



THE UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN CARIBBEAN COAST

URACCAN

Monograph:

**Motivational Factors that Influence English Learning in Eleventh-grade
Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024**

To obtain the Bachelor's Degree in Science Education with a Major in
English

Authors:

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Nueva Guinea, July 2024

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I dedicate this work to God first for his infinite grace that has been my constant guide throughout my university journey. With humility and gratitude, I receive this achievement as a token of His mercy.

To my parents for their generosity and sacrifice, as they are the basis of my strength and success. In every beat of my heart, I carry them with me. Thank you for being my pillars, for being my inspiration, for being my parents.

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Lic. Eyzling Mariela Villachica Sequeira

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Lic. Eytling Mariela Villachica Sequeira

Br. Keyling Dayana Jarquín Bravo

ABSTRACT

This study investigates the motivational factors influencing English language learning in eleventh-grade students at Cesar Augusto Salinas Pinell High School, in 2024. Data were collected through interviews, focus groups, observation guides, and pedagogical interventions, and analyzed using triangulation methodology. Key findings reveal both internal and external factors affecting motivation, such as migration, family conflicts, job obligations, and mental health issues. Institutional strategies, including teacher engagement, creative methods, and technology integration, show partial success due to implementation challenges.

The head teacher emphasized organized methodologies, teacher professional development, and support systems addressing emotional and psychological needs of students. Students highlighted the impact of family and work commitments on their motivation and ability to study English outside the classroom. Classroom engagement, interactive activities, and technological tools were identified as essential for sustaining motivation.

Teachers identified classroom overcrowding and limited access to advanced technology as major obstacles. They recommended diverse engaging activities and flexible learning options to accommodate varying needs of students. Furthermore, they stressed continuous professional development to equip them with innovative teaching strategies and effective technology integration in the classroom.

The study concludes that a comprehensive approach involving technological infrastructure enhancement, curriculum flexibility, structured motivation frameworks, and addressing classroom overcrowding can foster an effective learning environment. Additionally, it suggests implementing support systems addressing students' emotional and psychological well-being. Doing so supports students' educational journey, promoting personal growth and positive social impact.

Overall, the research underscores the necessity of a multifaceted strategy to tackle various motivational barriers faced by students. Enhancing teacher training, improving classroom conditions, and providing emotional support are pivotal steps

toward achieving sustained motivation in learning English. This holistic approach aims to create a nurturing educational environment that not only improves language skills but also contributes to the overall development of the students.

Keywords: Curriculum, English learning, motivation, technology.

RESUMEN

Este estudio investiga los factores motivacionales que influyen en el aprendizaje del idioma inglés entre los estudiantes de undécimo grado, del Colegio César Augusto Salinas Pinell, en 2024. Los datos se recopilaron a través de entrevistas, grupos focales, guías de observación e intervenciones pedagógicas, y se analizaron mediante metodología de triangulación. Los hallazgos clave revelan factores tanto internos como externos que afectan la motivación, como la migración, los conflictos familiares, las obligaciones laborales y los problemas de salud mental. Las estrategias institucionales, incluida la participación de los docentes, los métodos creativos y la integración de la tecnología, muestran un éxito parcial debido a los desafíos de implementación.

El director enfatizó las metodologías organizadas, el desarrollo profesional docente y los sistemas de apoyo que abordan las necesidades emocionales y psicológicas de los estudiantes. Los estudiantes resaltaron el impacto de los compromisos familiares y laborales en su motivación y capacidad para estudiar inglés fuera del aula. La participación en el aula, las actividades interactivas y las herramientas tecnológicas se identificaron como esenciales para mantener la motivación.

Los docentes identificaron como principales obstáculos el hacinamiento en las aulas y el acceso limitado a tecnología avanzada. Recomendaron diversas actividades interesantes y opciones de aprendizaje flexibles para adaptarse a las distintas necesidades de los estudiantes. Además, enfatizaron el desarrollo profesional continuo para equiparlos con estrategias de enseñanza innovadoras y una integración efectiva de la tecnología en el aula.

El estudio concluye que un enfoque integral que incluya la mejora de la infraestructura tecnológica, la flexibilidad curricular, marcos de motivación estructurados y abordar la sobrepoblación en las aulas puede fomentar un entorno de aprendizaje eficaz. Además, sugiere implementar sistemas de apoyo que aborden el bienestar emocional y psicológico de los estudiantes. Al hacerlo, se apoya el viaje educativo de los estudiantes, promoviendo el crecimiento personal y el impacto social positivo.

En general, la investigación subraya la necesidad de una estrategia multifacética para abordar las diversas barreras motivacionales que enfrentan los estudiantes. Mejorar la formación de los docentes, mejorar las condiciones de las aulas y brindar apoyo emocional son pasos fundamentales para lograr una motivación sostenida en el aprendizaje del inglés. Este enfoque holístico tiene como objetivo crear un entorno educativo enriquecedor que no sólo mejore las habilidades lingüísticas, sino que también contribuya al desarrollo general de los estudiantes.

