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Theme: Analysis of motivational strategies in 11th grade students of English class at Amistad Quebec School in Teustepe, Boaco.

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I. DEDICATION

This work and effort is dedicated to God who has illuminated us with knowledge in order to carry out this research with obedience and humbleness. Thank you for giving us strength.

II. ACKNOWLEDGEMENT

We would like to express our deepest gratitude to our family, students' parents, students, teacher and principal. They have made this possible for us to successfully culminate our work. We would also like to thank all the people who contributed in the preparation of this research, especially to Panfilo Ramirez, Allison Welch and Erick Obando who provided with technological resources to work on this research and to our tutor who has dedicated his time to revise our work and provide the tools needed to accomplish our investigation.

III. ABSTRACT

This research was carefully developed in Amistad Québec School in Teustepe, Boaco. The selected problem was: Analysis of motivational strategies in 11th grade students from the afternoon shift. This theme was chosen because innovative motivational strategies are important to learning a second language such as English. The tendency in secondary schools is to use a traditional approach to motivation, which creates high levels of anxiety in the classroom and in effect, does not help the learning process.

In this case study, interviews were made to parents, students, the principal and the teacher and developed in five different aspects according to motivational strategies in 11th grade class. Through analysis these interviews, a series of factors were found that led to lower levels of motivation toward the English class.

During this scholastic year in 11th grade, the teacher did not apply new strategies which could help students to enrich their intrinsic motivation and overcome the extrinsic motivation. The following is suggested to improve motivation in English class during the next scholastic year:

- 1-To develop more motivational strategies in order to have better results in the English class
- 2- To develop the English class according to real contexts.
- 3-To use updated contents in all the English classes
- 4-To make use of technological resources to increase student's knowledge
- 5-To use students interests in rewarding intrinsic motivation to have better results in English.

IV. INTRODUCTION

This research was focused in the motivational strategies that influence 11th grade students of English language class at Amistad Quebec School. Three main factors were identified in the teaching -learning process of this grade.

The factors are the following: intrinsic and extrinsic motivation, traditional motivation and language anxiety.

Extrinsic motivation, which leads to negative motive, attitude, and discouragement in participants, teacher and students, extrinsic motivation overrides intrinsic motivation in that some students are expected to finish the scholastic year to find a job.

Traditionally, students do not use English outside of the classroom because classes usually focus on repetitive strategies. Also, old tendencies contribute to low student achievement in general.

Language anxiety, in which students feel afraid to use what they have learned in the classroom, contributes to low achievement of the target language.

In this investigation, interviews and focal groups will be used to understand how strategies used by teachers affect student motivation. In general, this research considers the relationship between traditional and modern methods in the engagement of students in English class, the attitude of the teacher toward English, and the ways in which the teacher motivates his students.

V. SETTING THE PROBLEM

The 11th grade students are frustrated because the English course did not fill the students' expectations and they have not learned how to use English to their benefit. This means that students will not have important career, educational, and social opportunities in their lives.

Why? Because students do not know what future holds for them, this is a barrier that establishes a kind of triangle.

This triangle includes: students' motivation, parents' attitude and school authorities' responsibilities.

Students have the desire to go to the university but they do not have economic support from their parents, because they are very poor.

Parents do not think about encouraging their children to enroll them into the university. They are focused on obtaining a job to support them and solve the everyday necessities.

School authorities do not care about any kind of motivation according to the English teacher. He implies that they are more interested in the pedagogical and discipline results.

In general, teachers see themselves more like objects than educators because the school authorities want them to comply with the regulations and orientations of the government. They do not take into account the difficulties teachers face every day.

It is complex to teach under severe circumstances where no didactic resources are available to encourage students' motivation. These factors affect teachers' and parents' attitude in developing and helping a good English language class.

VI. BACKGROUND

Amistad Québec School was founded in 1981 by groups of Canadians that came to Teustepe city and saw the urgent need for an integral secondary school in the educational system. The emphasis of this group would have the highest level of brotherhood with Canada and Teustepe.

At Amistad Quebec in Teustepe, Boaco, motivating the students has been the most important and basic work because teachers can see the vital role of this element in the acquisition of students' knowledge. Motivating the students can help them achieve the goals in their future and professional life. Nevertheless, It's been a difficult battle for teachers and students as well to obtain, keep and work with this important element which is motivation; because for many years of work in this area, many teachers did not realize of the importance of motivation.

In this school it has shown that ten years ago some teachers arrived from UNAN, Managua with their own typical characteristics, with the great amount of knowledge in their minds, and with the wish and hunger of teaching, with the need to express their abilities and skills that had been obtained during the years of study in the university without any effect on their motivational strategies.

However, many of them developed unsuitable techniques and methodologies. They sounded like dictators, making every student look and feel nervous and tremble, because, teachers were making students work under pressure. At the same time, many students wanted to have good grades in English class and learn.

Many teachers, whom were involved in these kinds of anomalies, were always perceived as dictators, very tough, and with too much authority. However, later on, the ninth grade students felt that a kind of motivation was developed.

This was because every student passed the year with success. One may consider the techniques applied in that moment that contributed to success with these students, like dynamic classes, and the use of real contexts in the classroom.

