good bases for the future.

Table # 6

In what language do your teachers teach the English class in the classroom?



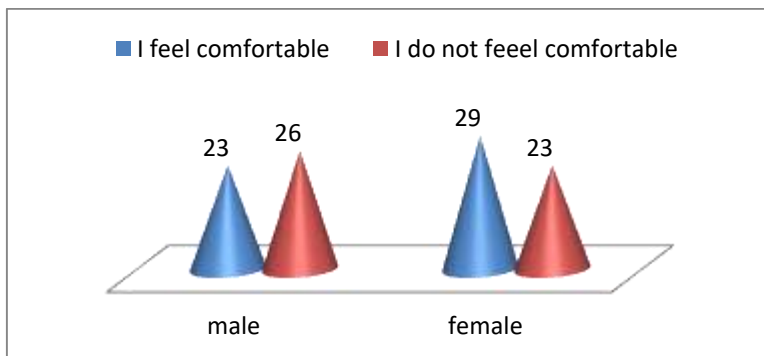
The motivation that teachers have is an essential factor when they teach anything. A teacher needs to speak more in English (because the subject is English), during he/she is explaining the class, and it does not mix two language.

The students were agreed with the teacher, because the majority of them expressed (in the survey), that teacher used the both language to teach english.

According to Teacher Lester Moraga, justified that he teach 70% in English and 30% in Spanish language, and contradictory to students, whom perceive 50% in each language. Probably the educational level of the teacher links to poor investment in this area is a factor which affect indirectly.

Table # 7

How do you feel during the English class?



Taking as reference the table #5, #6 the conclusion is:

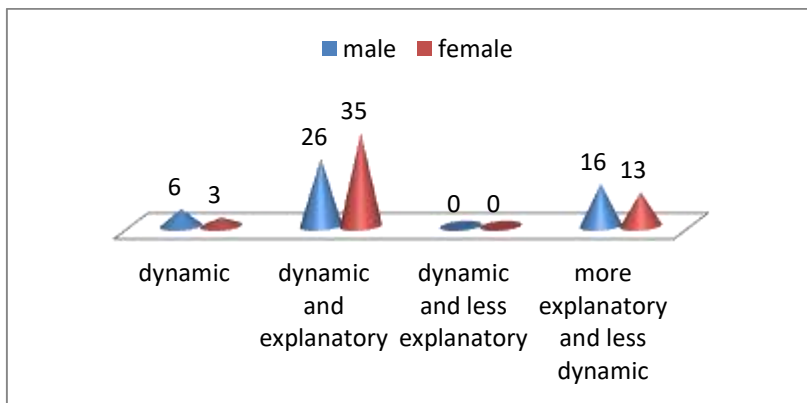
- The students are agreeing to learn English, although the 50% would like to learn in both language (Spanish/English) and the other 50% would like in English language.
- Students classify the English learning as regular in their school, because teacher use in both languages the English class.
- The students are satisfied with the strategy and methodology that teacher use.

There are factors that influence in the teaching-learning process; probably some students enjoy learning in a good environment or the methodology that the teacher used to increase the interest to learn something new.

In this picture was demonstrated that students felt comfortable when the teacher was explaining the class. This showed that the used of two language during the English class. This to favor to students felt comfortable during stayed in class.

Table # 8

How would you like that English class were in the classroom?

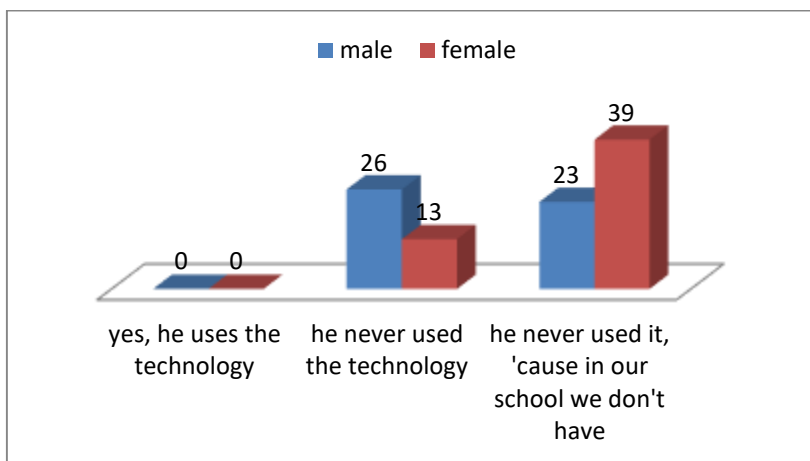


Evidently, the students would like that the English class will be dynamic and explanatory. The majority of them demanded for the teacher will be a dynamic teacher (take the result of survey), in other words the students preferred to have an enterprising teacher than a bored teacher.

