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RESEARCH TOPIC:

ANALYSIS OF THE FACTORS THAT PROVOKE LACK OF MOTIVATION IN ENGLISH CLASS IN SEVENTH GRADE STUDENTS OF THE INSTITUTE MODESTO ARMIJO LOZANO IN UNIDAD DE PROPOSITO NEIGHBORHOOD IN MANAGUA DURING THE FIRST SEMESTER OF 2011.

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DEDICATORY

We want to dedicate this research to God, in the first place, because we believe he gives the manna to our work and all perfect things. Besides, without his guidance, support and help, we would not have concluded it.

To our wives and children, with whose moral support, we shared hours of studies and sacrifices and motivated us to conclude this research successfully. They are always on our side with love and affection, giving us their unconditional support. We are grateful with them is because of that.

Having reached this goal, we feel satisfied because we accomplished this personal success. We know our effort has not been in vain. We are always motivated to reach goals in our lives.

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To everyone whose valuable collaboration made it possible to accomplish our research, our gratitude.

We thank God Almighty, our heavenly father, for our health, strength, wisdom, perseverance and the time he gives us to carry on in our studies as well as in our work.

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ABSTRACT

Our aim with this research is to find out the factors that demotivate students from High School Modesto Armijo Lozano, in Unidad de Propósito neighborhood. This was possible because of the interviews applied to English teachers as well as a group of students from section H of seventh grade. We selected this group and put into practice the focal group technique to ask them and collect the responses we gathered about demotivation in class. We also approached a group of parents to analyze their opinions about the reasons for the students' low motivation

We also held two interviews with English teachers. Their responses agreed that the lack of motivation in students is due to lack of interest in the subject, reaching up to more of pupils. They also coincided that the lack of teaching materials is of utmost importance for students' motivation. Besides, the way the class is taught. They have to be dynamic and should include different techniques to keep students motivated and prevent the classes from becoming boring and monotonous.

On the other hand, we analyzed the textbook designated by the Ministry of Education in this school and realized it was out of date, specifically on the speaking skills.

As a conclusion, by founding and analyzing the roots of demotivation, we aimed to find solutions to them by improving the teaching methods or with the support of teaching materials provided by the principal's office. Additionally, by providing personalized tutoring to those students struggling with learning it.

I. INTRODUCTION

In Nicaragua the English language has a great impact in the educative process because the higher demand of English speakers in the labor market. The English language is known as a universal language because it is spoken around the world used in business, studies and it opens doors to opportunities, in which the individual can achieve the success as a professional. It is necessary to mention that the teachers are in charge to form future professionals for our society.

The lack of motivation is a big problem that is affecting the students from first year of high school in Modesto Armijo Lozano Institute and it is necessary to find the factors that influence in the student's motivation.

Through this research it is sought to focus in one of the main problem that is affecting the education system in our country and especially in our school that it is being researched.

Besides that, it was prepared an interview for the teacher, a focal group for students and a survey for parents in order to find the factors that are affecting the English language learning in students from Modesto Armijo Lozano Institute.

Therefore, we aim for students of Modesto Armijo Institute to quit fearing whenever they study English for the first time. We have to provide them with our support and interest in the goals they propose to study and learn English.

This research intends to find out many factors that influence positive and negatively student's motivation. In fact we need information that could help to give solution to the problem we face with the students.

It can be mentioned that the teacher is using some techniques and strategies to improve the dynamic in the teaching and learning motivation process. Besides, they are unmotivated this is a real situation that needs to be face with the right tools and from this way to find possible solutions to this problem.

In other hand we had support from their student parent's to help in their learning process from the way, their children will have success in the studies, for that they were motivated well for their students. (rewrite this paragraph)

Besides, we also support parents during the learning process for them to encourage their children with good study techniques and enhance their learning. In that way, they will motivate them in gathering basic knowledge of English, specially in the speaking skill.

**ANALYSIS OF THE FACTORS THAT PROVOKE LACK OF MOTIVATION
IN ENGLISH CLASS IN SEVEN GRADE STUDENTS OF THE INSTITUTE
MODESTO ARMIJO LOZANO**

II. PROBLEM: LACK OF MOTIVATION

III. SETTING THE PROBLEM

Motivation is very important in the teaching and learning process; it is as much the teacher places effort to deliver what he or she wants to transfer and involve the class, It is going to be more effective depending in the environment and the methods that can be used to keep the attention of the learners, in fact motivation is the element that is going to maintain your class focused on message that needs be absorbed by the students.

The lack of motivation has been a negative factor for students, who face issues at the time of processing methods of learning, and some others students they face more difficulties like family issues or so on, to provide some more common factors are: emotional Problems, economical situations like unemployment, not enough resources by the time to do a research, and not enough funds to buy material to develop an assignment or homework; also not applying techniques acceptable used by the teacher; all these factors make the students do not put interest to receive or attend English class .

There are 2 factors that affect student's motivation:

Unemployment: This particular matter affects families in different ways, including students because they will not have the enough money to buy English book, white board markers, etc ...

Emotional problems: Many families face what is a really serious problem in our research in neighborhood Unidad de Proposito where there are some cases of internal violence, in different levels, including physical abuse. Sometimes students have to be in the middle of an argument or even a fight between their parents, by the time they go to class they cannot focus in class because they lost interest and motivation.

Applying the most effective ways at the moment of teaching: but the teacher does not use properly in most of the cases what is the most effective to teach, not updating or improving the manner of teaching the English class.

To avoid lack of motivation and low academic score or poor involvement of students, all together teachers, families and students we must gather finding a solution as one community to succeed, improving techniques, parents helping their children with a better home condition, teachers providing the best knowledge as possible updating their methods of teaching and finally but most important students giving themselves the effort on paying attention and looking for a successful class.

Students' low interest at school to learn English is displayed by a passive attitude. They do not pay attention in class and show highly demotivated during class.

This demotivation is also reinforced by the library's lack of teaching material. That is why English teachers only limit their teaching to using the blackboard only.

Moreover, it is forbidden for students to spend money in buying English leaflets as auxiliary material. They are not even allowed to take photocopies because, according to the Ministry of Education policy, education is free and they cannot spend money. This is why the teacher requests the principal's permission to take out copies at the school's bookstore. However, she cannot authorize it daily because they do not have a budget for photocopies.

IV.JUSTIFICATION.

This research tries to become a guide to know that lack of motivation is affecting the English language learning in the Institute Modesto Armijo Lozano, but not only in the Modesto Armijo Lozano Institute, also in many public schools from our country, and through this research it is wanted contribute to better the efficiency of the learning and teaching process.

Beside, that with this kind of research had contributed that many school had been benefited, such as education community, teacher and students, principal school, the university, and many schools in our country. For instance:

The teacher will prepare better their English class and he applies so much better other ways of teaching, dynamics class, and strategies, and so the teacher could give his knowledge, and all the teachers must be willing to explain their English class.

The students will receive an English class very good with the best way of comprehension, and change the way to teach different dynamic class, and strategies, especially in the high school. Many teachers very trained in the different schools our country could have better professionals.