Nowadays, we can say everything is quite different. Even though teachers can use more techniques and technologies with the installment of new and better materials to teach in this Institute, they are not using these resources to their advantage. English teachers relate the English class with other subjects.

For instance History, teaching the English class in the political way, talking about Sandino and other political concepts and aspects of the history itself.

At the present, another disadvantage for the language learners is that the teachers do not take into account their interests and motives related to English. The teacher needs to include these points in their lesson to increase students' motivation.

At the present, many students say that they are bored or not really motivated to take on the whole learning process because they feel, they have not developed their skills and abilities to relate to the English language. Only some students have developed these skills and abilities.

Over the course of many years, teachers and students have been facing different sorts of obstacles. For example, teachers have changed, unsuitable techniques and methodologies have been applied, classroom environments have been unsuitable for learning, and there has been a lack of teaching materials. Furthermore, there are many other factors that have not helped to motivate students to learn English.

In general terms, if we analyze the population, we see that Teustepe is a small city with a population of 27,299 people, where just less than ten percent of men and women have a little knowledge of English (those of whom are teachers, school professors, doctors and nurses from the health center in the city). The rest of the populations are not interested in English because they do not see the English language as a resource that they can use to survive or even benefit a little from. Most people are falling into a kind of ignorance since they do not really know the wonderful benefits and results that people can obtain from English.

VII.PREVIOUS STUDIES

Teacher's Motivation, Class Strategies Use.

The discussion we found is focused directly on the relationship between student's motivation and Teachers' intrinsic attitude.

Both students' motivation and Teachers' intrinsic attitude were examined in 319 students and 18 Teachers from primary, secondary and upper secondary education in order to explain how motivational and instructional activities are more powerful than others.

The strongest and most powerful motivational strategies according to students and Teachers' perception were the following: the use of audio visual resources, group interaction, Internet, students' participation, good grades and fulfillment of students' expectations.

The authors conclude that the Teachers should promote and put into practice those motivational strategies which increase the students' interest and satisfaction.

The uses of teaching strategies are viewed by both Teachers and students in the measure of three variables as single items: Motivation, Language anxiety and Achievement.

Motivation: as a characteristic of individuals that reflects how motivated students are to learn the language class from intended motivational goals (effort, emotional reaction to the task, aspiration, persistence, and language attention.)

Language anxiety: it is referred to feelings of discomfort and concern. Students may experience when using the language, it is assessed in terms of different contexts.

Achievement: the amount of success students have in English.

(Mercé Bernaus, Anne Wilson.Universitat Autònoma de Barcelona Sep. 14th 2008Class Observation)

In conclusion, this study shows that the strategies used by the teacher to increase motivation, also increase the amount of English knowledge among the students and overall success in the classroom.

Factors that Define Motivation

There are many factors in which students tend to have motivation, according to their necessities. Two of the factors are the focus of this study. The innovative strategies that display a good learning situation of motivation and the traditional strategies, a tendency toward lower levels of English achievement

Classes in which the students felt that both innovative and traditional strategies were used frequently evidenced favorable attitude toward the learning situation and high levels of motivation.

The most notable feature of this factor is that it identifies characteristics of the class that are associated with the Teachers' motivation. It is clear that there is an association between how motivated Teachers are to teach English and the quantity to which their student perceive them as using strategies.

It is also a crucial finding in the field of motivation that educational Authorities and Parents are convinced that a Teacher's motivation plays an important role in the process of language Teaching and Learning. Teachers' motivation is influential in the use of strategies.

Teachers perceived that the use of traditional strategies caused a high level of anxiety because there was a characteristic of fear among students. Innovative strategies tend to have lower levels of language anxiety than other techniques. These strategies can be employed in the classroom to reduce anxiety.

The results of this study show that 43% of the Teachers were satisfied with their jobs and suggest that both Teachers and students feel more motivated.

(Mercé Bernaus, Anne Wilson. Universitat Autònoma de Barcelona Sep. 14th 2008 Class Observation)

In classes where Teachers reported using traditional strategies, Teachers and Students agreed that the use of traditional strategies was not working. This is because many of these strategies are obviously directed toward teaching the Language and not students' interests. Innovative strategies might well appear to the student to be more fun related activities because they are directed more toward the student using the language rather than memorizing it.

Conclusion of the Two Previous Studies

In conclusion, there is an agreement with the Catalan authors who propose more innovative motivational strategies in order to improve the quality of the educational system. In both previous studies, the authors expressed their points of view of how traditional motivational strategies cause language anxiety and how innovative strategies reduce it. Students tend to have more success in English when innovative techniques are used.

These previous studies have shown theories which were used to explore the effects of traditional motivation in 11th grade students in the English classroom.

VIII. RESEARCH QUESTIONS

- 1 Do students like English? Why?
- 2 What kind of motivation are the students experiencing in English class?
- 3 Which strategies does the teacher use in teaching his English Class?
- 4 Does the teacher use group interaction in his English class?
- 5 Does the English class fill out all the students' expectations?
- 6 What kind of problems are the students facing related to motivation?
- 7 How are they approaching these problems?
- 8 How is the teacher contributing to language anxiety in the class?
- 9 What is the teacher doing to motivate the students?
- 10 Do parents' lack motivation in helping their children?