The mix of creativity, participation, enthusiasm, the environment and others help to catch the interest of students but if teacher is not dynamic during the class probably the students feel the English class very bored. Currently students need that classes (any), will be dynamic and explanatory, they'll want to be part of the class, during the activities oriented. The strategies that each teacher uses in the classroom are the key to motivate students, a teacher who is creative all time; probably will keep the attention of students.

Table # 9

Do your teachers use any kind of technology to teach English?



If a school has not the medias (didactic material, computers, dictionaries...),the education of the students would be low and this

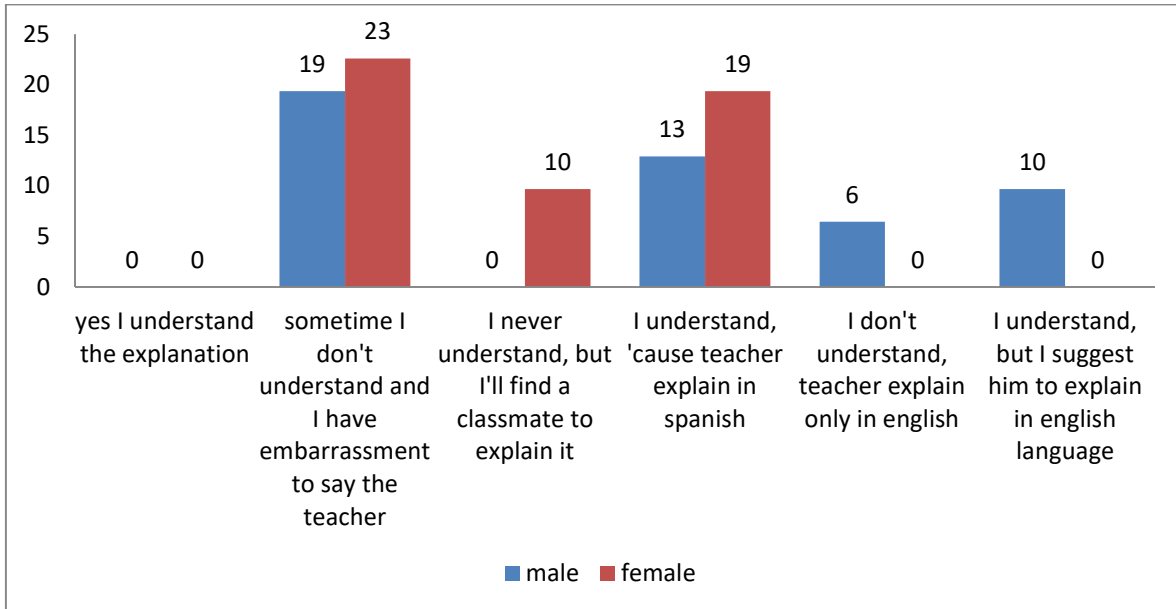
When a person use the technology his/her life will be easy to learn any subject and develop his/her skill to have success.so, if our teachers carry out activities where they used the devices, it could facilitated the learning process more easy for them.

A teacher could use different Medias to teach English language like cellphones, computers, tablet and so on. "The students carry cellphones.... I give to students some suggestions, for example to see a movie or a cartoon then they will explain me about it" Lester Moraga, point out.

While a teacher does not update with the technology the teaching process might be complicated to understand news words or communicate through of it

Table # 10

When your teacher is teaching English, Do you understand the explanation of English class?



When a person understands something the life will be easy, so, when the students understand the explanation of class is by teacher do an excellent work. But when a teacher does not do an enforce to teach good, he/she let down the teaching-learning process. Here students showed afraid of to ask about the topic that the teacher explained, the majority had fear to ask directly to teacher and they preferred to be quite and have doubt about the theme of class.