Besides, the principal school will be benefited too, because this research is from monographic nature and the balance shows a profit given out affirmative percentage satisfactory in a good Education, for side Education Ministry, and so all families that they children in the school will be benefited with different project carried out, and the community and people in general will be benefited because all of them were subject in this project

V. PREVIOUS STUDIES

With these previous studies we intend to find out indications about the characteristics on the low motivation in students learning a second language and the ways in which they manifest according to the sociocultural customs of the country from where they come from.

According to Bangladesh University, this study discusses about motivation and strategy use of university students to learn spoken English in Bangladesh. A group of 355 (187 males and 168 females) university students participated in this investigation. To measure learners' degree of motivation a modified version of questionnaire used by Schmidt et al. (1996) was administered. Participants reported their strategy use on a modified version of SILL, the Strategy Inventory for Language Learning. In order to find out the factors of motivation and strategy use, the data of both instruments were analyzed separately. To understand the relationships between motivation and strategy use factors Pearson correlation were examined. The findings of the study support several pedagogical suggestions about motivation and strategy use of Bangladesh University students who are learning spoken English in academic settings.

By other hand in the Bangladesh University, motivation and language learning strategies are considered to be two major variables to bring about differences in individual language learners. In the field of foreign language learning a good number of recent studies have dealt with these two topics sometimes separately, It had made comparing to overseas studies, in Bangladesh to date a few studies are conducted concerning motivation strategy use English foreign language learners.

English Education is stressed at all levels in Bangladesh. English is taught as a foreign language in public schools starting at grade one and in many private schools it is used for instruction at all levels. At many universities instruction is in English for most of the disciplines including law, business studies, engineering, medicine, science and

agriculture. Therefore, English as a foreign language plays a vital role in the whole education system in Bangladesh, as in many other typical Asian contexts.

In Bangladesh the importance of English communication proficiency has been recognized not only in academic sectors but also in job markets. The economic development of the country has become increasingly related to

In order to respond to the demand of communication proficiency prevailing in society, most of the universities in Bangladesh have initiated Basic English communication courses besides major subjects. Both English and non-English majors are attending those courses to improve their oral competence in English as a preparation for career competition. But small amount of research is conducted to investigate students' motivation, strategy use, attitude, level of anxiety and motivational strength to learn spoken English in Bangladesh. The course designers as well as the teachers of spoken English courses should be aware of those aspects of learners' while developing teaching methodologies.

A good number of research have been conducted to find out the factors and links between the aspects of learners' motivation and learning strategies in foreign language environments. In an investigation on variables affecting choice of foreign language learners in a conventional academic setting, therefore, it had found that among other variables self-perception motivation had the strongest influence on learners' strategy use. They also found that the more motivated students used learning strategies of all categories more frequently than the less motivated ones. In another study conducted on Second Language adult language learners, 78 students revealed that strategy use has strong correlation with motivational factors.

Again examined the relationship of a variety of individual differences on a large sample of 855 learners and found that motivation was positively correlated with language learning strategy use, also in a study of 138 students of Italian and Spanish courses found that three variables, attitude towards learning situation, integrative ness and

language anxiety were correlated with three types of strategies: cognitive, Meta cognitive and social.

Others studies investigated were the internal structure and external connections of foreign language learning motivation by administering questionnaire on a sample of 1,464 adult Egyptian learners. This study reported the factors of motivation of Egyptian English Foreign Language learners and also found that learners' motivation and preferences for learning strategies were very much related.

In fact we see that all the three studies made by the three writers; they wrote about motivation and lack of motivation of the different students, the different cases present some equal situations and some different ones, because everything is involved in interest, that all these students are encourage to achieve their goals; depending on how motivated they are, or the environment that surrenders them their background and customs

This study tries to find out that intrinsic motivation conducts to creativity and extrinsic motivation is detrimental chosen, because they identified themselves as actively involved in creative writing, in this study participated 72 students in individual laboratory sessions where they were asked to write about two brief poems, before writing the second poem, subject in an intrinsic orientation condition completed a questionnaire had focused on intrinsic reasons for being involved in writing, subjects in n extrinsic orientation condition completed a questionnaire that focused on extrinsic reasons. Those in a control condition were not given a questionnaire on reasons for writing. Although there were not on initial differences between condition on prior involvement in writing or on creativity of the poems. Principally the objective of this study that they enjoyed the opportunity for self-expression and achieve new through their writing.

It investigates as describe early that there were other studies on motivation orientation have approached, the construct indirectly, and expected to influence motivational state without the intervention some social.

This research was by Salancik in 1975. So how to see that students have lack of motivation about concentrating on intrinsic reasons should induce an intrinsic orientation and a low level of creativity. This previous study examined effects of social constrains vital of ordinary individuals; this study investigated motivational effects on the creativity of people who are activity involved in a creative pursuit, about writing of poetry fiction, or drama of ordinary individuals; this study investigated motivational effects on the ordinary individuals; this study investigated motivational effects on the creativity of people who are activity involved in a creative pursuit, about writing of poetry fiction, or drama.

They derive satisfaction from expressing themselves clearly and eloquently and feel relaxed when writing, like to play with words, becoming involved with ideas, characters, events, and images in their writing.

Practically this research has implications for socialization, educational techniques, and working environments, to the extent that parents, teachers, and work supervisors model and express approval of intrinsic motivation statements about work, intrinsic orientations and creativity should be fostered. By contrast to the extents that extrinsic statements are modeled and extrinsic constrains on work are made salient, extrinsic orientation should be fostered and creativity should be undermined. Besides "UJ" the modeling and direct induction of motivational orientation self-instruction may also be effective in influencing motivational states and this research could useful in program designed to directly enhance creativity.

According to Masgoret and Gardner's (2003) three attributes of motivation, attitudes toward learning the target language refers to the affect experienced while learning the language.

Therefore, almost all studies of language learning motivation in the past have included a salient component focusing on the learners' attitudes toward members of the Second Language community and toward the community itself. As early as 1975,

Gardner and Smythe proposed that attitude variables supported motivation to learn another language and that motivation promoted second language achievement.

Derived from the some testing procedure overall descriptive statistics will be presented to see general patters in how places of birth affected student's motivation. During the students interview, opinions exposed by the two group of students were similar the students had fairly strong motivation to learning English.

In conclusion this study expressed that the motivation is always a Cineplex construct, and adopted both quantitative and qualitative methods to discover tries different patterns in Chinese student's motivation to learning English in relation to their places of origin.

These consequent statistical results will help educators better understand individual learners different needs even when are of similar backgrounds.

Those studies had shown similarities on how students from another part of the World learn English Second Language, it means that they feel affected about factor which are present in the process of learning, in this case those studies show those students are eager to learn English at America Universities quite similar to some of the situation that Nicaragua fact when they travel to learn English in University.

Previous studies in several parts of the world like Bangladesh, Japan, Thailand and China show us certain similarities with regards to students' motivation on foreign language in the countries aforementioned.

The factors we have seen, in the first place, are the strategies applied by teachers for ways of teaching students. It also influences the sociocultural factor in every country relate to the foreign language.

Besides, another important factor is the students' personal external and internal motivation to willingly learn another language. Additionally, there are the elements such as pupils' socializing, the surroundings, and relationship friendly.