IX. JUSTIFICATION

In teaching, as it is already said, there are many factors in which students may not be motivated due to negative attitude toward English. This does not help the English teacher to develop the class effectively.

In this research project carried out in the 11th grade of Amistad Québec School, it is important to mention that there will be beneficiaries such as the teacher, students, students' parents, and the principal and even the whole community. With the development of new class strategies that improve old ones and better motivate the English class, it will fulfill students' needs. One may consider that new strategies will help in the motivation of the 11th grades of the future and also all the grades of this secondary school.

Many other people from institutions like primary, school academies and universities will benefit from this study about the way students learn English as a second language with motivational integration so that they will be more motivated to learn by relating the language to their own contexts, interests and lives.

X. OBJECTIVES

GENERAL OBJECTIVE:

To analyze the importance of motivating 11th grade students of English class at Amistad Quebec School in Teustepe - Boaco.

SPECIFIC OBJECTIVES:

1-To analyze the way teacher motivates his English language class

2-To describe the teaching -learning process in motivating the 11th grade students of English Language class at Amistad Québec School in Teustepe, Boaco.

3- To find out the reasons why 11th grade students have not been interested in English language class.

XI. THEORETICAL FRAMEWORK

THEORIES

1 Integrative and instrumental motivation

In motivation there are different kinds of factors that act in the increase or decrease of the knowledge of the target language. Since difficulties exist in the classroom, it should be considered that motivation represents a negative or positive element. Negative from what is instrumental and positive if it is integrative.

Motivation is defined as the learner's orientation with regard to the goal of learning a second language.

Motivation is divided into two basic types: Integrative and Instrumental.

Integrative motivation has been identified as the learner's orientation, it is thought that students who are more successful when learning a target language are those who like the people that speak that language, admire the culture and have the desire to become familiar with or even integrate into the society in which the language is used.

This form of motivation is known as integrative motivation. When someone becomes a resident in a new community, for example, he or she uses the target language in social interaction.

According to Finnegan, integrative motivation is a key component in assisting the learning to develop some levels of proficiency in the language.

It is also theorized that integrative motivation typically underlies successful acquisition of a wide range of register and a native like pronunciation.

(Pages 29-34; 1999)

Instrumental motivation is characterized by the desire to obtain something practical or concrete from the study of a second language.

The purpose of instrumental motivation of language acquisition is more utilitarian, such as meeting the requirements for school or University graduation, applying for a higher paying job based on the language ability, reading technical material, translation work or achieving higher social status.

This motivation is often a characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances it is only desired in order to fulfill requirements. (Jacqueline Norris-Nolt, Aichi Shukutoku High School, Nagoya, Japan)

In this school instrumental motivation is characterized in some students' behavior. They are in the classroom receiving English and later they do not socialize what they have learned. On the other hand there are students who have the desire to learn more and more and have language proficiency to socialize in their environment. This is instrumental motivation. Part of this language is obtained from the school and the other great part from other resources, such as private English courses, that are helpful in their everyday lives.

In the integrative motivation students obtain the target language successfully; it is easy for them to reach it, because there is the desire to learn the target language in their everyday lives as natural as the native speaker. Despite the fact that in instrumental motivation students just use it for a necessity, for school, for finding a job or simply for going abroad. This kind of motivation is not observed relevant in students who want to learn something practical in the use of the target language.

2. Motivating English Foreign Language Learners

Motivation is one of the most important factors in language learning, which is why teachers of English as a foreign language have always tried to find new approaches or strategies that introduce practical uses of the English foreign language in the classroom.

Unfortunately many students dislike learning English; and although they attend lessons, they are not interested in speaking properly. They only want to pass the compulsory exams.

Finding the students' likes and dislikes concerning EFL learning and applying new teaching techniques to improve the command of the language use have been major goals. Surveys conducted with learners and teachers at the high school of in Holguin, Cuba have focused on finding out why students reject learning foreign languages. The results showed that most of the second and third-year students did not think that English would be useful in their future lives; they felt that they spent too much time learning boring, unpleasant and difficult things.

In Cuba, a survey of English classes showed that English for Specific Purpose learners liked studying EFL, while the ones studying in general English disliked it.

A new approach

A few years ago, a new teaching strategy was introduced in some high school students groups. This technique consisted of interrelating English and students' career. So, general English began including such items as situations, expressions, phases and terms which were part of the contents that learners were studying in the high school.

In other words, General English in this school now adds specific language chunks into those general themes.

The purpose is to allow learners to behave as if they are using the language to communicate their own experiences about their lives and careers.

Aside from vocabulary activities, many activities were added to improve the students' interest learning English. Lessons included meaningful situations: language games to establish patterns, contests to gauge the students' language mastery, assignment to talk about things related to their own experience and comments about love, and so forth.

Some of these activities were developed incidentally and others were inserted into the school syllabus. Specific changes were made to eliminate uninterested activities and topics. For example, sections of the Kernel Series were substituted by exercises related to the students' sphere. (Ignacio López Corría, Forum, volume 2 Apr-Jun1999, page 17)

Fortunately, interrelating the teaching of English and the learner's own specialty and using other motivating techniques have been very successful because it is more related to students' lives. The results of using these strategies have shown that students know much more English and have been able to acquire more skills.