Palabras clave: aprendizaje de inglés, currículo, motivación, tecnología.

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I. INTRODUCTION

The English language continues to grow in importance within our globalized society, becoming a vital skill for academic, professional, and personal development. The Ministry of Education in Nicaragua prioritizes English language education across public schools to equip students with the necessary tools to succeed in future academic pursuits and professional endeavors. This research focused on identifying the motivational factors that influence English Learning among eleventh-grade students at César Augusto Salinas Pinell High School, during the I Semester, 2024.

Motivation plays a crucial role in shaping behaviors and attitudes of students towards learning, contributing to their overall development, skill acquisition, and academic success. The demand for high-quality education and innovative teaching methods underscores the need to understand these motivational factors and their implications for effective English language teaching. This study was based on previous research conducted at the University of the Autonomous Regions of the Nicaraguan Caribbean Coast (URACCAN), which examined internal factors such as concentration, motivation, observation, and memory among graduate students pursuing English majors. Furthermore, environmental factors such as classroom behavior have been identified as critical elements that influence the teaching-learning process in the English.

Learning the English language represents a complex process influenced by various factors, in which some students exhibit natural aptitudes while others face challenges. Despite its importance, many students encounter difficulties in mastering English, highlighting the need to comprehensively examine the factors that affect language acquisition. This qualitative research sought to investigate motivational factors including self-efficacy, teacher support, and language anxiety among eleventh grade students at César Augusto Salinas Pinell High School. By gaining deeper insights into these factors, strategies are proposed that improve English learning outcomes and promote student engagement.

Teachers and educators continually strive to deepen their understanding of the learning process, including its psychoaffective, social, and educational dimensions, to better guide effective teaching practices. This research addressed fundamental questions about the factors that influence English language learning among eleventh grade students, providing specific insights relevant to local educational contexts.

In this study, motivational factors that influence English language learning were identified, and based on the findings, specific strategies were proposed to foster motivation and improve student performance in this critical academic domain. Ultimately, the findings aim to advance educational practices in English language teaching and serve as a basis for future research in similar educational contexts.

II. OBJECTIVES

2.1. General objectives

- To determine the motivational factors that influence English language learning among eleventh-grade students at Cesar Augusto Salinas Pinell High School, I Semester, 2024.

2.2. Specific objectives

- To identify the motivational factors that influence English language learning in eleventh-grade students.
- To describe motivational strategies to improve English learning in eleventh-grade students.
- To apply motivational strategies to improve English learning in eleventh-grade students.
- To propose motivational strategies to improve English language learning outcomes in eleventh-grade students.

III. THEORETICAL FRAMEWORK

In this section, the basic concepts and definitions related to motivational factors and some other aspects of this study are discussed.

3.1. Motivation

Cherry (2023) wrote that motivation is:

The term motivation describes why a person does something. It is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors.

For instance, motivation is what helps you lose extra weight, or pushes you to get that promotion at work. In short, motivation causes you to act in a way that gets you closer to your goals. Motivation includes the biological, emotional, social, and cognitive forces that activate human behavior.

Motivation also involves factors that direct and maintain goal-directed actions. Although, such motives are rarely directly observable. As a result, we must often infer the reasons why people do the things that they do based on observable behaviors. (para. 1-3)

in relation to the previous information, it can be deduced that motivation is an aspect of enormous relevance in various areas of life, including education and work, it is presented in almost all stages of life and it can be so important for positive or negative results on the ones who receive the motivation in their studies and also in their life.

Therefore, Hamilton (n.d) wrote that that the Motivation is” the force that energizes, directs, and sustains behavior” (para.1). explaining the previous information, the

motivation allows people to achieve high performance by exerting an effort that leads toward objectives, and to all goals that people can have in life.

Mattila (2020) argued that “Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is a need or desire that energizes behavior and directs it towards a goal” (para.1).

Regarding to the previous definitions, the motivation is important in all stages of life because by having this, people can achieve many things that they have proposed in life such us: finishing a degree, to go abroad, to get a car, a house, to form a family and some others. Teachers at schools play an important role motivating their students and allowing them to get closer of their goals in life.

3.2. Motivational Factors

EUROINNOVA (n.d) explained that "Motivational factors are those that involve feelings related to growth, personal development, professional recognition and self-actualization needs, which have the greatest responsibility" (para. 4).

Explaining what EUROINNOVA said the motivational factors that go beyond simple material rewards, they focus on intrinsic emotions and needs of people, such as the desire for growth, personal development, professional recognition and self-actualization.

3.3. Motivational Factors Types

There are many factors that can affect the motivation of all students around the world without taking into consideration the level in which they are.

3.3.1. Class and Curriculum Structure

SILVA (2020) wrote something important about class and curriculum:

Children thrive when there is structure and struggle when there is chaos.

