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RESEARCH TOPIC: ANALYSIS OF THE FACTORS THAT PRODUCE LACK OF MOTIVATION IN ENGLISH CLASS IN FIRST YEAR STUDENTS IN THE INSTITUTE MIGUEL BONILLA OBANDO IN VILLA AUSTRIA IN MANAGUA DURING THE SECOND SEMESTER OF 2010.

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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 secondary in Miguel Bonilla Obando Institute.

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 the school that it is being researched.

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

Through this research it has been found many factors that influence negatively in students motivation. Factors such as: Economical, emotional and educative.

It can be mentioned that the teacher is using some techniques and strategies in order to motivate his students but they are unmotivated. This is a hard situation that needs to be face with the right tools and from this way to find possible solutions to this problem.

PROBLEMS: LACK OF MOTIVATION.

II. PROBLEMS: LACK OF MOTIVATION.

Research topic:

Analysis of the factor that produce lack of motivation in English class in first years students in the Institute Miguel Bonilla Obando in Villa Austria in Managua during the second semester of 2010.

III. SETTING THE PROBLEM

Motivation is nowadays one of the determinants of learning, according to the American Psychological association, it is very important in the teaching and learning process.

The lack of motivation has been very significant for students who face this kind of learning problems.

According to this research it has been found many factors affecting the motivation in students. These factors are the lack of didactic materials, economical situation and emotional problem.

Students do not have English books; it was observed that the teacher does not have enough markers; they are lack of English laboratory, library, photocopy, the school is in good condition but they do not have a real classroom environment because the school is close to the road and this disturb the concentration of the students.

On the other hand the parent's families face a hard economical situation. For this reason they cannot buy the necessary didactic materials for their children. Such as: books, dictionaries, textbooks, educative video games these are the necessary material for a better learning process.

Conversely the teacher does not use the appropriate strategies and never change the methodology because the lacks of didactic materials do not let him to innovate for improves learning and teaching process.

IV.JUSTIFICATION

It has been decided to work in this topic because the lack of motivation is affecting the English language learning , not only in Miguel Bonilla Obando but also in many schools from our country and through this research it is wanted to contribute to better the efficiency of the learning and teaching process, especially the learning of English language.

This research work intends to be a tool or a guide to face this problem, for teachers who are in front of this kind of situation, students because they will enjoy from an attractive way of learning through several recommendations and strategies those teachers can find in this research paper.

Besides that, many schools in Nicaragua because they will get a deeply research about this kind of situation that day by day is attacking the successful learning process from this way they will know how to face this situation. Our teachers and school especially Miguel Bonilla will find possible solutions to this situation.

V.PREVIOUS STUDIES

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 that focused on intrinsic reasons for being involved in writing, subjects in an 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 insights through their writing.

It study 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 of 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 constraints on the creativity 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.

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 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.

This present study sought to understand Chinese students' motivational thinking of their English learning when they are studying at an American university. This study was conducted on the basis of Gardner's motivational study from social psychological perspective (1959, 1985). In the following sections, I will, first, examine two motivational factors---Integrative motivation and instrumental motivation initiated by Gardner and Lambert in 1972, since most of the contemporary language learning motivation studies were based on these two factors.

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 L2 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.

Another study has shown some similarities on how students from another part of the world learn English, it means that they feel affected about factors which are present in the process of learning in this case this study shows that Chinese students are eager to learn English at American universities quite similar to some of the situation that Nicaraguan face when they travel to learn English in University.

Mainland students. Learning English in Hong Kong, Does place of origin affect motivation

This study focus on place of birth can impact motivation to learning English, This subject is particularly important in Hong Kong M. School context, as them a in study population generally origin it is from only two places. Hong Kong and Mainland China indeed the population of the letter is highly prominent in certain areas of Hong Kong.

That is an investigation in to the relationship between differing places of birth and motivation to learn English.

This study was made in English department, Hong Kong Institute Education by Ruth MH Wong, but in 1998, this study adopts a modified version by Orny L. in 1998 HLP, IN LT WKHKH. Students from Hong Kong or Mainland China have different motivation patters, while learning English in Hong Kong. Both questionnaires and students interview serve. As main sources of data the over China result is that while studying English in Hong Kong students have stronger motivation tan Mainland China students however fur there Statistical result show variation with in this general result.