3 How to Make Upper-Level University English Classes More Interactive

Teachers need to be conscious that they are always going to face different kinds of problems when teaching English. However English teachers always need to be ready to encourage real motivation in the students. When English is connected to a specific purpose or another subject, both extrinsic and intrinsic motivation of students increases.

A study was done in upper-level students' of English, using the language techniques in degree program such as medicine, business, information, science, technologies, or some other fields known as English for specific purpose. It was found that this specific type of English instruction helps students in the field requiring terminology and developing skills or abilities to explain the formal process and to prepare students for a high-level competence. There they had to demonstrate those abilities and skills in English through their career. (Irina Lytovchenko, Ukraine English teaching Forum, volume No 47 Number 2003 Pages; 24, 25, 26, 27, 28, 29.)

In this level of teaching, there should be a high relationship between motivation and the techniques used in the development of the class. Some techniques are mentioned which can be used in this method for e.g. task-based teaching, which means that it links the pair work, the group work, and all interactive activities to relevant contexts. One must avoid unnatural environments in English class, and instead real situations and authentic language.

4 Songs Enhance Learner Involvement.

In a secondary school, the use of songs can contribute in the development of an English class, since is a methodological tool that encourages students to be more relaxed to practice the target language. Songs tend to decrease language anxiety in the classroom.

The value of songs in motivating students to learn English and enhance learner involvement is widely acknowledged by ESL practitioners (Giudice 1986).

Teachers and students are equal in singing songs. Songs entertain and relax both the teacher and students in the classroom.

Songs offer a change from routine classroom activities. They are invaluable tools to develop student's abilities in listening, speaking, reading and writing.

Also songs are used to teach a variety of languages items such as sensitive patterns, vocabulary, pronunciation, rhythms, adjectives and adverbs as a motivational mechanism.

Learning English through songs provide a nonthreatening atmosphere for students who usually are tense speaking English in a formal classroom setting. (Regina Lo, Henry Fai Li. Forum vol. 36:3 Jul-Sept 1998)

In this study, songs are presented to enhance learner involvement in classroom activities. It is found that combining the students' abilities through songs increases students' motivation by taking advantage of relaxing entertainment and reducing language anxiety.

5 Reflecting teaching in L2 classrooms

The beliefs that language learners hold toward English may affect their first-time encounter with the language in a classroom. The expectations of the learner for acquiring English, will presuppose him/her to a certain level of motivation.

Beliefs about English

English represents different things to different people, for some, it represents the language of English Literature. For others it is associated to the English language of the English speaking world.

Some associates it with the language of colonialism; others see English simply as a resource of doing business and making money.

Although teacher's beliefs about stereotypical impression. These beliefs do nevertheless express realities which influence classrooms practices.

In a study of the beliefs of English language teachers in Hong Kong (Richard Tung 1991) felt that English has more grammar rules than Chinese. Though they did not feel English had a longer vocabulary or was more flexible in terms of communications.

Beliefs about Learning

When learners and teachers meet for first time, they might bring with them different expectations concerning not only the learning process in general but also concerning what will be learned (Brindley 1984: 95). This observation draws attention to the facts that both teachers and learners bring experience to the classroom that influence their perception in different ways.

Teachers' beliefs about learning may be based on their training, experience or may go back to their own experience as language learner.

Learners however may express their assumptions about learning in quite different terms.

These differences between teachers and students beliefs reinforce the importance of clarifying to learners the assumptions underlined by teachers in the classroom practices that match more closely to students ' expectations. (Brindley: 1984 Richard Tung: 1991 Didactics II. English Department, Unan-Managua.)

In this theory, the author is concerned that teachers' beliefs about English and about learning have a close relationship to classroom practices. In both ways, teachers and learners feel stimulated by interacting in the language. Both students and teachers are greatly influenced by their expectations and beliefs about learning English even before they enter the classroom. Therefore, in order to increase motivation, expectations must be matched. In Teustepe, the teacher did not match the students' desires and expectations related to English. For example, politics are taught in English class, which generally are not considered interesting to students. Instead, more innovative techniques would gain students' motivation.

HYPOTHESIS

The following hypothesis are based on research of motivational strategies

1) The Quality of the Motivational Strategies

Some motivational strategies influence English language development and help the quality of the teaching-learning process in 11th grade students at Amistad Québec School in Teustepe Boaco.

Through our interviews with teachers, students, parents and the principal, we have found that the quality of the motivational strategies used in the 11th grade English class in Teustepe is not adequate to students' needs. It was expressed that students did not make a connection between English class and their lives. In class, the teacher uses traditional strategies and contexts that are irrelevant to real life. This contributes to low motivation in the students.

2) Students' Motivation

Motivation is the great, unspoken problem of English education. It is "great" because it is probably the most difficult single problem students' face in the classroom. Whereas motivation is often a problem for high school students, it is the major problem in every school. Motivation should be extrinsic and intrinsic in order to achieve success in English. If student anxiety in the classroom is reduced, students will be more motivated in English.

Through interviews with the students it was found that they have little extrinsic and intrinsic motivation to learn English because they perceive classes as irrelevant, repetitive, and political. The contexts covered in class do not fit students' needs. Furthermore, students have a high level of anxiety because the strategies are traditional and they have little variety.