VI. RESEARCH QUESTIONS

1. What is the origin of the lack of motivation in the learning process of the speaking skill in classroom?
2. How does the lack motivation affect the learning process to speaking English in the classroom?
3. What kind of strategies does the teacher use to teach English in the speaking skill in the classroom?
4. What kind of didactic material does the teacher use during the class in the classroom?
5. How does the teacher influence in the level of knowledge in the development of the speaking English in the classroom?
6. How does the teacher organize the different activities of the students during the English class in the classroom?

VII. GENERAL OBJECTIVE.

To determine the factors that provoke lack of motivation in speaking skills in English class, in seventh grade students in the Modesto Armijo Lozano Institute.

Specific objectives.

1. To find out the factors that affect the motivation on speaking skills of the students in the classroom in first year in the Modesto Armijo Lozano Institute.
2. To identify the strategies that the teacher applies in the learning process of the speaking skills.
3. To analyze the kind of didactic materials that the teacher uses in the classroom.

Historical Background

Institute Modesto Armijo Lozano was found in 1967. It was intended just for high school since its foundation. It offered daily secondary during morning, afternoon and night shifts. It had about 968 students. Afterwards, this school was named Autonomous Institute Enrique Flores Guevara, since 1980 to 1992. Again it was renamed Modesto Armijo Lozano, including its shifts. Several years ago, the institute had some improvements in the infrastructure. They hired more employees, teachers and administrative staff.

Nowadays the institute offers the following modalities, diurnal, and it also provides Saturday and Sunday technical and training courses such as computing in the different areas for people who work every day.

The institute depends from the national budget which is part of the government policy to teach at any level. In this institute the staffs of teachers are full time workers. The purpose of this institute is to provide education and advance in the improvement of the education and also to cope with the problems that affect in this subject.

The community in the area has been beneficiated because of the large number of students involved in the process of learning.

VIII. THEORETICAL FRAMEWORK

Lack of Motivation

This is a phenomenon that occurs when the students do not have interest to learn, this situation depends on different factors: lost interesting about the subjects like English, and do not put attention owing to emotional, social problem, such as economical situation, and at least educational problem.

Motivation concepts

Intrinsic and extrinsic motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities [3]. Students are likely to be intrinsically motivated if they:

- * attribute their educational results to factors under their own control, also known as autonomy,
- * believe they have the skill that will allow them to be effective agents in reaching desired goals.
- * are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then contradicts intrinsic motivation[4].

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward

condition.[citation needed] For those children who received no extrinsic reward, Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

The psychologist is of according, about the importance of the motivation on the classroom, because this is the base of their learning.

The conductive said that there were different philological necessities that fluency in the motivation as hungry, thirst, and exhaustion other when those necessities are satisfied the students can be motivated for their learning is totally difficult than the students have motivation in the learning process, when they have all problems they show as such as they have been worst affected.

The cognitive theory said that the motivation is than the persons not only to answer to external situations or physical condition, as hungry also answer to their perception of this situations may be they have been the experience of to be very interested than do not think in other to be able in this moment pass the time in this kind of people do not it have interest for to eat only for give solution of the different goals as their learning.

The humanistic focusing of the motivation said that the personal liberty the election solid determination and the interest for their personal grow up this focusing give importance to the intrinsic motivation.

Implication for the education this outlining have much important applications to education is a lot of probable. That if the students feel hungry or some sickness can not be motivate for their new learning in the school. Also there is other aspect very important in the children as the security than for their learning this situation occurs in some cause of parents' divorce. For this reason we can said that the children parentless have a lot of difficult in this process of learning because they have a big problem in his or her families.

They need the love of both parents as the mother and father; they need not only economic factor, they need also one of the factors very important as the emotional

Different kind of Motivation

There are different kinds of motivation as intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation that is driving by interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologist since the early in 1970.

Research has found that it is usually associated with high educational, achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context the student are likely to be intrinsically motivated.

Extrinsic Motivation

Extrinsic Motivation comes from outside of the individual. Common extrinsic motivation is rewards like money and grades coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, a crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic reward can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this affect, children who expected to be rewarded with a ribbon and a gold star for drawing pictures spent less times playing with the drawing materials in subsequent observation than children who were assigned an unexpected reward condition and to children who received no extrinsic reward influence of the teacher in the lack of motivation in the classroom.

Student motivation is entirely the responsibility of the teacher this has influence by both internal and external factor that can start sustain intensify, or discourage behavior. A

student who is internally motivated participates in activities for his own interest, preference, competence or satisfaction. Teacher skill in motivating learners should be seen as central to teaching effectiveness because the motivation is the responsibilities of the teacher.

The teacher should focus on the following elements extrinsic attracted to engage in a task and can be made to do what is required or to follow the teacher instruction.

Besides a pleasant and superlative class row atmosphere is important putting up some inspiring slogan on the wall and having a wishing three for wishing and goal are recommended because the external atmosphere does help motivate students. Teacher expectation has great influence on student motivation. Because the students have expected to learn if their teacher is expect them to learn.

As the report between teacher and students is well built students will try to do what is asked out of their teacher expectation, how over the teacher expectation also should be challenging but achievable or it will lower or destroy students motivation has a very great important role into the teaching process, the acquisition of habit and variety of skill and capacities depend on the development, it is necessary that student stop begin simple receptors, teacher most appropriate in student the necessary to go far away than what is given to them.

Nowadays student fell the necessity to participate and discover the importance of what is learnt every day, they do not want just to memorize something said or wrote and they ask analyze, criticize and interpret about what is presented.

If education is development or a learner growth the first thing must be attended is the promotion of the development that a principal cause of the interest of the students the necessary of explanation is a factor very important for the learning of the student.

When the methodology is not active it affects student motivation which has the consequence in academic performance.

In the active methodology the students are the main executor of the situation in which teacher must help them to be aware of that if that do not happened there will not be activity, if there are not actor, there are just observers. It is the teacher task to transform the room and professor, students so that the awareness of this make real what is happening them, little students are going to discover their environment and the complicity of the teaching, learning process, it produce than more security and confidence and to take the risk of answer question without begin scare of error.

According to an article on student motivation reported by kid source, seeing the relevance in an activity provides motivation to engage in that activity, a student is motivation to engage or disengage from school can be affected by his aptitudes about economic factor such as reward, real life experience and socio economic status.

The basic strategy for teaching students can be summarized in six words. "Do this and you'll get that" rewarding student with prizes or paying them for performance has been the standard means of motivation for parents and teacher for many years. According to Mr. Kohl. Cties research to substitute his conclusion that "manipulating people works in the short term, but the strategy ultimately fails and does lasting harm in an editor letter" written in the march 2009, issue of district administration "The authors determinate that economic or material reward are effective for the short form only" "kid source" also concludes that educator should use extrinsic reward with caution "for they have the potential for decreasing intrinsic motivation".

Take care of children for part families report that students are more motivated when they see the relevance when they are learning to real life settings and encourage embedding learning opportunities in authentic work experience.

Poverty decrease motivation

Poverty is on obvious *deterrent* students in low income communities lack stable *family* in come that result in pour nutrition, lack of health care and homelessness. The

children nutrition if the fundamental factor that merges the development in their education and learning. For example if a child has a good feed from their parents, where they can have a rich nutritive components such as egg, milk, bread and vegetables products that are accepted by the Health World Organization they will have a good performance. Therefore lacks of nutritive components also affect the brain and so their attitudes all of these have a direct negative impact in their learning process of a student. Reason been they feel not as enthusiasm as they can be having the nutritive behaviors on their feed and lost the interest of learning in all categories. For instance children that do not have their own house feel unstable and economic situation that also damaged their emotional stand; because they do not have the ability of separate the problems from the studies.