When students sense or see that classes follow a structure, and the

curriculum and class materials have been prepared beforehand, it provides them with a greater sense of security. The feeling of security is one of our basic needs. When that is provided in a learning environment, it allows students to fully focus on the learning material. To help students feel more secure, educators need to plan classes and curriculums. All materials that will be used in class should be prepared in advance. Educators can also state the objectives of a course or class at the beginning of a semester or a class (para.5-7).

The previous definition emphasizes that a structured class where teachers have prepared all the materials in advance can contribute that the students can feel safe and they can focus on learning the English language. In this case, teacher have to focus on the course objectives, and helping students to achieve all their dreams.

2. Teacher Behavior and Personality

SILVA (2020) pointed out the importance of the teacher behavior:

If a student has a negative emotion such as fear or disliking towards their teacher, that can negatively affect their attitude toward the subject as a whole.

If a teacher shows a preference towards certain students or uses derogatory and humiliating language, that can lower their motivation in education.

On the other hand, kindness, optimism, positive feedback, and encouragement can positively affect motivation of the students to learn (para 8-9).

According to the definition, the behavior of teachers can help students to go easily learning many things without any problems, in the contrary if the personality of

teachers is rare to the students and they can deal with it, students are going to have more problems when learning and they are not going to be interested on learning anything.

3. Teaching Methods

SILVA (2020) emphasized on the importance of using different teaching methods:

Students are more likely to retain their motivation in education if educators use different teaching methods. That creates diversity and prevents students from getting bored. Giving room for certain choices such as which partner they would like to work with can be beneficial too.

Students in a single class are likely to have different styles of learning. Thus, a teacher is more likely to meet these needs by applying different teaching methods.

Another important aspect, especially when it comes to girls in STEM subjects, is ensuring that the knowledge or skills learned can be practically applied in real life.

In some cases, enrolment in extracurricular activities or support from a tutor can help address needs of students that are not met at school (para-10-13).

Explaining the previous information, teachers have to change the use of teaching methods to make students motivated and support in learning. Teachers can utilize the different learning styles of a class by also offering varying approaches because the students may have needs on learning and may need extracurricular activities or tutoring.

4. Parental Habits and Involvement

SILVA (2020) stated that parents play a vital role on the learning of their sons:

Quite a few parental habits can indirectly affect the motivation of children, intrinsic motivation in particular. These include:

- Showing interest in the learning material of child.
- Inquiring about their day.
- Actively listening.
- Helping with specific tasks or skills taught at school.
- Attending parent meetings.
- Encouraging children complete homework or study for a test.

Another habit that is been proven to improve motivation, is reading. Reading to and with small children helps them develop literacy faster than talking does. However, reading comprehension level can determine success of students in later school years (para.14-21).

In agreement to the previous definition, the parents play the most important role in the education of the sons/ daughters because the education, the values, the behavior, all those things start at home, and here all the small kids copy or get the way their parents act, and all the values they see at home they will put in practice at school; therefore, parents have to be careful with the things they do and they mentioned at home.

5. Family Issues and Instability

SILVA (2020) highlighted that the family can affect the motivation:

Same as the lack of security in the classroom, the lack of security at home can negatively impact motivation in education.

Children who live with both parents, on average get better grades than children who do not. Family conflicts and disruption can result in poorer academic performance. Some examples include:

- Divorce.
- Loss of one or both parents.
- Not living with the biological father or mother.
- Not having contact with the biological father or mother.
- Frequently moving from one home to another.
- Being or having been involved with Child Protective Services.
- As a result, in certain instances, additional support may be needed from schools to help students with their issues (para 22-30).

The previous definition stated that when there are problems inside the family, the students bring those problems to the school, and here it starts some other problems to the students, such as: they do not pay attention to the classes, they do not do any homework, and even they do not want to go to the school again, some of them start changing immediately, and some of them become rude.

6. Peer Relationships

SILVA (2020) explained that the relation can be fundamental at the time of motivating people:

As children grow older, the influence peers have upon them increases as well. Therefore, problems and conflicts with peers can make students feel less secure about their social status among peers, increase their stress levels, and lower motivation in education.

Keeping an eye on any conflicts, bullying, and other peer issues can prevent serious problems (para-31-32).

7. Learning Environment

According to SILVA (2020), the learning environment play a crucial role when learning and motivating students:

School environment or school climate is another factor that affects motivation in education. School environment refers to different norms and regulations that determine the overall climate in the school.

Positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships.

Too many classes and learning environment that is too serious can also lower motivation in education. Adding a fun element to classes can help to ease the atmosphere and improve motivation and results. Allowing enough time for play and rest can also have a positive effect (para 33-35).

In agreement to the previous definition, the learning environment is important because it helps students to feel motivated and engaged for learning a new language. Also, the learning environment is important because the teaching process is easier to convey, for example; you cannot be teaching in a classroom where there come sounds from the outside, where there is not energy and illumination, the classroom and the environments must be excellent to have a good learning and teaching process.