XII. SYSTEM OF VARIABLES

| Specific objectives | Variables | Definitions | Indicators |
|---|--|---|---|
| To analyze the way the teacher motivates his English language class. | <ul style="list-style-type: none"> • Traditional strategies • Innovative strategies • Instrumental strategies • Integrative strategies | To proceed in the English teaching ways through techniques and methods in eleventh grade students at Amistad school. | <p>Teacher and students' attitude</p> <p>Teacher's behaviour.</p> <p>Students' behaviour</p> |
| To describe the teaching-learning process in motivating 11 th grade students of English language class in Amistad Québec | The teaching-learning process in motivating 11 th grade. | To transmit and expand thoughts and concepts of a communicative language, through methods that provides motivation by making teaching-learning fun. | <p>Techniques/strategies</p> <p>Roll play</p> <p>Group work</p> <p>Group interaction</p> |
| To find out the reasons why 11 th grade students have not been interested in English language class. | The reasons why 11 th grade students have not been interested in English. | To carefully examine the level of encouragement in English class and give solutions to these motivational factors. | <p>Teacher missing class.</p> <p>Students extrinsic motivation</p> <p>Teacher and students' indifference toward the English language class.</p> |

XIII.METHODOLOGY

This information was gathered from 11th grade students in Amistad Quebec School Teustepe. We used interviews and focal groups as instruments. The interviews were answered by parents, teachers and the principal. Students answered the focal groups' questions.

Before doing the interviews, it was fundamental to develop research questions which arose from the specific objectives. The objectives helped to build the questions related to the importance of motivation, the strategies the teacher uses in the classroom and the students' interest in English class.

Once this research started, aspects were developed which were used to obtain the answers from the students, teacher, principal and some students' parents

Finally, the results of the aspects were analyzed which helped us to identify the factors that affected the 11th grade students at Amistad Quebec School in Teustepe, Boaco.

We did the following steps in order to collect information:

a) SOCIOLOGICAL APPROACH

To start this work at Amistad Québec school in Teustepe, Boaco, it was focused in the motivational strategies as a start point where was carried out interviews to a population of a teacher, a principal and parents and a focal group interviews done to the 11th grade students of this school.

The interview application was intended to find out how the motivational strategies correlate between a certain teaching-learning process of the students, a teacher personality in what is able to deal with students' behavior and the lack of proper strategies such as creativity and innovation of the real context of the participants. Increasing more effective strategies in the teaching-learning process to change the attitude students have toward English and transfer much responsibility for learning from the teacher something new and relevant. At the same time the teacher feels the urgent need of create more and more strategies to override a traditional teaching developed for many years.

b) TYPE OF RESEARCH

This is a qualitative case study that explores the context of motivation in the 11th grade English class at Amistad Québec School. In order to form an overall understanding of the influence of motivation, the English teacher, the principal, the parents and students were interviewed. The goal was to interpret the overall factors that contribute to the classroom environment.

The information gathered at this school was mainly the perceptions of the people involved and reaction toward English class. This information was analyzed and the main contributing motives were used to form our conclusions.

The 11th grade students are as typical as the other grades of the school. They all come from the urban area of Teustepe city. In the classroom there are 32 students divided into equal parts; 16 girls and 16 boys; none of them belong to a high economic level. Some of them have to work and also have the support of their parents, because they have the desire to finish the scholastic year.

These students come to school in the afternoon shift because the school has two periods of classes (in the morning and in the afternoon), so those from the urban area are oriented to have classes in the afternoon shift.

c) POPULATION AND SAMPLE

Population:

The population embraces 11th grade students (32 students), 1 teacher, 1 principal and six student's parents from Amistad Quebec school in Teustepe, Boaco.

The Sample Comprises:

- 1-A teacher, who is in charge of the 11th grade students from Amistad Quebec School, was interviewed. He was not available for the first scheduled interview that was arranged with the principal, so the interview had to be conducted in two parts at a later date. Both interview sessions lasted twenty minutes each, for a total of forty minutes. The questions were open-ended and corresponded to the aspects and the teacher's context of teaching.

2. The sample corresponded to focal groups of 16 students from the afternoon shift of 11th grade at Amistad Québec School in Teustepe, Boaco. Eight of the sixteen were selected (four boys and four girls) to answer open-ended questions related to the aspects. The students were divided into two groups, and the interview lasted one hour with each group. This happened on two sequent days.

3. Six parents were interviewed with five aspects, the same five aspects for all the participants. From the aspects resulted the open-ended questions that gave us the opportunity to ask them in an easy way. The questions were made in different days of the month of November. In the first interview three parents responded in their homes because they did not go to the meeting that was planned by the principal in order to apply this interview. The others parents answered the questions at the meeting at school, where the interviews were carried out. The interviews lasted about 40 minutes with each parent.

4. The principal of the school was interviewed in his office one afternoon. The interview lasted an hour and a half. The aspects were open-ended questions about his responsibilities with relation to the teacher. .

d) INSTRUMENTS

There were prepared aspects as open-ended question, which provided the information to support the specific objectives. From these aspects 35 questions were raised and applied to the population (the principal, teacher, students and parents). The questions were carefully prepared to collect the exact information from the teacher, principal and parents.