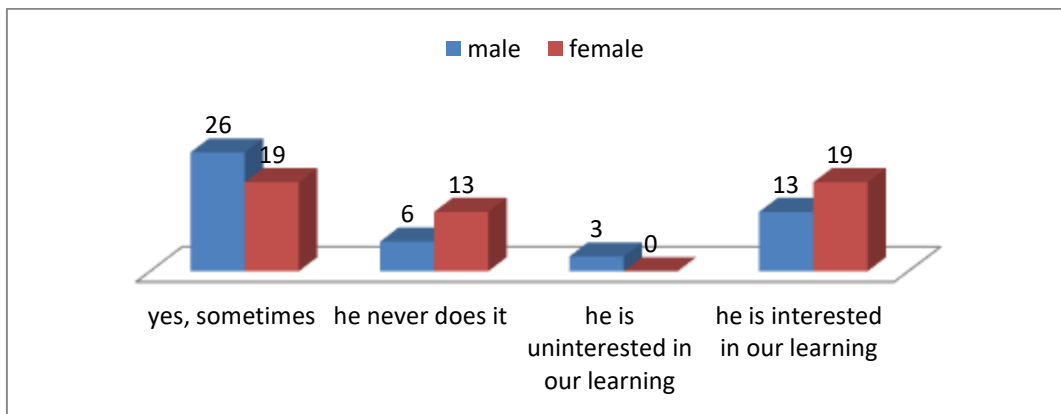
“First I explain in English twice then in Spanish, why I did?.. some students are receptive and understand in the first explanation others no..... teacher Lester Moraga said.

According Self-determination theory this is focused on individual's behavior which is self-motivated and self-determined.

If a students or any person wants to learn something it is important to be self-motivate this is similar to wanting learn to play any instrument or drive an automobile or a bike.

Table # 11

Does your teacher motivate you to learn English language?



Doing different activities in a classroom could motivate the students to be part of it and be participant, also a creativity person during the class. If the teacher add a little ounce of creativity might be an interesting class which it could catch the attention of students to have an easy learning.

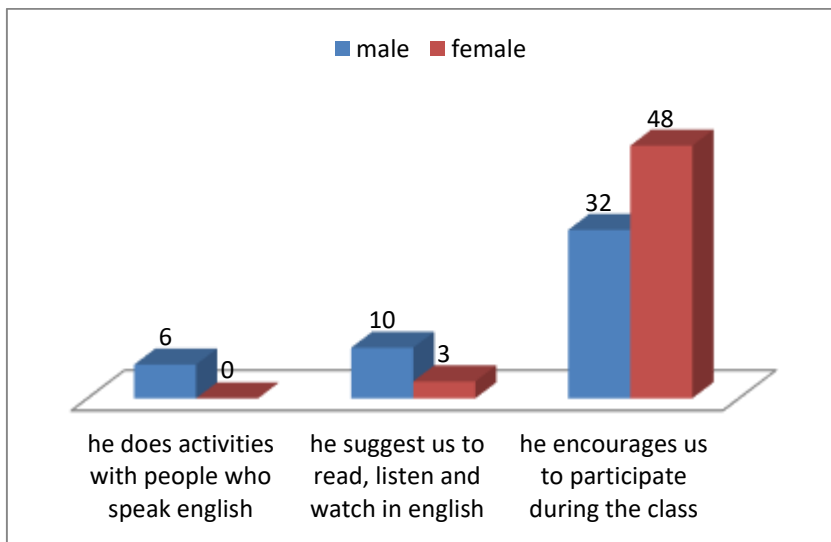
“With the politic of this government is an offense to say the students “give me money to....” So we use cellphones, magazines or choose music to extract new vocabulary then I help them to translate...”

Here the teacher uses any kind of strategies to motivate students to learn English “sometime our TV has an option called SAP, its help to understand the language that the film is... so; I recommended to students use it...” Lester Moraga specified.

The technology helps to develop new strategies and skills to teach.

Table # 12

How does your teacher motivate you to learn the English language?