The principal objective of this study was to identify if the place of birth affected the motivation of the students in both places but this study investigates how the motivation of Chinese students learning English as a second language was affected by their place of birth.

Derived from the some testing procedure overall descriptive statistics will be presented to see general patters in how places of birth affected students 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 complex construct, and adopted both quantitative and qualitative methods to discover the different patterns in Chinese students motivation to learning English in relation to their places of origin.

Theseconsequentstadisticalresultswillhelpeducatorsbetterunderstand individual learners different needs even when are of similar backgrounds.

VI.RESEARCH QUESTION

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

VII. Objectives

IV. GENERAL OBJECTIVE AND SPECIFIC OBJECTIVES.

To determine the factors that produce lack of motivation in speaking skill in English classing first year student of the institute. Miguel Bonilla Obando.

Specific Objectives

- 1) To identify the factors that affects the motivation on speaking skill of student in the classroom in the first year in the institute Miguel Bonilla Obando.
- 2) To identify the strategies that the teacher applies in the learning process of the speaking skill.
- 3) To classify the kind of didactic materials that the teacher uses in the classroom.

VIII.Theoretical Framework.

Historical Background

Miguel Bonilla Obando was founded in 1975. And it was intended just for high school. Since its foundation, it offered daily secondary morning and afternoon shift with about 658 students. First, this school was named autonomous Republican de Austria Institute offering two shifts, but it was named Miguel Bonilla Obando institute now again offering three shifts, morning shift secondary school with about nine hundred sixty students and afternoon with about eight hundred students and every shift secondary school with about one thousand seven hundred sixty students.

Several years ago, the institute has had some improvements like the construction of a new building and employed more teachers in the classroom including administrative staff.

Nowadays that institute offers the following modalities like diurnal, and it also provides Saturday and Sunday classes in the different areas for people who work every day.

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: such as Economical, emotional, social and educational.

Motivation: it is the activation of goals oriented behavior; this motivation can be intrinsic, this is very important for the different goal. The people have in their life mainly their learning according to various theories motivation may be rooted in to the basic need to minimize physical pain and pleasure, motivation is only the driving force that make us do the thing we do.

The main explanation about motivation is the cognitive, and the humanistic. Some psychologists say than somebody can say that are motivated. Some teacher express that the student don't have motivation. When they are not motivated for to do some activities than the teacher has in her plan. The psychologist is of according, about the importance of the motivation on the classroom. Because this is the base for their learning.

The conductive say that we have different philological necessities that fluency in the motivation as hungry, thirst and sex and other when this 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 hungry.

The cognitive theory said that the motivation is than the persons no 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 don it think to cat in this moment pass the time in this kind of people don 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 very important applications. For the education is a lot of probable. That if the students to have hungry or some sickness can't be motivated for their new learning in the school. Also there are other aspects very important in the children as the security than for their learning this situation occur in some cause of parents' divorce. For this reason we can say that the children parentless have a lot of difficulty in this process of learning because they have a big problem in your family. 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 factor.

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 psychologists 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 (and were) rewarded with a ribbon and a gold star for

drawing pictures spent less times playing whit 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 studentwho is internally motivated participates in activities for his own interest, preference, competence or satisfaction. Teacher skill in motivating leaners 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 extrinsically, to faster student motivation. First and foremost appropriate teaching behavior is the key to the student's motivation. What the teacher does in the classroom has a motivational influence upon students so the teacher should keep a balance between evolving tearing, learning oriented process and performance learning grade oriented process. Also the good teacher student report is necessary and crucial that students can be attracted to engage in a task and can be made to do what is required or to follow the teacher instruction.

Secondly a pleasant and superlative class row atmophera 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 methodology 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 propiate 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.

Economical factor that affect the lack of motivation in the students

The economic factor has a big influence in the lack of motivation of the students because many resources of the learning process, depend of this factor also there are other element as the food, health, home, between other, only when the parents have money con give solution to those problems.