Focal groups were prepared to gather the necessary data from 11th grade students at Amistad Québec School. It is important to say that the interviews were applied in two sequent days, in the first day we selected a group of 8 students (4 males and 4 females) and the next day another 8 students (4 males and 4 females), that correspond to 16 students.

While the interviews were applied to students, there were not any difficulties; all of them kindly answered the questions. The interviews applied to parents were made at the school and their home, because in the time we did it there was just a meeting at school where they were gathered themselves. Every one of them responded such as they felt to say.

Every instrument was according to the specific objectives on which this information is based.

Interview's Guide for the Teacher

There was information obtained from the English teacher about the motivational strategies he used, or did not use, to involve his students in English classes. The following are the aspects used to form the questions.

Objective: To analyze the way the teacher motivates his English class

Description of the Guide

- 1-The cultural dimension
- 2-External discouragement of the English class
- 3-The English teaching resources
- 4-The motivational techniques
- 5- The teacher's experience

Interview's Guide for the Principal

This interview was directed to the principal of Amistad Québec School who provided information on how he helped the teacher of English class in order to get students motivated in classroom activities.

Objective: To analyze the factors that infer in the motivational teaching-learning process of the classroom.

Description of the Guide

- 1 Didactic materials that contribute in motivating the English class.
- 2- Curricular aspect.
- 3-The teacher training for motivating the English class
- 4-The English teaching technologies

Interview's Guide for Parents

The data obtained from the parents helped us to carry out the interview. They kindly answered the open-ended questions related to the aspects below and they gave all the necessary information to approach in our research project. According to the objective the following aspects were developed.

Objective: The purpose of this interview was to discover how parents were involved in the motivational development of their children in English class.

Description of the Guide

- 1-Personal motivation his /her child has in English class.
- 2-Habit of study
- 3- Importance of the English class.
- 4-Teacher- teaching techniques
- 5- Teacher's interaction.

Interview's Guide for Student Focal Groups

In 11th grade students at Amistad Québec School, the sixteen students were divided in two groups of eight students, both sexes (4 males and 4 females). The students were interviewed with following five aspects which were developed in open-ended questions. From each aspect resulted one or two questions with nine questions the interview guide, according to the context of the English class.

Objective: To find out the reasons why 11th grade students have not been interested in the English class.

Description of the guide

- 1-Personal motivation in the English class
- 2-Importance of the English class
- 3-Teacher's interaction
- 4-Didactic material application
- 5-Teacher's teaching technique

XIV. Analysis of the results

With the purpose to provide an explanation about the motivational strategies in 11th grade students at Amistad Quebec School, there were interviewed an English teacher, the school principal, some students' parents and sixteen students treated in focal groups that were chosen by the researchers. These were our case study. 11th grade students were between the ages of 16 and 18 years old.

1. Teacher Interview Analysis

A Certified English teacher of 11th grade students from the afternoon shift at Amistad Québec School in Teustepe, Boaco was interviewed about his motivational strategies in the classroom.

O1. One of the strategies the English teacher mentioned in the interview for motivating his students was through games. For example he uses a game called Jeopardy in class which he says relaxes students. However, the questions he uses in this game are generally political questions, which do little to motivate students because they do not correspond with their interests. Also, the activities and contexts in class are repetitive from grade to grade and do not increase in complexity each scholastic year.

Another strategy that the teacher identified for motivating students was group work. In class he uses readings as group work, but he does not encourage students to speak English or write in complete sentences. Therefore, the students are not learning to speak English in real contexts through this activity.

When asked about the use of technology in English class, the teacher responded that the students do not know how to use a computer, and the DVD, television, tape recorder and CD player do not work. However, it was noted that other teachers were making use of these resources. There are many innovative strategies that can take advantage of these technological resources in the school, in order to encourage motivation in the students including: listening to dialogues, listening to songs, read information, etc.

O2. The teacher said that is difficult to teach English because in order to teach one needs a great amount of time and to be patient and tolerant, even under adverse circumstances because of the complexity of the classes and the students.

He explained that the class schedule, in which English follows Science, causes students stress and tiredness. The anxiety that students feel causes low motivation in English class.

Anxiety may be a problem in his class for other reasons related to his practices. He says that students have to stand in front of the class to present what they have done as a class activity. This can cause great anxiety in students because they are afraid that other students will laugh at them and they are uncomfortable using new words in front of others.

O3. According to the teacher, all of the students have different perspective in their motivation toward English. Few students would like to study it, and most do not because they consider it a boring and tiresome class. This makes it difficult to motivate students in English when they are filled with problems.

The teacher stated that some students transmit problems from their homes to the classroom when they are studying English. They sometimes display violent attitudes in class by dragging chairs or shouting. He believes that it is a result of the economic crisis that everyone is facing. By relating class to students' interests and needs and using motivational strategies it is possible to create more interest in English class and catch students' attention.

He mentioned also that some students are lazy. They prefer playing to doing their homework. He believes that this is a result of lack of parent involvement. The students may not have intrinsic motivation in English because at home their parents do not encourage studying.

On the other hand, it is important to note that the teacher never mentioned his own responsibility in motivating the students. One may infer that he is not aware that his role is to motivate students in the classroom or that he can use motivational strategies.