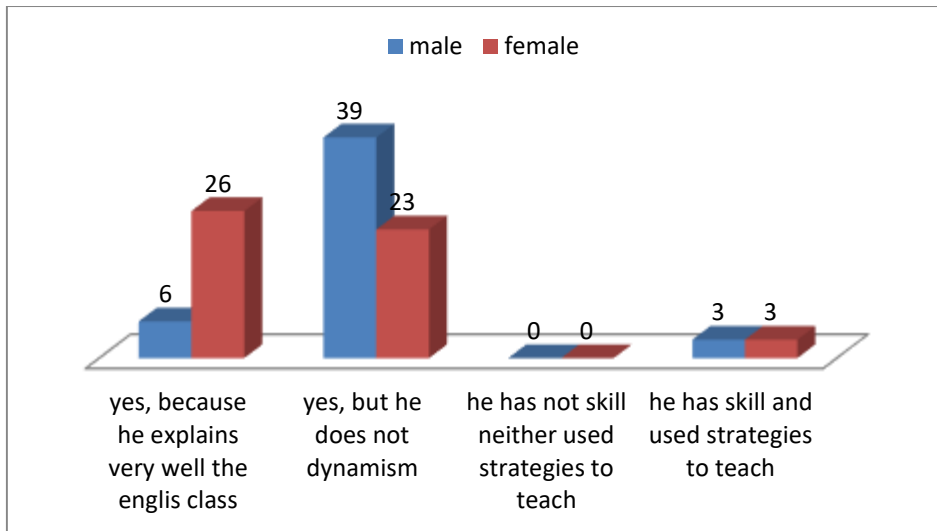
“We used the cellphone, carton, cartulina...” Lester Moraga justified.

The methodology and strategies that a teacher uses in the classroom will help to develop skills. According to the teaching method Students learn effectively by doing, constructing, designing, creating and solving.

A child learn by doing and practicing, similar a student when begin to learn a new language.

Table # 13

From your point of view, Do you believe that your teacher has the skills to teach the English language?

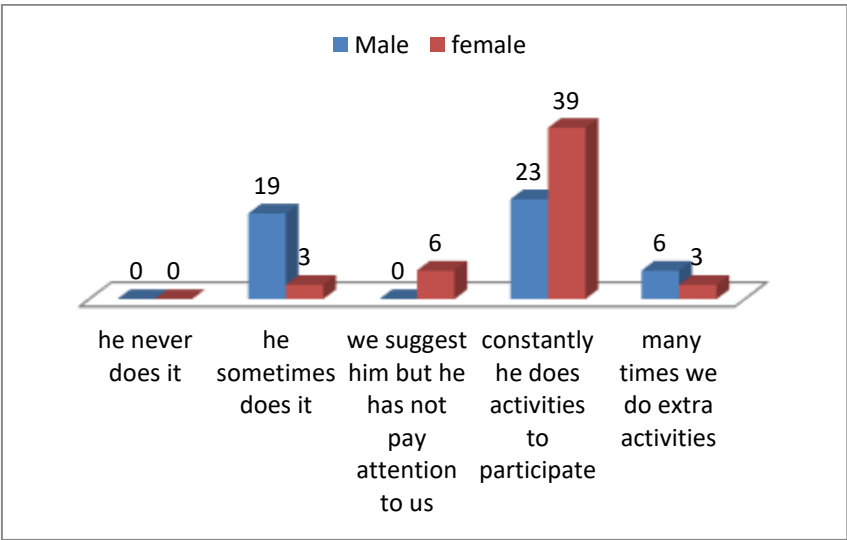


A person knows when another is an expert person about something, domain a topic related to the science, religions, politics or a topic related to education. Here the students identify when a teacher domain the subject that is explain. They perceive that the teacher does not have knowledge, abilities and skill to explain it. Here the students know that their teacher has these tools to teach but he has not an essential element which is the dynamism to teach a new language like English, that require actions, energy and much enthusiasm.

"Between 1999 and 2014 the level of education of teachers in Nicaragua practically stagnated, according to the report Learn Better: Public Policies for Skills Development, published by the Inter-American Development Bank (IDB).The report indicates that in 2014, on average, a teacher in the country had 12.9 years of education, slightly higher than the 12.3 in 1999. The educational average of Nicaraguan teachers was until 2014 lower than the average for Latin America and the Caribbean, which is 15.6 years of educational preparation".(La Prensa, 31 August 2017)

Table # 14

Does your teacher do activities where you practice the class that he teaches you?



According to Julian Cristi, an economist from IDB (Inter-American Development Bank) who said that the Teachers are keys to students' skills development, which is true. It similar to, a teacher does not have the knowledge, skills, methodology and strategies to teach is like a blind person that cannot drive a car.

in this picture show that teacher try to be active teacher, because students expressed in the survey that their teacher do constantly activities where they are involved, in other words, the teacher animated them to be part of the class and learns too. If a teacher created an sociable environment, participatory and friendly help to increase the interest to learn.