8. Assessment

SILVA (2020) explained that assessment is one of the most important factors that can affect the motivation of the learners:

While standardized assessment increases the standards of attainment, it can negatively influence motivation of students in education, especially at a younger age. The opposite can be seen in countries like Finland where primary school children do not get any tests. Despite the lack of assessment, Finnish children display higher academic achievements.

It is also common for students to lose motivation if tests are continuously too challenging. This does not provide a sense of achievement and lowers motivation in education over time. Thus, it is important for educators to experiment with and apply different testing methods which would be able to address the different learning needs of students (para.34-35).

In conclusion to the motivational factors, they can be described as the influences or elements that stimulate or drive a person to take certain actions, pursue goals, or maintain a high level of commitment and energy in completing tasks.

3.4. Learning Strategies

Camizán et al., (2021) expresses that:

Learning strategies are used when the student shows signs of continually adjusting to the changes and variations that occur during the activity, always with the ultimate goal of achieving the desired objective in the most effective way possible. In this way, the student minimizes the number of errors prior to solving the problem, ensuring that their answer is correct after a minimum of attempts (p.1).

Commenting on what Camizán expressed, learning strategies refer to methods, techniques and approaches that people use consciously or unconsciously to

acquire, understand and retain information in every environment they are, not matter if it is in a school, at work or at home, they are used to learn new things.

3.4.1. Classification of learning strategies

Herrera (2009) classified the learning strategies as the following:

A first approach to learning strategies refers to the differentiation between imposed and induced strategies. The first are imposed by the teacher or text programmer when making modifications or manipulations in the content or structure of the learning material. Induced strategies are linked to the training of subjects to directly and by themselves handle procedures that allow them to learn successfully. That is, the imposed strategies are didactic elements that are interspersed in the text, such as summaries, reflection questions, exercises, self-evaluations, etc., while the induced strategies are contributions, such as self-interrogation, elaboration, repetition and imagery, which are developed by the student and constitute their own learning strategies.

The two types of strategies, instructional (imposed) and learning (induced), are cognitive strategies, involved in the processing of information from texts, carried out by a reader, even though in the first case the emphasis is placed on the material and the second in the apprentice (p.3).

Analyzing the point of view of Herrera these strategies are methods, techniques, or approaches used by students to acquire and process information effectively, they can be divided into instructional and learning strategies, and they are used by students in all fields, to learn math, languages, in games, to solve problems and even to discuss some of the common likes people can have in their lives.

3.4.2. Advantages of Using Strategies

Calma (2018) pointed out the advantages of using learning strategies:

- Promotes student participation by monitoring and evaluating their own learning.
- Requires students to take responsibility for their learning.
- Provides the opportunity to learn about student attitudes.
- Provides valuable information about the teaching-learning process.
- Teachers can examine your skills.
- They can be adapted to the different needs, interests, and abilities of each student.
- It can be used at all school levels.
- Promotes self-assessment and control of learning.
- Selects students into special programs (para.1).

In concordance to the previous information, the advantages for using learning strategies are many such as; learning about the students knowledge and attitudes, teachers can promote in the students the responsibility of being part of the learning process as the teacher, also, it can help teachers to know how to adapt the materials, methods and strategies in concordance to the need, interest and abilities of the different students that can be in the same classroom.

3.4.3. Disadvantages of using strategies

Sánchez (2014) wrote something important about the disadvantages of using strategies:

It is important to highlight one of the disadvantages of using learning strategies, which is that they can become a simple presentation of content, where the teacher is the only one who actively participates in the learning

process or the students do not have consolidated prior knowledge, which is why they cannot carry out the activities

According to Sánchez when working with strategies, a series of aspects must be considered that must be put into practice so that the student learning is consolidated and therefore has meaning and usefulness for them.

3.5. Classroom Environment

PRASAD (2020) states that:

Everything that surrounds or affects an organism during its life time is collectively known as its environment or simply put everything surrounding a living organism like people; place and things constitute its environment which can be either natural or man-made. The word environment has been derived from a French word 'environner' meaning to encircle or to surround. In the beginning, environment of early man consisted of only physical aspects of the planet earth such as land (lithosphere), air (atmosphere) and water (hydrosphere) along with biotic communities but, with the passage of time and advancement of society man extended his environment to include his social, economic and political functions too (p.1).

Describing the perspective of PRASAD, the term is used to describe the environment in which different human activities take place, such as the school or social environment, and this can help or affect their learning.

Preeti (2020) also wrote an important concept about classroom environment:

School environment is a foremost aspect in describing academic excellence and performance of the student. Effective tutoring and learning are the

outcome of group efforts done by school staff and the seriousness shown by the students towards the learning. There are far more other aspects in school which play important role in journey of learning of the student. School climate refers to social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices. Measures to enhance school environment in regards to support, safety and learning are not individual efforts. These should be implemented throughout the school as one thing. The focus of this article is how these three are intertwined into each other and the policies which can be followed at best to ensure students get a comprehensive school environment. The children need safe, healthy and stimulating environment in which they grow and learn English Language Learning (p.1).