2. Principal Interview Analysis

The principal at Amistad Québec School in Teustepe, Boaco, a non-certified teacher, was interviewed about his responsibility in helping the teachers motivate the students.

O1. The information collected from the interview with the principal was suitable to discover that the principal supported 11th grade with few and outdated English resources, so English teacher did not make use of them. Instead the teacher compiled his own materials to use in class. He said that there are other technological resources available, such as a DVD, TV, tape recorder, and computer lab with internet, which could be used to make classes more motivational, dynamic and innovative. There are also English textbooks and English courses available in the school library that the teacher does not use. One can infer that since the teacher is not using these innovative resources, they are mainly teaching using traditional strategies that do not encourage motivation.

It was mentioned that the English teacher continues to be trained by the Ministry of Education and non-government organization as Ampi and Peace Corps with the purpose to improve new strategies and help change students attitudes toward the English class but the trainings are not being used as well as they could be. He does not use many innovative strategies in the classroom.

O2. According to the principal, technology was never used in the teacher's plans and programs. It is important to note that he could use the resources to enhance English self-study and allow students to be English researchers.

O3. The principal mentioned that the teacher misses many classes because he attends political meetings and teachers' union meetings, and the students use that class time as free time. The free time leads to behavior problems, uncoordinated class schedules and the sequence of English classes is interrupted. Unfortunately, this is a great problem that causes students to feel unmotivated and disinterested about English class.

Another factor causing disinterest among students may be the teacher's negative attitude in class. The principal said that the teacher is usually easygoing and careless during class. He does not start class on time, sometimes arrives late, and allows students to decide whether they will go home or not. This attitude does not encourage intrinsic or extrinsic motivation in the students.

3. Students' Focal Group Analysis

This was applied to sixteen students of 11th grade at Amistad Québec School in Teustepe, Boaco, treated as focal groups and divided in two in order to obtain better information.

The objective was to analyze the way the teacher motivates his English language class, stated in five aspects.

O1. One student stated that the teacher never used material as tape recorder for listening or speaking activities.

Another student said that in that class there were technological materials that would help them in class, instead of using them the teacher commanded to go to the library and work with the handouts he provided.

As one can see, the way the teacher motivates the class is not appropriate according to the students. There is material in the school that he can use to motivate students, but the teacher does not use it. Instead, he prefers to use his own handouts.

According to another student, the teacher developed the class through games that encourages him as a class. It gave him the opportunity to obtain good score to pass the class. Although this student seems involved in English class, the kind of motivation he describes is extrinsic because he is more concerned with passing the class than actually learning English.

O2. One student mentioned that the interaction between the teacher and students was good, however the teacher missed too much time in not attending classes, causing to students to be unmotivated in his English class. Students really wanted to learn English well, and had high expectations for class, however when the teacher did not show up in time, the students' needs were not met. This causes more levels of extrinsic motivation and the students, so students do not connect English class and their lives. When he does not go to class, the teacher is failing his responsibility to motivate students toward English.

Another student stated that when she did not understand what the teacher explained, he mimed it, so she had to hear and see the teacher's explanation very carefully. She finished by saying that this strategy should not be done once in a while, but more often. Innovative strategies, like miming, are fun for students and well-received because they relax students, gain their attention and allow students to understand the messages easier.

O3. According to one boy, English class never gave him any knowledge or motivated him because that class was so repetitive and he did not care about studying the same information. This is another factor that affects developing the increments of English class. Students have little intrinsic motivation to achieve when classes are repetitive and do not increase in complexity every year.

This student continues by stating that the teacher used a strategy in which they had to write the unknown words on the board to increase the vocabularies of students related to how to prepare recipes and naming different ingredients in typical dishes. This strategy did not motivate him because the recipes do not interest him or relate to his life. This strategy may work in another context, but he feels that this kind of strategy does not work for him because he does not see any connection to his life.

One girl said that English is very important for her; it is the second language she would learn. In her English class she kept seeking English material that would help her in doing better; she is an enthusiastic girl that enjoys self-study. This student went outside the classroom to look for new information because she realized that the English class does not fulfill her expectations.

Although some students that were interviewed expressed that they liked their English class and the strategies used, it did not work for everyone and the majority of the students were not being motivated intrinsically.

4. Parent Interview Analysis

The purpose of this interview was to know how parents are involved in the motivational development of their children and the way they help their children with English class. This interview was developed in five aspects.

O1. One parent expressed that she is very discouraged in helping her son, because she is not involved in his English learning. Also she felt that his English teacher never taught English from what the students needed to know, and that the class was always repetitive; what the teacher taught in 7th grade he continued teaching in 11th grade for five years. What this parent mentions are traditional strategies, and this not only decreases the motivation in the student, but the parent as well.

O2.A parent stated that English classes provided to her daughter positives results, which are displayed in the examination her daughter took during the English course in 11th grade. This parent is convinced that the examination qualified the practices. She also believes that English will open opportunities to her daughter. This however, indicates her daughter's achievement in English was a result of extrinsic motivation.

O3.In this interview, all of the parents except one expressed that they help their children in any difficulties they face in English. For example, two parents bought their daughters English resources to help them in class. Another parent mentioned that she allows her daughter to go to the library, internet, and work on assignments with other students. Most parents expressed that it was important for their children to learn English.