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 whit prizes or paying them for performance has been the standard means of motivation for parents and teacher for many years. Mr. kohl cities 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 whit caution "for they have the potential for decreasing intrinsic motivation"

The board on children youth and families report that students are more motivated when they see the relevance of what they are learning to real life settings and encourage embedding learning opportunities in authentic work experience.

Poverty deters motivation

Poverty is an obvious deterrent students in low income communities lack stable family income that result in poor nutrition, lack of health care and homelessness.

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 students attention on what need to be learned.

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 and adults. Interesting visual aids such as booklets poster or equipment to motivate learners by capturing their attention and curiosity.

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 pure enjoyment of exploring new things.

3. 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.

The use of incentives is based on the principle that learning occurs more effectively when the students experience 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.

4. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.

Sometimes the student's readiness to learn comes with time and the instructor's role is to encourage its development. If a desired change in behavior is urgent the instructor may need to supervise directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instruction repeated again and again.

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

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already learned. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

In general the best organized material makes 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 the 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 learning the basic learning principles involved is that success is more predictable motivating of the people.

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 institute Miguel BonillaObando	Factors that affect motivation in the classroom.	Negatives aspects that influence motivation in the students.	Emotional Factors.	<ol style="list-style-type: none"> Behaviors of the students. Parent's separation. Relationships between teacher and students. 	Students	<p>Survey</p> <p>Observation in the classroom.</p> <p><u>OK</u></p>
			Economical Factors	<ol style="list-style-type: none"> Student's job. Parent's wages. Parent's retirements. 	Parents	Interview

SPECIFIC OBJECTIVE	VARIABLE	DEFINITION	INDICATOR	SUB INDICATOR	SOURCES	TECHNIQUES
To identify the strategies that the teacher applies in the motivation of speaking skill in the classroom.	Strategies that the teacher applies on to motivation.	Action to to the teacher uses increase students motivation in the English class.	Teaching Process.	<ol style="list-style-type: none"> 1. Working in group. 2. Working in pair. 3. Roll the students. 4. Interaction with the students. 	Teacher	Interview
			Describe Kind of Motivation	<ol style="list-style-type: none"> 1. Games to the students. 2. Commands to the students. 3. Entertainment to the students. 4. Control of the students. 	Students	Int <u>OK</u> w

SPECIFIC OBJECTIVE	VARIABLE	DEFINITION	INDICATOR	SUB INDICATOR	SOURCES	TECHNIQUES
To classify the kind of didactic material of motivation that teacher uses in the classroom.	Different didactic material that motivated students learning process.	How the correct use of didactic material improves students' learning and motivates them in their English class.	Didactic Material	<ol style="list-style-type: none"> 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
			Resources to teach Specific English content.	<ol style="list-style-type: none"> 1. Record player. 2. Dictionaries. 3. Magazine. 4. Video games. 5. Good English book. 	Students	<p>[OK]</p> Interview

IX. METHODOLOGY

9.1 SOCIOLOGICAL 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 produce the lack of motivation in the institute Miguel Bonilla Obando, in Villa Austria Managua.

This research is quantitative because there have been varied sample to analyze the different aspects that affects the lack of motivation on the classroom in that school,

Finally 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 problems.

According with the proposed sample there were different answers the focal group was a number of ten students of thirty, those students were asked their answers given have been satisfactory.

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

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 principal objective is the femenology 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.

On the other hand is micro ethnography because its focus is on small group of the population. For example in our research on the classroom there were thirty students and we took only ten students as sample for can have 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 sample of this research, finally the information necessary had been found how an objective principal.

This research is flexible because in this research we can use the different kind of instruments, also these instruments are opened for can have a good information, it is not generalizable, this research is qualitative characteristic.

For this reason our research is micro ethnography because we applied some instruments as focal group, interviewed class observation with the propose finally can give a real information, in this way the students expressed the different aspects to find that affects the lack of motivation in this school whom expressed that the lack of didactic materials is the principal problems in their classroom and other factor is the lack of strategies during the learning processof the teacher.