In summary to the previous definition, the classroom environments are the conditions that take place in the teaching and learning process. This educational environment may include the classroom, the school in general, interactions between teachers and students, instructional resources, school culture, and other factors that influence the educational experience of students.

3.5.1. Types of learning

The way students learn can vary from age to age and from place to place, this will be in dependence of many factors that may facilitate or affect the learning of a language. García (2022) classified the type of the learning as the following:

3.5.1.1. Implicit learning

The first type of learning García (2022) write is about implicit learning:

It refers to a type of learning that is generally non-intentional learning and where the learner is not aware of what is being learned.

The result of this learning is the automatic execution of a motor behavior. The truth is that many of the things we learn happen without realizing it, for example, talking or walking. Implicit learning was the first to exist and was key to our survival. We are always learning without realizing it (para.7-8).

In agreement to Garcia, the implicit learning is a form of learning that occurs without conscious intent, meaning the students are often unaware of the knowledge being acquired. This kind of learning is considered the earliest form of learning and has been crucial for our survival and keep evolving as humans.

3.5.1.2. Explicit learning

García (2022) also pointed out the explicit learning:

It is characterized because the learner has the intention to learn and is aware of what he or she is learning.

For example, this type of learning allows us to acquire information about people, places and objects. That is why this way of learning requires sustained and selective attention from the most evolved area of our brain, that is, it requires the activation of the prefrontal lobes (para.9-10).

Explaining the previous definition, the explicit learning happens when you actively want to learn something and you are aware of what you are trying to learn. For instance, this kind of learning helps people to gather information about people, places, and things. It requires to pay close attention and engage the more developed parts of the brain.

3.5.1.3. Associative learning

García (2022) highlighted the Associative learning as:

This is a process by which an individual learns the association between two stimuli or a stimulus and a behavior. One of the great theorists of this type of learning was Ivan Pavlov, who dedicated part of his life to the study of classical conditioning, a type of associative learning (para.11)

In agreement to the previous definition, this kind of learning is when someone learns to connect two things or a response to a certain cue.

3.5.1.4. Non-associative learning (habituation and sensitization)

García (2022) wrote that:

Non-associative learning is a type of learning that is based on a change in our response to a stimulus that is presented continuously and repeatedly. For example. When someone lives near a nightclub, they may initially be bothered by the noise. Over time, after prolonged exposure to this stimulus, you will not notice the noise pollution, as you will have become accustomed to the noise.

Within non-associative learning we find two phenomena: habituation and sensitization (para.12-13)

This previous definition shows how people can get adapted to things over time. The example of living near a nightclub is relatable when you listen to that at first, but then you think on the noise and it can be really annoying, but eventually, you just get used to it, it also highlights how the responses to different stimulus can change, and it introduces the concepts of habituation and sensitization, which are key to understanding how people learn from the environment in which everyone is.

3.5.1.5. Meaningful learning

García (2022) emphasized that:

This type of learning is characterized because the individual collects information, selects it, organizes it, and establishes relationships with the knowledge he or she previously had. In other words, it is when a person relates new information with what they already have (para.14).

The previous definition describes a type of learning where the person takes in information, decides what's important, arranges it, and connects it to what they already know.

3.5.1.6. Cooperative learning

In concordance to García (2022):

Cooperative learning is a type of learning that allows each student to learn not alone, but together with their classmates. It is a type of learning widely used in educational centers, because it is a relatively simple way of proposing objectives and mobilizing students to get involved in their achievement by encouraging each other and being in contact with other points of view.

Therefore, it usually takes place in the classrooms of many educational centers, and groups of students usually do not exceed five members. The teacher is the one who forms the groups and who guides them, directing the performance and distributing roles and functions (para.15-16).

In agreement to the previous information, the cooperative learning is a great way for students to learn together instead of alone. It's commonly used in schools because it encourages teamwork and helps students engage with different perspectives.

3.5.1.7. Collaborative learning

García (2022) explained that collaborative learning is:

Collaborative learning is similar to cooperative learning. Now, the first differs from the second in the degree of freedom with which the groups are constituted and function.

In this type of learning, it is the teachers or educators who propose a topic or problem and the students decide how to approach it, forming groups according to their specific objectives and needs. For example, they may decide to separate themselves into groups specialized in specific tasks to, in a second stage, share what they have done and present their findings or achievements to others (para. 17-18).

Regarding to the previous definition, this kind of learning is similar to cooperative learning but it gives students more freedom in how they form and work in groups. In this approach, teachers suggest a topic or problem, and students decide how to tackle it, often splitting into specialized groups to focus on different tasks.