8. CONCLUSION

Remember that the education is the central theme for a country. If a government in anywhere part of the world, do not invest in this area, it could not to achieve better result and fall down affecting the economy. The first step that a government must have; is to have a financial plan will help to develop the education linking the economy, health and other areas.

Respect to Nicaragua is vital that the government invest in education. According to The Inter-American Development Bank (IDB); "Between 1999 and 2014 the level of education of teachers in Nicaragua practically stagnated"

Although, the report indicates that in 2014, on average, a teacher in the country had 12.9 years of education, slightly higher than the 12.3 in 1999. The educational average of Nicaraguan teachers was until 2014 lower than the average for Latin America and the Caribbean, which is 15.6 years of educational preparation; for example, Chile is the one of the most developed economies in the region, reports that its teachers have 16.6 years of training and 87.7 percent of their third-grade students complete at least six hours of school hours. <http://nicaraguanonprofitnetwork.org/national-news/08312017/nicaraguas-teacher-education-level-stagnated>.

Ours authorities need to be focus on the education, to develop our country; also develop strategies and methodologies which could help to teachers in the future. Remember that "the education is the base for our development".

9. RECOMMENDATION

TO MINED (ministry of education)

- Implement strategies and methodologies to motivate students in the used of English language.
- Give capacitation to teacher with professional persons.
- To provide didactics material for teacher and students.
- Change the textbook with another more interactive.
- Demand sophisticated classroom, focus on to get better enjoyable environment to students.
- Extend the timetable to teach English.
- Teacher speaks more in English language in the classroom.

TO UNIVERSITY (Department of English, UNAN-MANAGUA)

- Prepare with all necessary tools to futures teachers from university.
- Implement strategies and methodologies to motivate students in the used of English language.

10. BIBLIOGRAPHY

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- <http://www.ue.edu.pk/jrre> Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University
- <http://teachingenglish-alexenoamen.blogspot.com/>
- Diario la Prensa

ANEXOS



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA



UNAN-MANAGUA

FACULTAD DE EDUCACION E IDIOMAS

DEPARTAMENTO DE INGLES

Estimado maestro/a:

La universidad nacional autónoma de Nicaragua en conjunto con la facultad de educación e idioma y el departamento de inglés está realizando una entrevista con el objetivo de saber cómo el maestro motiva al estudiante para aprender el idioma inglés como segunda lengua y que tipos de estrategias utiliza para la enseñanza de este idioma.

Le agradeceríamos mucho su aporte al responder de una manera categórica y sincera cada una de las preguntas que el entrevistador realizara, su respuesta serán utilizadas de una manera discreta con el único objetivo antes expuesto.

1. ¿Qué tipo de estrategias utilizan para la enseñanza del idioma inglés?
2. ¿Estos tipos de estrategias son métodos que utilizan para que los estudiantes se interesen por aprender un nuevo idioma?
3. ¿Podría mencionarme algunos métodos/estrategias que constantemente son utilizados en la clase de inglés?
4. ¿Cuándo se aplica estas estrategias en la clase de inglés, las orientaciones para la realización de los ejercicios o cualquier orientación sobre el tema las realiza utilizando el idioma inglés o el español?
5. ¿Cuentan con los medios necesarios para la enseñanza del idioma inglés?
6. ¿Y si en algún momento no cuentan con los medios para la enseñanza de este idioma que tipo de estrategias utiliza?
7. ¿en su opinión qué nivel de comprensión tienen los estudiantes en el idioma inglés?

8. ¿Desde su punto de vista los estudiantes tendrán un nivel intermedio en el idioma inglés? ¿Por qué?
9. ¿Cree usted que los estudiantes estarán preparados para establecer una comunicación básica con algún extranjero/turista con lo que han adquirido (conocimiento), durante estos 5 años?
- 10.¿Qué tipo de recomendaciones daría usted a los estudiantes para que se interesen por aprender el idioma inglés?
- 11.En su opinión ¿estaría de acuerdo que el ministerio de educación en algún momento amplié más el horario para la enseñanza del idioma ingles en los colegios? ¿porque?
- 12.Finalmente en que rango ubicaría del 1 al 10 la importancia del idioma ingles (tomando en cuenta que el número 1 es no importante y el numero 10 el más importante)

Gracias por su colaboración



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA



UNAN-MANAGUA

FACULTAD DE EDUCACION E IDIOMAS

DEPARTAMENTO DE INGLES

Estimado estudiante:

La Universidad Nacional Autónoma de Nicaragua, en conjunto con la Facultad de Educación e Idioma y el departamento de Inglés está realizando una encuesta con el objetivo de saber hasta donde los estudiantes del 11th grado del colegio Concepción de María, comarca Pacayita, se encuentran motivados por aprender el idioma inglés como segunda lengua.