9.3. QUALITATIVE SAMPLE

According to the proposed sample, there were some different answers, the focal group was a number de ten out of thirty, those students were asked and they gave their own answers and provide their first ideas about what it was expected to find out in the questions previously done. According to the first female students they had the same three answers; consequently, they were selected as candidate to form part of our research.

In this way there were selected five women, because they had the same answers, four questions were made one of them which was negative 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 a good information.

There were selected five males, too. Where they were interviewed as the same way this also provided answers which were useful for the research. Our research was qualitative, because ten students gave their own answers.

The sample had certain elements in common as well as the results which are going to help future studies.

TECHNIQUE OF SELECTION TYPE OF CASE

No.	MUJERES	CRITERIALS			
		BAD BEHAVIOR	LOW LEVEL PARTICIPATIEN	FEW QUESTION IN CLASS	LOW LEVEL OF CLASS ATTENTION
1	ALTAMIRANO ALGERIA, CLERY GREY	No	No	Yes	Yes
2	ARTOLA MENDOZA, MARIA JOSÉ	Yes	Yes	No	No
3	BENAVIDES SILVA, MARIA ESPERANZA	Yes	Yes	Yes	No
4	CANALEZ LOPEZ, GEORGINA IZAMAR	No	No	No	Yes
5	CASCO VILCHEZ, EVELING JUNIETH	No	Yes	Yes	Yes
6	FLORES QUINTANILLA, JOSSELING DE LOS A.	Yes	No	Yes	Yes
7	GAZO RIVERA, KATHERINE FRANCISCA	No	No	Yes	No
8	GUILLEN RIVERA, MARIA GABRIELA	Yes	No	No	No
9	GUZMAN ARAICA, TATIANA DEL CARMEN	No	Yes	Yes	Yes
10	HERNANDEZ GONZALEZ, JOSSELING ESPER.	Yes	Yes	No	Yes
11	JARQUIN RIVERA, HILDA NATHALIA	Yes	No	No	Yes
12	JUAREZ OROZCO, JULISSA ANALIETH	Yes	Yes	Yes	No
13	KRISTOFFLE RAMIREZ, DARLING ELIETTE	yes	No	No	No
14	LACAYO TORRES, ALINA GUADALUPE	Yes	Yes	No	No
15	LOPEZ SANCHEZ, KATHERINE ARLENE	yes	Yes	yes	No
VARONES					
16	ACENSIO RIVAS, ZIOMAN GABRIEL	No	No	Yes	Yes
17	AGUILAR CASTILLO, FELIX ARMANDO	no	No	Yes	Yes
18	ARAUZ FLORES, BRYAN ELEAZER	Yes	Yes	No	No
19	CASTILLO MENDEZ, JEFRY JAVIER	Yes	No	No	Yes
20	CONTRERAS ZAMORA, FERNANDO JOSE	No	Yes	No	No
21	DUARTE NORORI, SAMUEL DE JESUS	Yes	Yes	No	Yes
22	ESPINOZA QUINTERO, ALEXANDER EZEQUIEL	Yes	No	Yes	Yes
23	FLORES ALVAREZ, ALEJANDRO ANTONIO	No	Yes	Yes	Yes
24	GAITAN FAJARDO, NESTOR ALEXANDER	Yes	No	No	Yes
25	GARAY GUERRERO, HECTOR ARMANDO	Yes	No	Yes	No
26	GONZALEZ BALLADARES, NORMAN JOSUE	Yes	No	Yes	Yes
27	HERNANDEZ MUÑOZ, FRANCISCO BENJA	No	Yes	No	No
28	LOPEZ VALLE, STAYLI JUNIOR	No	Yes	No	No
29	LOPEZ ZEPEDA, KENNER AUGUSTO	No	Yes	Yes	Yes
30	MALDONADO AGUILAR, EDWIN CARLOS	yes	No	no	yes