3.5.1.8. Emotional learning

García (2022) explained that:

Emotional learning means learning to know and manage emotions more efficiently. This learning provides many benefits on a mental and psychological level, as it positively influences our well-being, improves interpersonal relationships, promotes personal development and empowers us (para.19).

This kind of learning is about improving how people understand and control their feelings. It has great benefits for our mental health and overall wellbeing. This type of learning helps people to have better relationships with others, grow as individuals, and feel more confident.

3.5.1.9. Observational learning

García (2022) highlighted that:

This type of learning is also known as vicarious learning, by imitation or modeling, and is based on a social situation in which at least two individuals participate: the model (the person from whom one learns) and the subject who performs the observation of said behavior and learns it (para.20).

Expressing the previous definition, this learning occurs by imitation or modeling. It happens in social situations where at least two people are involved: one is the model and the other is the observer. This type of learning shows how people can pick up skills and behaviors just by watching others, making it a powerful way to learn from social interactions.

3.5.1.10. Experiential learning

García (2022) pointed out that:

Experiential learning is learning that occurs as a result of experience, as its name indicates. This is a very powerful way to learn. In fact, when we talk about learning from mistakes, we are referring to the learning produced from own experience. Now, the experience can have different consequences for each individual, since not everyone will perceive the facts in the same way. What takes us from simple experience to learning is self-reflection (para.21-22).

According to García, this learning occurs through experiences. It is a strong way to learn because it often involves learning from our mistakes. However, everyone experiences things differently, so the lessons we take away can vary from person to person.

3.5.1.11. Discovery learning

García (2022) wrote that discovery learning is:

This learning refers to active learning, in which the person instead learns the content passively, discovers, relates and reorders the concepts to adapt them to their cognitive scheme. One of the great theorists of this type of learning is Jerome Bruner (para.23-24).

3.5.1.12. Rote learning

García (2022) explained that collaborative learning is:

Rote learning means learning and fixing different concepts in memory without understanding what they mean, so it does not carry out a meaning process. It is a type of learning that is carried out as a mechanical and repetitive action (para.25).

3.5.1.13. Responsive learning

García (2022) pointed out that responsive learning is:

With this type of learning called receptive learning, the person receives the content that they have to internalize. It is a type of learning tax, passive. In the classroom it occurs when the student, especially due to the explanation

of teacher, the printed material or the audiovisual information, only needs to understand the content to be able to reproduce it (para. 26-27).

Interpreting the opinion of García learning types are different approaches or ways in which people acquire knowledge and skills. It includes various categories of learning, such as visual, auditory, kinesthetic, formal learning (in educational settings), and informal learning (from personal experience).

3.5.1.14. Teaching style

There are different teaching styles that can be adapted and can be used in different context for different students. Burton (2022) presents the following teaching styles:

3.5.1.15. Lecturer

As the words of Burton (2022) the lectures is:

The lecturer style (sometimes called the formal authority style) is familiar to anyone who is sat through long unidirectional lectures in giant university auditoriums.

This teaching style is often used with large groups of students, when a lot of interaction between the teacher and students is not feasible.

The subject matter in the lecturer style, most of the time, is singular and predetermined. Students are encouraged to take notes and ask questions at the end. There are usually no activities planned.

Pros

- Possible to teach large groups of students at once.
- Easy to prepare lecturers.

Cons

- Low information retention.

- No active learning (para. 8-12).

In simple words, the lecturer style is a common teaching approach used in large university settings, where the instructor delivers content. While it allows for efficient teaching of many students at once and is easy to prepare, it often results in low information retention and lacks opportunities for active learning.

3.5.1.16. Demonstrator

Burton (2022) notes that:

Under the demonstrator style, the teacher still retains a lot of authority but is more open to trying a student-centered approach to teaching.

You can see the demonstrator encouraging students to come up with problem-solving strategies, ask questions and simulate what they have just learned.

The demonstrator often goes beyond lectures, showing presentations, images, films and experiments. As a result, it is more applicable to more learning styles.

Pros

Incorporates a variety of teaching formats.

Cons

- Does not accommodate the needs of all students. (para. 13-17)

The demonstrator style uses a student-centered approach. This method encourages student engagement through problem-solving, questions, and hands-on simulations, using diverse formats like presentations and experiments.

3.5.1.17. Hybrid

Burton (2022) explains that:

The hybrid (also known as blended) style strives to strike a balance between teacher- and student-centered approaches.

Most of the time, the teachers who follow the hybrid style bring their own knowledge and expertise into the class. They still have a structure for every lecture but are able to adjust their flow and come up with the right activities to keep the students engaged.

While the hybrid approach tends to be quite effective in a variety of settings, it can make covering information-heavy courses difficult due to its slower pace.

Pros: Students remain active and engaged for longer.

Cons: Can be less focused and slow.

Requires a lot of energy from the teacher (para.18-22).