Now if they could have their own space their will not feel that their territory has been invaded but they will have support of everything from their parents and friend.

Economical factor that affect the lack of motivation in the students, in fact this factor has a great influence in the lack of motivation of the students because many resources of the learning process, depend on this factor, also there are other elements as the food, health, home, between other, and only when the parents have enough money give solution to those problems.

General principles of motivation

Basic principles of motivation exist which are applicable to learn in any situation.

1. The environment can be used to focus the student's attention on what they need to learn.

Teachers who create warm and accepting yet business like atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity. The booklets or equipment to

motivate learners are good tools to capture their attention and curiosity of the children, whatever the teacher uses very well his resources.

2. Incentives motivate learning.

Incentive includes privileges and receiving praise from the instructor. The instructor determines an incentive that is likely to motivate an individual at a particular time in a general learning situation, self - motivation without reward will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly based on the put enjoyment of exploring new thing.

4. Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete reward. Some individual particularly children of certain age and some adults have little capacity for internal motivation and must be guided and reinforced constantly.

The use of incentives is based on the principle that learning occurs more effectively when the students exposedness feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary their use may be followed by a decline in internal motivation.

5. Learning is most effective when an individual is read to learn, that is, and when one wants to know something.

Sometimes the students readiness to learn comes with time and the instructors follow is encourage its development if a desired change in behavior is urgent the instructor may need to supervised directly to ensure that the desired behavior occurs if a student's is no ready to learn, he or she may not be reliable in following instruction repeated again and again.

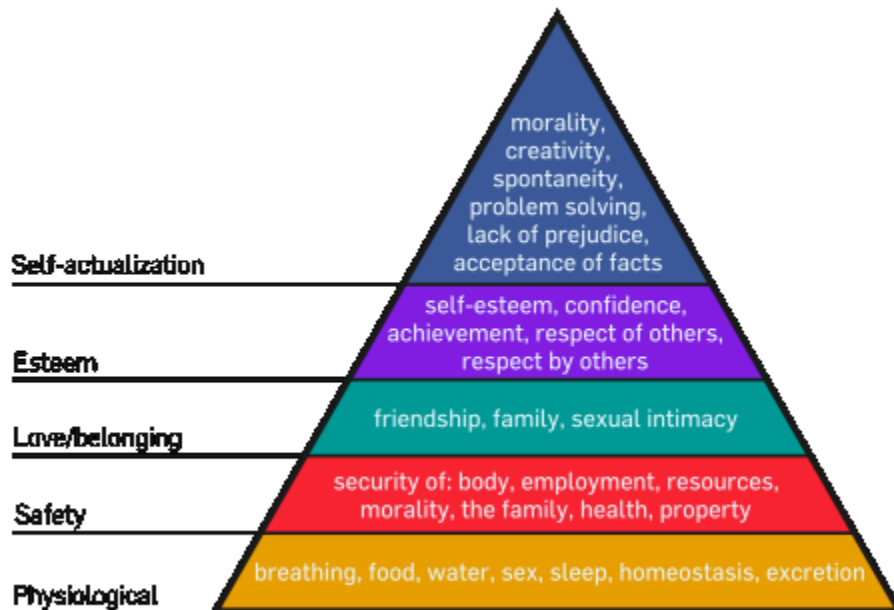
6. Motivation enhanced by the way in which the instructional material is organized.

In general, the best organized materials main the information meaningful to the individual.

One method of organization includes relating new tasks to those already known other ways to relay meaning are to determine whether these persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principles involved is that success is more predictably motivating than is failure. Ordinarily people, will choose activities of intermediate uncertainty rather than those that are difficult (little, likelihood of success) or easy (high probability of success), for goals of high value there is less tendency to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notion about what they can accomplish. Possibly they do not understand the precision with which a skills most be carried out or have the depth of knowledge to master some materials. To identify realistic goals, the teacher must be skilled in assessing a student´s readiness or a student´s progress toward goals.

Maslow's hierarchy of needs



Maslow's hierarchy of needs is a theory in psychology, proposed by Abraham Maslow in his 1943 paper *A Theory of Human Motivation*.^[2] Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, all of which focus on describing the stages of growth in humans.

Maslow studied what he called exemplary people such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglass rather than mentally ill or neurotic people, writing that "the study of crippled, stunted, immature, and unhealthy specimens can yield only a cripple psychology and a cripple philosophy."^[3] Maslow studied the healthiest 1% of the college student population.^[4]

Maslow's theory was fully expressed in his 1954 book *Motivation and Personality*.^[5]

Hierarchy

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top.^{[1][6]}

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. With the exception of the most fundamental (physiological) needs, if these "deficiency needs" are not met, the body gives no physical indication but the individual feels anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term *Metamotivation* to

describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.[7] Metamotivated people are driven by B-needs (Being Needs), instead of deficiency needs (D-Needs).

Physiological needs

For the most part, physiological needs are obvious — they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.

Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. The intensity of the human sexual instinct is shaped more by sexual competition than maintaining a birth rate adequate to survival of the species.

Safety needs

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety -- due to war, natural disaster, or, in cases of family violence, childhood abuse, etc. -- people (re-)experience post-traumatic stress disorder and trans-generational trauma transfer. In the absence of economic safety -- due to economic crisis and lack of work opportunities - these safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, and the like.

Safety and Security needs include:

- * Personal security
- * Health and well-being
- * Safety net against accidents/illness and their adverse impacts

Love and belonging

After physiological and safety needs are fulfilled, the third layer of human needs are social and involve feelings of belongingness. The need is especially strong in childhood and can over-ride the need for safety as witnessed in children who cling to abusive parents. Deficiencies with respect to this aspect of Maslow's hierarchy - due to hospitalism, neglect, shunning, ostracism etc. - can impact individual's ability to form and maintain emotionally significant relationships in general, such as:

- * Friendship
- * Family
- * Intimacy

Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, gangs, or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging.[citation needed]

Esteem

All humans have a need to be respected and to have self-esteem and self-respect. Esteem presents the normal human desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self-esteem need respect from others. They may seek fame or glory, which again depends on others. Note, however, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept themselves internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels.

Most people have a need for a stable self-respect and self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom. The latter one ranks higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness.

Maslow also states that even though these are examples of how the quest for knowledge is separate from basic needs he warns that these “two hierarchies are interrelated rather than sharply separated” (Maslow 97). This means that this level of need, as well as the next and highest level, are not strict, separate levels but closely related to others, and this is possibly the reason that these two levels of need are left out of most textbooks.

Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.

Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

Motivational theories

Incentive theory

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

Reinforces and reinforcement principles of behavior differ from the hypothetical construct of reward. A reinforce is any stimulus change following a response that increases the future frequency or magnitude of that response, therefore the cognitive approach is certainly the way forward as in 1973 Maslow described it as being the golden pineapple. Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus.

Negative reinforcement involves stimulus change consisting of the removal of an aversive stimulus following a response. Positive reinforcement involves a stimulus change consisting of the presentation or magnification of an appetitive stimulus following a response. From this perspective, motivation is mediated by environmental events, and the concept of distinguishing between intrinsic and extrinsic forces is irrelevant.

Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goals.

Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F.

Skinner and literalized by behaviorists, especially by Skinner in his philosophy of Radical behaviorism, to mean that a person's actions always have social ramifications: and if actions are positively received people are more likely to act in this manner, or if negatively received people are less likely to act in this manner.

Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As opposed to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier. As opposed to in drive theory, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment-- the lack of homeostasis in the body.

For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

Cognitive dissonance theory

Suggested by Leon Festinger, cognitive dissonance occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

While not a theory of motivation, per se, the theory of cognitive dissonance proposes that people have a motivational drive to reduce dissonance. They do this by changing their attitudes, beliefs, or actions. Dissonance is also reduced by justifying, blaming, and denying. It is one of the most influential and extensively studied theories in social psychology.

Need theories

Need hierarchy theory

The content theory includes the hierarchy of needs from Abraham Maslow and the two- factor theory from Herzberg. Maslow's theory is one of the most widely discussed theories of motivation.

The American motivation psychologist Abraham H. Maslow developed the Hierarchy of needs consistent of five hierarchic classes. It shows the complexity of human requirements. Maslow says that first of all the basic requirements have to be satisfied. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, the whole behavior of a human will be

oriented to satisfy this deficit. Subsequently we do have the second level, which awake a need for security.

Basically it is oriented on a future need for security. After securing those two levels, the motives shift in the social sphere, which form the third stage. Psychological requirements consist in the fourth level, while the top of the hierarchy comprise the self-realization so theory can be summarized as follows:

- * Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.

- * Since needs are many, they are arranged in order of importance, from the basic to the complex.

- * The person advances to the next level of needs only after the lower level need is at least minimally satisfied.

- * The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

The needs, listed from basic (lowest-earliest) to most complex (highest-latest) are as follows:

- * Physiology (hunger, thirst, sleep, etc.)

- * Safety/Security/Shelter/Health

- * Belongingness/Love/Friendship

- *Self-esteem/Recognition/Achievement

- * Self actualization

Herzberg's two-factor theory

Frederick Herzberg's two-factor theory, or intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, they do not lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their lifetime, but "respect for me as a person" is one of the top motivating factors at any stage of life.

He distinguished between:

- * Motivators; (e.g. challenging work, recognition, responsibility) which give positive satisfaction, and

* Hygiene factors; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration.

The theory is sometimes called the "Motivator-Hygiene Theory" and/or "The Dual Structure Theory."

Herzberg's theory has found application in such occupational fields as information systems and in studies of user satisfaction (see Computer user satisfaction).

Self-determination theory

Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.

Cognitive theories

Goal-setting theory

Goal-setting theory is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal's efficiency is affected by three features: proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behavior and the end state is close. This explains why some children are more motivated to learn how to ride a bike than to master algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). 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. Most children have no idea how much effort they need to reach that goal.

Models of behavior change

Social-cognitive models of behavior change include the constructs of motivation and volition. Motivation is seen as a process that leads to the forming of behavioral intentions. Volition is seen as a process that leads from intention to actual behavior. In other words, motivation and volition refer to goal setting and goal pursuit, respectively. Both processes require self-regulatory efforts. Several self-regulatory constructs are

needed to operate in orchestration to attain goals. An example of such a motivational and volitional construct is perceived self-efficacy. Self-efficacy is supposed to facilitate the forming of behavioral intentions, the development of action plans, and the initiation of action. It can support the translation of intentions into action.

Unconscious motivation

Some psychologists believe that a significant portion of human behavior is energized and directed by unconscious motives. According to Maslow, "Psychoanalysis has often demonstrated that the relationship between a conscious desire and the ultimate unconscious aim that underlies it need not be at all direct.

Matrix variable

Specific Objective	Variable	Definition	Indicator	Sub indicator	Sources	Techniques
To identify the factors that affect students motivation about speaking skills in first year of the Modesto Armijo Lozano Institute	Factors that affect motivation in the classroom	Negatives aspects that influence motivation in the students	Emotional factors Economic factors	1. Behaviors of students 2. Parents separation. 3. Relationships between teacher and students	Students Parents	Survey Observation in the classroom Interview

Matrix variable

Analyze the kind of didactic material of motivation that the teacher uses in the classroom	Different didactic material that motivation students learning process	How the correct use of didactic material improves students' learning and motivates them in their English class	Didactic material	1.Update didactic material 2.Lack of didactic material to develop an English class 3. support from the principal school and minister of education in get didactic material	Teacher	Interview
			Resource to teach specific English content	Record player Dictionaries Magazines Video games Good English book	Students	Interview

IX. METHODOLOGY

9.1 SOCIOLOGYCAL APPROACH

This research was made from qualitative methodology because with the application of instrumental focal group, class observation, interview for can have the necessary information and identify the factor that provoke the lack of motivation in the institute Modesto Armijo Lozano, in Unidad de Propósito neighborhood, Managua.

This research is qualitative because there have been varied variables to analyze the different aspects that affects the lack of motivation on the classroom in this high school.

Beside this research is flexible because all the instruments were applied of as the way for that they were opened and easier and so can work with good information about our problem.

According to the proposed in this research there were enough responses with value information in the focal group than it was chosen a number of ten students of thirty, those students were asked them, and their answers given have been satisfactory.

For that reason they were very motivated and we were with themselves all the time to share all the emotionally for them.

Finally, what students expressed gave us a clear idea to analyze and understand their different opinions. That way we will have a sociological approach with the sample group, the English teacher and even the parents we interviewed.

9.2 TYPE OR RESEARCH

MICRO ETHNOGRAPHY

This research is ethnography for its characteristic also is qualitative because it has a new focus. This was applied in the social area and the main objective is the phenomenology for might arrive to the soul, of the person because is necessary to be in the place of the person at the moment of the research to observe and share with the selected group about the activities they engage in during and after class as well as in the daily development in the sociocultural aspect.

On the other hand is micro ethnography because its focus is on small group of the population. For instance in our research on the classroom there were only ten students between females and males as variable for might be a real information.

This kind of research to approach with respect to the human, right of the person to be in this research, with the objective only has a good relationship between the researching and the variable of this research, finally the information necessary had been found how an objective main.

This research is flexible because it was taken from different kinds of instruments. Additionally, these instruments have provided us with good information which is not generalizable.

For this reason our research is micro ethnographic because we applied some instruments such as focal group, interviews, class observation with the final propose of gathering information. In this way the students expressed different aspects to find what affects the lack of motivation in this school "Modesto Armijo Lozano". They also mentioned that the lack of didactic materials is the main problem in their classroom. Besides, another factor is the lack of strategies during the learning process of the teacher.

9.3 QUALITATIVE SAMPLE

According to the proposed sample, there were some different answers. The focal group was ten out of thirty students whom were asked and they gave their own answers and points of view about what it was expected to find out. According to the first female students, they had the same three answers; consequently, they were selected as candidates to form part of our research.

In this way, five women were selected because they had the same answers. Four questions were made. One of them which was negative, according to the criteria, was not accepted. three of them answered bad behavior, low level of participation, and few questions in class, or low level of class attention, few questions in class, and low level of participation, in this way they were selected to work and in our focal group and provided good information.