TECHNIQUE OF SELECTION TYPE OF CASE

SELECTED

	FEMALE	CRITERIALS			
		BAD BEHAVIOR	LOW LEVEL OF PARTICIPATION	FEW QUESTION CLASS	LOW LEVEL OF CLASS ATTENTION
1	Benavides Silva Ma. Esperanza	Yes	Yes	Yes	No
2	Casco VichezEvelingJunieth	No	Yes	Yes	Yes
3	Flores Quintanilla Joseling de los A.	Yes	No	No	Yes
4	Guzmán Araica Tatiana del Carmen	No	Yes	Yes	Yes
5	Juárez Orozco Julissa Analieth	Yes	yes	yes	No
	MALE				
1	Duarte Norori Samuel de Jesús	Yes	Yes	No	Yes
2	Espinoza Quintero Alexander Ezequiel	Yes	No	Yes	Yes
3	Flores Alvares Alejandro Antonio	No	Yes	Yes	Yes
4	Gonzalez Balladares Norman José	Yes	No	Yes	Yes
5	López Zepeda Kenner Augusto	No	yes	Yes	yes

9.4 TECHNIQUES FOR COLLECTION DATA (INSTRUMENTS)

Based in our research theme, we've made use the following instrument. As focal group interview and observation.

First we've collected the information with the authorization from the teacher and the director of the institute Miguel Bonia Obando.

Focal Group.

Focal Group consist in the selecting a group of student to ask different question about the research topic, with the adjective to collected the necessary information for know the origin of the lack of motivation in English Class. In this instrument only were interviewed ten students from thirty. The time for each Focal Group.

Also the interview have given a lot of important information. It's consisted in the fulfillment of question about the research topic with the abjetive to collected the necessary information. This instrument was applied to the teacher and the parent of student sellected. This instrument was applied in a little time.

Class Observation.

Class observation consit to go the classrrom for to look the students and the teacher during the learning process the principal odjective was observe the different strategies that the teacher applies for the motivation of the student. For other hand we've observed the behaviour of the student in the interes in the speaking skill during the English Class observation.

X.DATA PROCESSING AND ANALYSIS

The purpose to make a valid information in this research there were applied the following instrument: as focal group only ten students were interviewed out of thirty, and the teacher knew the kind of methodology used on the classroom. During the development of speaking skills, also there were interviewed the parents of these students.

According to this research the mayor part of the students was between ten and twelve year sold and the other parts were between thirteen a fourteen years old.

According with the collected information part of the students have interested to learn English because it is on international language very important around the world because the English language is necessary for the communication in different situation of the life but a small group expressed a loft of interest about English language.

The English is necessary and important for them because they can understand the English film. For this reason English is the key of the communication in anywhere part of the world. in this case the students expressed that the English is the language of the diplomacy because all the conference in the world are in English.

English is the language of the business, for example if some people want to do some business in unite state is necessary to speak English well for can do your transition.

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

However this school present a big problem because they do not have the necessary motivation for to 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 can not 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 dictionary for to can work in new vocabulary between other kind of material necessary for the develop of speaking skill on the classroom, the students consider that the teacher explanation is regular because he doesn't it present interest for the class. But we think that he has reason because he work in other school, because your salary is very bad and he need to have two work for can give solution to many economical problem in your family.

But 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 our learning better

and all the students expressed more dominate of the class. Finally the teacher explanation is more excellent with the use of this material.

The students express that their teacher is boring because he is always tired for the excess of work because he works in the morning and in the afternoon.

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 student have a bad level of English, and they do not have the opportunity of speak English well to the final of high school.

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

FACTORS THAT AFFECT MOTIVATION OF THE STUDENTS

Emotional factors

The emotional factors are very important in the process of learning in English class in all the high school in our country.

Behaviors of the students.

One of the problems to present the institute Miguel Bonilla Obando 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.

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.

Parent's Separation.

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

In some cases the students don't have mother or vise verse only have the mother and don't have her father for this reason they are irresponsible in the school and don't worry for to do the homework. Don't pay attention in their 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 your house, because they are working hard for to can give 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

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 at your if you 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 all the time friendly, is very difficult for him to can have control of the groups. Is necessary to remember to the teacher does not have control of the group. There is no a good learning on the classroom.

Economical Problem.

Some reports found expressed that the economic situation have a great influence in the development of the speaking skills at the institute Miguel Bonilla Obando.