The support the parents show is significant because it contrasts with what the teacher says. The teacher blamed low motivation in class on parent support; however the majority of parents seem to be helping every way they can, except for actually teaching the language, which is the teacher's responsibility.

The one parent that expressed that English class did not have any importance in her son's life, was because the strategies used by the teacher did not help him succeed in class. She believes the teacher is not meeting the student's expectation, the classes are repetitive and therefore her son was not motivated.

XV.CONCLUSION

According to the analysis and interpretation of this research in 11th grade at Amistad Quebec school, many factors were found that did not help the student to be motivated. The factors are as follows: The teacher's negative attitude toward applying innovative strategies, students' high level of language anxiety, and extrinsic motivation that overrides intrinsic motivation to successfully achieve in the English language.

It is important to take into account that in this grade there were a lot of technologies which could help the students to overcome the deficiency shown for years, however the teacher never used them to develop the English class. Most of the strategies used by the teacher were traditional, which did not help very much in creating a dynamic and innovative class in terms of motivation. The didactic material used was not relevant to students' interests and needs. Also, when the teacher missed class, motivation decreased among students.

Sometimes the teacher's attitude with students in class was too easygoing and his character did not fill the requirement of authority, This discouraged students who never liked to participate in his English class and increased extrinsic motivation. For example, he always sent to all the students to the library to look up information without much guidance, once they have done what is directed, the teacher would ask to the students to go in front of the board and write or explain what they have researched. This type of assignment frustrates students and decreases intrinsic motivation. This way of teaching-learning English is old fashioned because; in the school there are new methods teach the English language class that would be more appropriate.

Some of the few strategies used by the teacher were: the use of vocabularies according to the context he teaches, and not to the contexts of students' interests and needs. For instance, he teaches about Sandino's life and how to prepare recipes for making typical foods and drinks. These topics do not interest the students in English class.

Students and parents both mentioned that the classes are very repetitive and do not change from year to year. Because of this, students lose interest in class. Classes should show a variety of strategies that increase in complexity every year.

Interaction between the teacher and students should be more communicative and emphasize the use of English beyond the classroom. Students need more practice using authentic English in real contexts; according to the students' needs, not just the teachers' political beliefs. This can be done using innovative motivational strategies.

XVI.RECOMMENDATIONS

In order to improve motivational strategies in the 11th grade at Amistad Québec School in Teustepe, Boaco, the following recommendations are suggested:

- 1 To develop more motivational strategies in order to have better results in the English class such as songs and dialogues in the classroom.
- 2 To develop the English classes according to the real contexts in the students' lives in order to encourage intrinsic motivation, instead of political themes, such as vocabulary used in films and songs.
- 3 To use up-dated contents in all the levels of the English classes.
- 4 To make use of the available technological resources in order to increase the students knowledge, including the internet, DVD player and TV.
- 6 To improve the interaction between students and teacher in order to have motivation to increase the use of the target language.
- 7 To form conversational groups from different English levels.
- 8 To have a communicative English interaction between the students and the teacher beyond the classrooms taking into account student's interests and needs.

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XVIII.ANNEXES

ANNEX INDEX

- a) Principal guiding questions
- b) Teacher's guiding questions
- c) Parents' guiding questions
- d) Students' guiding questions

A) PRINCIPAL GUIDING QUESTIONS

- 1- What kind of materials would help 11th grade students to feel motivated?
- 2- Do you approve the traditional motivational strategies that the English teacher uses?
- 3- Is the curricular aspect adapted to English students?
- 4- Are the programs developed satisfactorily?
- 5- Do you ever experience an English class?
- 6- Do you think English teacher should be more realistic in his class?
- 7- Do you think that English teaching technologies are proper resources for this class?
- 8- Do you think that English teaching technologies are difficult to handle for the teacher?

B) TEACHER'S GUIDING QUESTIONS

1-Do your students like English?

2-How important is English class for 11th grade students?

3-What do you think are the reasons why these students feel discouraged in the English class?

4- Is English class too complex for all the students?

5- Do you use the appropriate teaching resources, why?

6- Are the technological resources accurate for English classes?

7- Do you think motivational techniques help involve your students in English class?

8- Do you implement new strategies in your English class?

9 Are you a certified English teacher?

10-Do you keep on training for a better teaching?

C) PARENTS' GUIDING QUESTIONS

The purpose of this interview was to find out how parents help their children.

1- Do your children like English, why?

2- How many hours do your children dedicate to English class?

3- How do you motivate your children to study English?

4- Are your children devoted to English class?

5- What kind of material do you buy for your children?

6- Do you think the internet and other media help to your children's interest toward English class?

7- Do you think learning English is important?

8- Is the teaching process related to the learning process through the English class?

D) STUDENTS' GUIDING QUESTIONS

The purpose of this interview was to find out the motivational level students have in English class.

1-Do you like English?

2-How often do you practice your English Class?

3-Do you think English class is important for you?

4-Does your teacher help you to develop English skills?

5- Does your teacher use strategies in order to motivate your English class?

6-Do you feel satisfied with your English teacher?

7-Are the didactic materials appropriate for your English class?

8-Why doesn't your teacher use technological resources?

9- Is there a good interaction between the teacher and you?