Five males were selected too. They were interviewed in the same way and also provided answers which were useful for the research. Our research was qualitative because ten students gave their own answers.

The sample of type of case had certain elements in common as well as the results are going to help in future studies. In order to analyze the situation, we applied the different criteria before mentioned.

As conclusion, we feel satisfied to have found the origin of the different aspects that provoke the lack of motivation and to be able to find solutions to the problem.

9.4 TECHNIQUES FOR COLLECTING DATA (INSTRUMENTS)

Based in our research focus, we have made use of the following instruments as Focus group, interview and observation. As a focal group with 10 students of Modesto Armijo Lozano Institute, that having 30 students in seven grade, and then selecting 2 students for survey in motivation aspect, according to the English teacher

First we have collected the information with the authorization of the teacher and the principal of the institute Modesto Armijo Lozano.

1. Focal Group

Focal Group consists in selecting a group of student to ask them different questions about the research, with the aims of collecting the information necessary for determining the origins of the lack of motivation in the English Class.

In this instrument, only ten from thirty students participated. Each group answered the motivation aspects and the ways they were taught their class. Furthermore, the interview has produced a lot of important information.

It consisted in filling out questions about the research topic with the objective of collecting the necessary information.

This instrument was applied to the teacher and the parents of those students selected. This instrument was applied in the “H” classroom with the students and we need more time, like focal group.

2. Class observation

Class observation consisted in entering the classroom to watch the students and the teacher during the learning process. The main objective was to observe the different strategies that the teacher applied for motivating the students. Also, we have observed the behavior and discipline of the student during the speaking skills practice.

3. Survey

We apply this technique to make a diagnosis about motivation in general because students do not have a clear knowledge of the low motivation they have on the English class.

Survey is general of view or consideration. Act of surveying opinions, results or finding of this, in written report, inspection or research. To query someone in order to collect data for the analysis of some aspect of a group or area.

4. Interview

The interview entails asking different types of directed questions to the English teacher about the motivation, or lack of it, on the part of their students. Afterwards, we will analyze them and will describe them in the data gathering process.

The interviews are made to the principal and the English teacher because they have a thorough knowledge about the low motivation at school. From there, we will reach a conclusion on the factor that influence in students' motivation.

MATRIX VARIABLE

N o	MUJERES	SEX		CRITERIALS			
		F	M	BAD BEHAVIOR	LOW LEVEL PARTICIPANT	FEW QUESTION IN CLASS	LOW LEVEL OF CLASS ATTENTION
1	Aleman Lopéz Cristel	F		No	No	Yes	Yes
2	Benavidez Urbina wendy	F		Yes	Yes	No	No
3	Arreola salguera Derek	M		No	Yes	No	No
4	Barberena Lopez Anfernee Jose	M		No	Yes	No	Yes
5	Centeno Estrada Diana María	F		No	Yes	Yes	Yes
6	Cordero Sandoval Belkys Joan.	F		Yes	No	Yes	Yes
7	Blandón Dieris Gabriel José	M		No	No	Yes	No
8	Carrasco Ulloa Larry Antonio	M		Yes	No	No	Yes
9	Castellón Morales Javier	M		Yes	No	Yes	Yes
10	Cortez Guido Martha Yolys	F		Yes	Yes	No	Yes
11	Castillo Rivera Lesli Levis	M		Yes	No	No	Yes
12	Davila Torrez Francis Anaí	F		Yes	Yes	Yes	No
13	Díaz Baez Migdalia María	F		yes	No	Yes	No
14	Florez Castro Marjorie	F		Yes	Yes	No	No

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1 5	Gomez Ortiz Jenny Izabel	F	yes	Yes	Yes	No
1 6	Chavarría Zuñiga Jonathan	M	No	No	Yes	Yes
1 7	Delgadillo Muñoz Michel José	M	No	No	Yes	Yes
1 8	Espinoza Balmaceda Kevin antonio	M	Yes	Yes	No	No
1 9	Grijalva Arreola Josseline	F	Yes	No	No	Yes
2 0	Mayorga Rojas Marilin	F	No	Yes	No	No
2 1	Esquivel Monjarrez José David	M	Yes	No	No	Yes
2 2	Gonzalez Toruño Cristian Manuel	M	Yes	No	No	Yes
2 3	Larios Solis José Enrique	M	No	Yes	Yes	Yes
2 4	Lopez Salgado Oscar	M	Yes	No	No	Yes
2 5	Martinez Fuentes Alfred	M	Yes	No	Yes	No
2 6	Melendez Cuadra Marcelo Noe	M	Yes	No	Yes	Yes
2 7	Mayorga Oliveira Regina María	F	No	Yes	No	No
2 8	Membreño Talavera Massiel	F	No	Yes	No	Yes
2 9	Mendoza Gonzales Roberto José	F	Yes	Yes	Yes	No
3 0	López Zepeda Kennet	F	yes	Yes	Yes	No

MATRIX VARIABLE

SELECTED

No	FEMALE	SEX		CRITERIALS			
		F	M	BAD BEHAVIOR	LOW LEVEL OF PARTICIPATION	FEW QUESTION CLASS	LOW LEVEL OF CLASS ATTENTION
1	Gomez Ortiz Jenny Izabel	F		Yes	Yes	Yes	No
2	Centeno Estrada Diana María	F		No	Yes	Yes	Yes
3	Cortez Guido Martha Jolys.	F		Yes	Yes	No	Yes
4	Dávila Torrez Francis Anaí	F		Yes	Yes	Yes	No
5	Mayorga Rojas Marilyn	F		No	yes	No	No
	MALE						
1	Arreola Salguera Dereks		M	No	Yes	No	No
2	Larios Solis José Enrique		M	No	Yes	Yes	Yes
3	Melendez Cuadra Marcelo Noe		M	Yes	No	Yes	Yes
4	Mendoza Gonzales Roberto José		M	Yes	Yes	Yes	No
5	López Zepeda Kennet		M	Yes	yes	Yes	No

X. DATA PROCESSING AND ANALYSIS

With the purpose of collecting valid information in this research, we applied the following instruments: as focus group only ten students were interviewed out of thirty, and the teacher knew the kind of methodology used in the classroom. During the development of speaking skills, we also interviewed the teacher and surveyed some parents of these students.

According to this research, the majority of the students' age ranged between ten and twelve years old. The others' age ranged between thirteen a fourteen years old.

According to the collected information, some students have shown interests to learn English because it is an international language, very important around the world for the communication in different situations of life. However, a small group expressed a lot of interest about English language.

English is necessary and important for them because they can understand the English movies. For this reason, English is the key of communication everywhere in the world. In this case, students expressed that English is the language of diplomacy because most of the world summits are spoken in English.

English is the language of business. For example, if some people want to do business in other country where the official language is English, it is necessary to speak English well in order to process the transaction.

Moreover, they recognize English is necessary to search for jobs because when people speak English well, it is easier for them to find a job.

However, this school presented a big problem as they do not have the necessary motivation for being able to speak English very well because the teacher does not have the teaching materials to learn the speaking skill on the classroom.

There is not assistance from the Ministry of Education. It cannot offer solutions to this problem. Therefore, the teacher only has a whiteboard and marker to impart their class.