Student's Job

One percentage of the students working hard in your house, because some students help to their parent to do some share in their family because her mother work every day this situation affect the learning process of this students, because they don't have the necessary time for to studies and can do the homework.

Other group of students said that they need to go to the street for to sell different product as ice water, soda between other products, for to can earn lot of money for to give solution to many economical problem in your family.

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 no 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.

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 parent don't have necessary money for to buy the necessary escolar 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\$ 300.00 Cordoba's on the month and in some cases they have three or more children studying on the school and their salary don't give for to can buy the necessary to all the children including the food.

Other group expressed that they do not have a permanent salary because they don't 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.

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 interviewed expressed that the strategies are very important, because those strategies 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 bored. For this they are bored, 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 he only applies the following strategies.

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

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 buy to 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

The lack of motivation is a phenomenon that affects all the high school in our country mainly in the development of the speaking skills. These factors have shown that there must be a more deep research to cope with this situation that this English subject is facing, therefore there must be more people involved to solve this and find solution.

The Institute Miguel Bonilla O. has been affected by this phenomenon. In this case the teacher does not apply strategies because there not the necessary didactic material for the develop of learning process in that school.

The principal causes of the lack of motivation in this school is the lack of didactic material, the teacher in many case he does not have didactic material that help then in the teaching, learning process.

Another issue that students are facing is the lack of guides, textbook, school materials and uniform in many cases, they are not enough motivated to continues on the school because their school is a failure, the lack of support of their father and the economical situation that this school face it might get worst.

Finally, there are many things that the government and society have to do to avoid the lack of motivation on the high school in our country.

XII. RECOMMENDATION.

Ministry of education should give a percentage to high school for buy the necessary didactic material for keep the motivation of the students for a better learning process.

Parent, teacher, students and Ministry of Education have to be integrated looking for the solution this problem that this institute Miguel Bonilla O.

Increase the teacher salary to motivation them to slay in education system, and that things are not lose in an education professional.

The government must be aware its responsibility to create new jobs, for can give some economical problem that affect the majority part of the high school in our country.

Parent must be aware about the importance to help their children performance in the school.

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XIV. ANEXXES

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 your teacher use dynamic?
- 6) Why are the academic games important on the classroom?
- 7) How are you relationship with your teacher?
- 8) Do you have educational support?
- 9) How much money father earn?
- 10) Does your teacher use the strategies to work in pair in your English class?
- 11) What do you think about the application of the role play in your students?
- 12) What kind of underlayment activities does your teacher apply on the classroom?
- 13) What kind of commands does your apply on the classroom?
- 14) Do you think does the teacher have control of the students group?
- 15) Do you have job?
- 16) Does your father have job?
- 17) Is your parent retired?

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'

QUESTION FOR PARENTS:

OBJECTIVE:

To know the different purpose parents the way send 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 grades'?
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 to 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 Villa Austria in Nicaragua

Teacher:

Subject: English

Level: I Year

Attendance:

Date:

Content: Preposition of Please

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.

After the students past to the whiteboard for to write sentences using the preposition of the please, but the teacher to give the new pronation of the words.

Them he oriented the homework to the final of the class.

In conclusion we can said that only a 50% of the students were motivated for the class and the other 30% they not have the necessary motivation for to resaved the class.

GUIDE FOR CLASS OBSERVATION.

Miguel Bonilla Institute Villa Austria in Nicaragua

Teacher:

Subject: English

Level: I Year

Attendance:

Date: October 20

Content: Verb be

Objective:

- 1- To know the methodology used in the class
- 2- To verify the kind of material and level of participation of the student in the classroom.

Development:

About the first objective the teacher explained the grammatical use of verb to be, new vocabulary and the structure of verb be. Students repeated after teacher the pronunciation and then one by one.

After he wrote some sentences on the whiteboard in order to explain the structure.

Then wrote part of the sentences where will complete with the structure of verb be.

Finally other than that, some students complete than.

Then he oriented the homework.

In a way he used an active methodology, some students participated, but not all were involved he didn't use additional material.