Explaining the previous information, the hybrid or blended teaching style aims to strike a balance between teacher-centered and student-centered approaches. Teachers using this method bring their expertise while maintaining a structure, allowing them to adjust and engage students with activities.

3.5.1.18. Facilitator

Burton (2022) emphasizes that:

Shifting to an even more student-centered approach, there is the facilitator style of teaching.

Instead of giving one-directional lectures, a facilitator encourages inquiry-based learning. Students learn by asking questions and discussing real-world case studies. Some other activities might be designed to improve problem-

solving skills and help understand the subject matter better through practical challenges.

Pros

- Helps students develop self-sufficiency.

Cons

- Does not work well for theory-heavy classes (para.23-26)

In the words of Burton, the facilitator teaching style is the most student-centered approach, emphasizing inquiry-based learning through student questions, discussions, and practical challenges.

3.5.1.19. Delegator

Burton (2022) argues that:

The most student-centric teaching style of all is called the delegator style (also known as the group style). Here, the teacher is merely present as an observer, and it is the group of students who are doing all the work.

Most of the learning in the delegator style happens peer-to-peer, through frequent collaborations and discussions. The instructor is practically removed from the position of authority and only facilitates the discussions instead.

The delegator style works best for lab-based experiments, group tutoring classes, creative writing, debates and other peer-to-peer activities.

Pros

Encourages learning and collaboration among students.

Cons

Can be inefficient since students have to find the right answers for themselves (para. 27-31).

That is, Burton mentions that teaching style is the way in which an educator or instructor presents information, interacts with students, and facilitates the learning process.

3.5.1.20. Self-esteem

Hernández (2011) defines self-esteem as follows:

Self-esteem is the evaluation that the individual makes and maintains about himself, this evaluation is based on what he sees and feels, it creates a feeling of satisfaction, when the individual feels good with his own evaluation, it will create a good self-image and self-acceptance, which translates into positive self-esteem.

With positive self-esteem, people perceive themselves as unique and valuable beings, who appreciate their talents and recognize their limitations; This is how they try to do things as best as possible; they do not compare themselves with others, nor do they require approval of other people to feel good. If they make mistakes, they accept their mistakes and learn from them and try other ways to achieve their goals.

Self-esteem is the conviction that one is competent to live and worthy of being happy, therefore, it is equivalent to facing the challenges that arise with greater confidence, benevolence and optimism.

In the educational field, children face many challenges; with positive self-esteem they can successfully achieve their goals (p.14).

Explaining what Hernández defined, the positive self-esteem leads to a healthy self-image and self-acceptance, allowing individuals to recognize their uniqueness and value without the need for external approval.

Acosta and Hernández (2014) express that:

The teacher has the necessary resources to increase self-esteem of the student while both have the capacity to understand and love exist teaching procedures that strengthen and develop self-esteem and that both the teacher and the students and other people can and should practice in the family, school and community. Here are some tips and procedures:

1. Respect the work and effort made by students.
2. encourage them to take action and recognize their successes.
3. Stimulate and help them perform physical exercises.
4. Create environments of tranquility, security and trust.
5. Help them solve learning and education problems.
6. Instill in them the idea that they can and are capable.
7. Evaluate the learning process as well as the results.
8. Emphasize their attitudes as much as knowledge.
9. Teach them to sit relaxed and breathe deeply.
10. Develop skills to relate to others.
11. Teach them by personal example to love themselves, their family, their friends, to the country, to nature, and to society (p.11).

In agreement to Acosta and Hernández, the teachers can play a crucial role in enhancing students' self-esteem through various strategies. They suggest respecting students' efforts, encouraging action and recognition of successes, creating supportive environments, and teaching problem-solving skills.

3.5.1.21. Cognitive Ability

Sévigny (2018) defines that:

It is a generic term for our ability to reason, remember, understand, solve problems, and make decisions. The problem with this definition is that a person can be strong in one area, but not another. Therefore, cognitive ability is incredibly difficult to quantify (para.2).

Starting from definition of Sévigny cognitive ability is the process of constructing knowledge. For this to happen, a set of mental abilities developed over the years is necessary, such as memory, attention, language and creativity.

3.5.1.22. Self-confidence

Bénabou & Tirole (2001) They explain how self-confidence within motivation:

The first premise of the motivation theory is that people have imperfect knowledge of their own abilities, or more generally of the eventual costs and payoffs of their actions. The second one is that ability and effort interact in determining performance; in most instances they are complements, so that a higher self-confidence enhances the motivation to act (p.2).

Defining the point of view of Bénabou & Tirole self-confidence is the belief and confidence that a person has in his or her own abilities, competencies, and judgment. It is the conviction that one is capable of facing challenges, making good decisions, and dealing with situations effectively.