In this school it is necessary to acquire some teaching materials such as new textbooks because there are only old ones, there are dictionaries to work and look for new vocabulary, among other kinds of material necessary for the development of the speaking skill on the classroom.

Students consider that the teacher offers a good explanation. However, we think that he has reasons. Some of them are that the teacher works in other school. He has double posts because his salary is very low and he needs to have additional income to provide solutions to the many economical problems in his family. In this way the teacher may feel more motivated to effort himself in teaching. In fact the students will be benefited because they will receive an efficient English class.

Besides, when the teacher gets the necessary materials to teach English, the class will become easier to understand. in this moment the explanation is very clear and the learning process is better and most of students expressed that understand the class. Therefore, the teacher explanation gets better with the use of this didactic material, and the of use different teaching strategies.

They think that their teacher should be more dynamic, it can have a better motivation to develop the speaking skill on the classroom because the lack of motivation is a negative aspect in the process of English language or anywhere subject in the high school. For this reason all the students have a low level of English, and they could not have the opportunity of speak English well to the final of the high school outside.

Other negative aspect is not good behaviors of some students in the group there are some students to do not having interest for to learn English and do not pay attention in the English class

FACTORS THAT AFFECT MOTIVATION OF THE STUDENTS

A. Emotional factors

The emotional factors are very important in the process of learning in English class in all the high school in our country because when students suffer no emotional problem they concentrate more on their studies and get a better performance or learn the English class easily.

The emotional factor affect language learning as attitude of motivation the self-esteem according this research is big problem in this institute, because there are some students to have down level of self-esteem in this group for this reason they observed bad behavior during the observation. These situations do not have well developed on the English class.

Also the emotional problems contributes to enhance the effect of language learning the negative emotion in some student as nervousness, frustration and family problems, all this elements affect the normal expression of the study potential the learner are affected by the negative emotion.

B. Behaviors of the students

One of the problems to present the institute Modesto Armijo Lozano is the bad behaviors of some students. This situation depends of different factors one of them is the lack of interest for one group of students in the English on the classroom.

C. Parent's Separation.

Parent Separation according to the information of focal group is a big problem in the school Modesto Armijo Lozano because this situation produces lack of motivation in some students to have this problem.

In some cases the students do not have mother or vice versa only have the mother and don't have her father for this reason they are irresponsible in the school and do not worry for to do the homework. Do not pay attention in their English class.

Also recognize to the English is necessary for can to find job. Because when people speak English very well it is easier for them to find a job.

However this school present a big problem because they do not have the necessary motivation for can speak English very well, because the teacher does not have the didactic material for to learn the speaking skill on the classroom.

There is not help from the Minister of Education it cannot give solution to this problem, because the teacher only has the whiteboard and marker to give her class.

In this school it is necessary to buy some didactic materials such as new texts book because only there are old text book there are dictionaries for can work and look for new vocabulary between other kind of material necessary for the develop of speaking skill on the classroom, the students consider that the teacher has good explanation because he researchers has persistent interest for the class.

But we think that he has reasons some of them is that the teacher works, in other school, he has double places because your salary is very low and he need to have two jobs for can give solution to many economical problem in his family, so this way the teacher feel more and motivated and effort himself to teaching, in fact the students will be benefited, because they will receive efficient English class.

Besides, when the teacher has the necessary material for to teach English language the class is easier for understand, in this moment the explanation is very well and learning process is better and most of students expressed that understand the

class. Although the teacher explanation is better with the use of this didactic material, and use different ways or strategies by teaching.

They think that their teacher should be more dynamic, it can have a better motivation to develop the speaking skill on the classroom because the lack of motivation is a negative aspect in the process of English language or anywhere subject in the high school. For this reason all the students have a low level of English, and they could not have the opportunity of speak English well to the final of the high school outside.

Other negative aspect is not good behaviors of some students in the group. There are some students that do not have interest to learn English and do not pay attention in the English class.

This problem is a negative factor because when occur this situation there are not responsibilities for the parents of this children's. Because the mother or father always are working and don't assist to the parents meeting for to know the information of the behavior and score to her children.

In this case the teacher was applying some strategies as to visit the parents. But they are not in their house, because they are working hard to find solution to many economic problems in your family. Some students expressed to they do not want to follow studying for the different problem that they have in their family, and the students feel sad, unmotivated, so they leave the high school.

Students get down and become dropouts. Besides, some parents choose to migrate to neighbor countries to work and leave their children under someone else tutelage. These guardians, on the other hand, do not worry for these children studies and therefore the latter get unmotivated to stay at school and opt to wander the streets.

D. Relationship between teacher and student

This is related to the teacher –pupil relationship the teacher approach to behavior management, the promotion of sharing ideas and view between pupil as well as teacher and pupil, the importance of motivating feedback.

The importance of the teacher as a motivating force become very apparent in pupils teacher who let the class supportively, presented task clearly and enthusiastically and give feedback constructively, inspired the level of participation among students on the classroom. The teacher does not shout theirs students if they get on wrong answer. The class is relaxed but gets work done.

The relationship between teacher and students is the key for a good communication and give solution to all educational problems that occurred on the classroom during the process of language learning teaching.

According to the collected information this teacher is very friendly with the students. There is individual attention when is necessary to do this on the group, However in some cases change of attitude. For the bad behaviors of some students the teacher has reason for this situation because if he is friendly all the time, it will be very difficult for him to have control of the groups. It is necessary to remember to the teacher does not have control of the group. There is no a good learning on the classroom.

E. Economical Problems

Some reports found expressed that the economic situation have a great influence in the development of the speaking skills at the institute Modesto Armijo Lozano.

Talking about student support some of them have a mayor economical problem, because the mayor part of the time, go to the school without breakfast because they do not have something to eat in their house.

This is a problem because the students express necessity as hungry, thirst and other necessities which are not satisfied when that student cannot be motivated in the

language teaching process, finally only there are many factors to produce lack of motivation in the speaking skill in the classroom.

F. Parent wages

Talking about parent support some of them has a job, the majority of the student count with the help of their parent. But other percent of student their parent are unemployment.

This research expressed the different difficulties to have the parent for the support of their children because they have a low salary. For this reason the parents do not have necessary money for to buy the necessary scholar material for the student. As dictionary school bag, translate machine for the now vocabulary.

According to the collected information is that some parent only earns C\$ 3000.00 Cordoba's on the month and in some cases they have three or more children studying on the school and their salary do not give for can buy the necessary to all the children including the food.

Other group expressed that they do not have a permanent salary because they do not have to sure job, something work two or three twice on the week for this reason the economic situation affect the process of learning in the students, and finally have a bad level of English when this students are graduated in this school.

G. Strategies that the teacher applies for the motivation

According to the proposed sample there were some different answers, the focal group was a number of ten students out of thirty. Those students were asked, and they gave their 45 answers in where they expressed about the strategies the teacher applied on the classroom.

Five of ten students surveyed expressed that the ways of teaching are very important, because those ways of teach are necessary and interesting, because when the teacher applies strategies the English class is more dynamic and enthusiasm, and they can learn easier, but other five students expressed that the teacher does not explain very well. And he is very boring. For this they are boring, too.

Also, they said that the main problem in this school is that the teacher does not have didactic materials to do the English class more dynamic, it can have a better level of learning on the speaking skill in the classroom for this reason the teacher does not use the necessary strategies that can do the class very well. For this reason the teacher only applies the following strategies.