Le agradeceríamos mucho su aporte al seleccionar la respuesta que más te convenga.

Edad: _____ sexo: masculino _____ femenino _____

1. Desde tu punto de vista ¿es importante aprender un nuevo idioma
 - a) Si
 - b) No

2. ¿Te gustaría aprender el idioma inglés?
 - a) Si _____
 - b) No _____

3. Si te dieran la oportunidad de aplicar para una beca en el extranjero y estudiar tu carrera, pero como requisito fundamental es saber hablar el idioma Inglés, aplicarías para la beca.
 - a) Sí, porque tengo conocimientos básicos del idioma
 - b) No, porque no lo hablo
 - c) No aplicarías, pero si tomaría un curso de ingles
 - d) No me interesaría estudiar en el extranjero
 - e) Nunca aplicarías para obtener una beca

4. ¿Cuál es tu percepción del idioma inglés, que se te imparte en el instituto/colegio donde estudias?
 - a) Excelente
 - b) muy bueno
 - c) regular
 - d) bueno
 - c) Deficiente

5. ¿En qué idioma se te imparte la clase de inglés en el salón de clase?
 - a) En idioma español
 - b) En idioma ingles
 - c) Mitad español y mitad ingles

6. ¿Cómo te sientes en la manera que se te imparte la clase de inglés?
 - a) Me siento satisfecho
 - b) No muy satisfecho

7. ¿Cómo te gustaría que fuese la clase de inglés?
 - a) Dinámica
 - b) Dinámica y explicativa
 - c) Dinámica y menos explicativa
 - d) Mas explicativa y menos dinámica

8. ¿Tu maestro utiliza algún tipo de medio para impartir la clase de inglés?
 - a) Si muchas veces hace uso de herramientas tecnológicas
 - b) Nunca hace uso de ningún medio tecnológico
 - c) No porque en nuestro colegio carecemos de recursos para adquirir algún medio para impartir la clase de ingles

9. Cuando el maestro/a explica la clase ¿logras entender la explicación que se te da?
- a) Si en su totalidad
 - b) Muchas veces no entiendo, pero me da pena pedirle al maestro me explique
 - c) Nunca entiendo, pero busco ayuda en mis compañeros para que me expliquen
 - d) Si entiendo porque explica en idioma español
 - e) No entiendo porque la mayor parte de la explicación lo hace en inglés
 - f) Si entiendo pero me gustaría que las orientaciones las realice en inglés
10. ¿Tu maestro/a te motiva a aprender el idioma inglés?
- a) Si a veces
 - b) No nunca lo hace
 - c) Nunca le toma importancia a nuestro aprendizaje
 - d) Si se interesa mucho por nuestro aprendizaje
11. ¿De qué manera te sientes motivado por tu maestro para aprender el idioma inglés?
- a) Realiza actividades con personas que hablan el idioma inglés para mejorar nuestro aprendizaje.
 - b) Nos insta a estar constante mente leyendo, mirando y escuchando programas en idioma inglés.
 - c) Nos anima a participar en clase durante las actividades que nos asigna.
12. ¿En tu opinión crees que tu maestro tiene las habilidades para enseñar el idioma inglés?
- a) Si por que explica bien la clase
 - b) Si pero le hace falta más dinamismo
 - c) Mi maestro/a no tiene ni las habilidades ni utiliza estrategias para enseñar el idioma inglés
 - d) Mi maestro/ posee todas las habilidades y utiliza estrategias para enseñar el idioma inglés
13. ¿Tu maestro/a realiza actividades en donde pones en práctica lo aprendido en clase?

- a) Nunca lo hace
- b) Pocas veces lo hace
- c) Le hemos sugerido pero no toma en cuenta nuestra opinión
- d) Si constantemente realiza actividades y todos participamos
- e) Claro, de vez en cuando estamos realizando actividades extra clase

14. En tu opinión que sugerencia darías para que se mejore la enseñanza del idioma inglés en tu colegio

MUCHAS GRACIAS

Photos of students filling the survey out