- | | |
|---------------------|--------------------|
| 1- Working in group | 3- Roll plays |
| 2- Working in pair | 4- Individual work |

The strategy of students' group work in the English signature is vital for their participation in class in order to keep them motivated, encouraged and willing to learn.

The dynamic of pair work is more personalized. There is more control on the part of the teacher about the students' work. However, there is less participation because they feel afraid or embarrassed when they do not understand well the class or the homework.

The dynamic of games in class is what motivates students the most. When it is well managed by the teacher, students learn by doing things and the class does not get boring. Nonetheless, it is hard to implement this type of technique as there is not enough space for the class.

Individual work is the most common on the part of the teacher in this school.

H. Kind of didactic material for the motivation that teacher uses.

According to the proposed sample there were different answers in which they expressed that the main problem in this school is the lack of didactic material, because in the library of this school there are not didactic resources such as: tape, recorder, video games, new textbooks, and dictionaries to find the new vocabularies. For this reason the teacher does not have the necessary didactic materials, it can develop English class on the classroom. The teacher only has the whiteboard and his marker for explain English class however the teacher sometimes uses the flash card.

Considering the situation of this institute is necessary buy didactic materials for a better level of learning of the students on the speaking skills.

The economic problem affects this situation the parents do not have the necessary money for can to buy at their children the necessary materials for go to the school and some case the students do not have to buy, notebooks, pencils between other necessary resources for to learning skills.

The lack of didactic materials is big problems because this situation produces the lack of motivation in the students. It gives origin to bad level of learning process.

For this reason is necessary the Ministry of Education helps to high school in this problems because nowadays the director does not have money for buy the necessary didactic material in this institute for can give a better level of the speaking skill on the classroom.

XI.CONCLUSION

We believe to have fulfilled the objectives drawn up in this research of finding the factors that provoke the low motivation on students of the Institute Modesto Armijo Lozano in the English speaking skill.

The lack of motivation is a phenomenon that affects this high school mainly in the development of the speaking skill. These factors have shown that there must be a more deep research to cope with this situation that they are facing. Therefore there must be more people involved to solve this.

The Institute Modesto Armijo Lozano has been affected by this phenomenon. In this case, the teacher does not always apply strategies because there are not didactic materials necessary for the development of learning process in that school.

The main problem in this school is the lack of didactic material, because in the library of this school there are not didactic resources such as: tape, recorder, video games, new textbooks, and dictionaries to find the new vocabularies

We also identified the teacher's strategy while imparting his class. He uses certain games in class, but the technique he applies the most is individual class.

The teacher in many cases does not have didactic materials to help in the teaching, learning process.

On the other hand, the principal prohibits the teacher to give out photocopies to students as auxiliary materials which could motivate students

Another issue that students are facing is the lack of guides, textbook, school materials and uniform. They are not motivated enough to continue on the school due to the lack of support of their parents and the economical situation that this school faces which might get worse.

Finally, we sorted out the teaching materials in this school and found out that are not many and they are outdated. It is an important factor for the teacher and students' motivation at developing the class.

For this reason, it is necessary to purchase didactic materials such as dictionaries, educative videos about English and new updated textbooks to better the learning process of the Speaking skill on the classroom.

XII. RECOMMENDATION

The Ministry of education should assign a larger budget to this high school to buy the necessary didactic material in order to keep the motivation of the students and to better the learning process.

Parents, teachers, students and Ministry of Education have to be integrated in the search for the solution to this problem in the institute Modesto Armijo Lozano.

Increase the teachers' salary to motivate them to stay in the educative system.

The government must be aware that its responsibility is to create new jobs for their parents to cope with some economical problem that affect the majority of students in our country.

Parents must also be aware about the importance to help their children and increase their performance at school.

Finally , there are many things that the government and education community have to do with respect lack of motivation on the Modesto Armijo Lozano institute.

For this reason it is necessary to purchase didactic materials such as tape, recorder, video games, new textbooks, and dictionaries.

On the other hand, we hope that the principal office

1. Face the different factors affecting the learning process and
2. Provides good didactic materials for a good teaching strategy.
3. Trains teachers for them to have a better knowledge to impart a better methodology on the speaking skill.

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Norbert Weiner.

XIV. ANEXES

RESEARCH QUESTIONS FOR STUDENTS.

OBJECTIVE: to identify the different attitudes of the students on motivation in the classroom

- 1) Do you like to study English language?
- 2) How do you consider the teacher's attitude dynamic or boring?
- 3) How do you consider the teacher's explanation?
- 4) What kind of didactic material your teacher uses on the classroom?
- 5) How often does the teacher use dynamic class?
- 6) Why are the academic games important on the classroom?
- 7) How are you relationship with you teacher?
- 8) Do you have educational support every day?
- 9) How much money does your father give you every day?
- 10) Does your teacher use different ways to work in his English class?
- 11) Tell me about the skill of the English teacher in speaking on the classroom?
- 12) What main activities do your teacher apply on the classroom?
- 13) Do you think does the teacher have control of the students group?

QUESTIONNAIRES FOR THE TEACHER.

OBJECTIVE: to know the different kind of the strategies that the teacher applies for a better motivation.

- 1) What kind of activities do you apply for a better motivation?
- 2) Do you consider that lack of didactic material affect the student's motivation on the classroom?
- 3) How do you use the didactic material?
- 4) When do you consider that you students are motivated or not motivated?
- 5) How the students keep the motivation affect to the students in the classroom?
- 6) How does the economic situation affect to the students in the classroom?
- 7) What percent of the students have good motivation?
- 8) How do you apply a good motivation to the students?
- 9) Are the students haply with your English class?
- 10) Do you think that your students are very well motivated about your English class in the classroom'

QUESTIONS FOR PARENTS:

OBJECTIVE:

To know the different purpose parents the way sends their child to the school

1. What is your purpose to send your children to the school?
2. What do you do help your children to get grade ?
3. How do you consider your salary?
4. What kind of economic support do you give to your children?
5. Do you consider the economic support necessary to the study that you give to your children is enough?
6. Do your children work, when, where, why?
7. What is your opinion about your children teachers?
8. What do you know about the behavior and result gotten by your children?
9. Why do you think many students leave the school before finishing the school year?
10. How do you motivate your children to continue with their studies?

GUIDE FOR CLASS OBSERVATION.

Miguel Bonilla Institute Modesto Armijo Lozano

Teacher:

Subject: English

Level: Seven grade

Attendance:

Date:

Content: Preposition of place.

Objective: 1- To identify the level of motivation of the students on the class.

Development: about this objective we can see that the teacher that the teacher show to the students the new vocabulary about preposition place.

GUIDE FOR CLASS OBSERVATION.

Miguel Bonilla Institute Modesto Armijo Lozano

Teacher:

Subject: English

Level: Seventh grade

Attendance:

Time : Two hours

Date: 28th October

Content: Verb to be

Objective:

- 1- To know the methodology used in the class
- 2- To analyze the kind of didactic material in the classroom.

Seminary of Graduation
National Autonomous University Of Nicaragua



Eddy English teacher give them instruction about how to work in groups



Carlos English teacher



Student copy of the blackboard her
Homework.



Students are working in group.