3.5.1.23. Responsibility

Patrão (2015) define that:

Responsibility is thus indeclinable, because it cannot be refused, and interchangeable, because the subject cannot replace himself/herself, under the risk of losing his/her own identity. Responsibility is also total and infinite as a proportional response to the other, a brother in fraternal humanity, and to the other, the infinite whose trace is in the face of other. Responsibility is therefore not reciprocal: It is not the response of the self to a commitment with the other, but the way subjectivity is before the other. Responsibility is then also total because it goes beyond what the self does, as the response of the self to the need of the other (p.6).

According to Patrão, responsibility refers to the obligation and commitment of educators, students, parents, and other stakeholders to carry out actions that promote an effective learning environment and positive academic and personal development.

3.5.2. Intrinsic and extrinsic motivation

Villines (2023) states that:

Intrinsic motivation is a natural human tendency –in other words, people will actively strive toward doing the things they find interesting or enjoyable. However, in order for intrinsic motivation to flourish, the social environment must nurture it. Social contexts exert an influence on the experience of intrinsic motivation by affecting perceived autonomy and competence.

Extrinsic motivation describes any situation where the desire to act of someone occurs due to external factors, such as:

- A potential reward.
- A potential punishment.
- Certain short- and long-term consequences.

Unlike extrinsic motivation, intrinsic motivation does not revolve around the consequences of an action. People feel motivated regardless of the outcome (para.7-13).

Villines explains that the intrinsic motivation is the motivation that arises internally, driven by personal interest, enjoyment and satisfaction derived from the activity itself, while extrinsic motivation is the set of actions that are carried out to achieve an external reward.

3.5.3. Personal interests

Chamorro (2020) explained that:

Currently, there is evidence of attitudes of apathy and lack of interest on the part of students regarding the importance that education deserves. In this context, it is necessary to know the abilities and skills of teachers in the application of significant learning, using strategies of teachings and didactic resources to cause curiosity and interest in learning on the part of students. (p.13)

Defining the explanation of Chamorro, personal interests are the key so that students can give meaning to their learning, that is, so that they can link school learning with their daily life, their current experiences and their expectations about their future personal and professional life project.

3.5.4. Self-efficacy in language learning

Ruiz (n.d).said that self-efficacy as the belief in own capacity of one in certain situations, and it can be considered a vital concept in the educational field, since it is an element that best predicts the performance of the ability of the student and personal knowledge. In other words, he expresses that self-efficacy beliefs influence behavior in general, through cognitive, motivational, affective and selective processes. Specifically, in the academic field, self-efficacy beliefs act on motivation, persistence, and academic success.

3.6. External Factors that Influence Language Learning

World Vision (2021) Consider that there are the following factors that intervene in the learning process:

External factors are those elements related to the learning environment, which do not depend exclusively on the girl or boy, but for example with the school, the study space, the educational climate, the evaluation methods and the support you give to them. your daughter or son in this process. These factors are the ones in which you can intervene the most, because it may be in your hands to decide the school where they will go, their place to do their homework, among other elements that can define their learning and positively affect it (para.9).

3.6.1. The study places

The website World Vision (2021) explained the following information:

Do you know how to choose and organize space to study of your daughter or son?

Having your own, orderly, comfortable and quiet space is essential. In this sense, experts recommend taking the following into account:

First of all, it is advisable to have a large and well-organized desk.

Secondly, having a comfortable chair is very important. You can choose ergonomic chairs for younger children, and for older children and adolescents, chairs that are designed to spend many hours sitting in front of the computer, studying, doing homework, surfing the Internet, using educational applications.

Thirdly, have shelves and drawers, so that your daughter or son can organize her work materials.

Finally, have adequate lighting, if possible natural, or have lamps with bulbs suitable for studying or spending many hours in front of the computer or notebooks. (para.10-15).

3.6.2. Study support

The website World Vision (2021) mentioned something about supporting on the studies:

As a father, mother or caregiver, did you know that you play a fundamental role in the learning process of girls and boys? Your support is important because it facilitates and contributes to your daughter or son staying motivated to learn, relating the things they experience at home with what they learn, and having the opportunity to expand their knowledge beyond the classroom. You are the bridge between learning and your child, since your decisions and behaviors affect their process positively or negatively. What

you tell him influences, the time you spend with him influences, the review and monitoring of tasks influences. Everything you do to support or not support their process has an influence. (para.16).

3.6.3. Educational climate

UNESCO (2020) stated that educational climate is important:

The school or educational climate is the set of relationships that are established in the formal school learning process, it is the “collaboration between directors and teachers, in which families and students participate, and in which respectful treatment between children and appreciation for others is promoted.” That is, it has to do with how teachers treat their students, how the school relates to mothers and fathers, the facilities that are part of the school, the teaching methods they decide, among other things.

Depending on the educational climate, the learning conditions will be more suitable for full development or will be unfavorable. Therefore, it is up to you to decide the type of education you want your daughters or sons to receive, which is in accordance with your family values, your education budget and the interests and motivations of your daughters and sons. Our recommendation is that this decision be very well thought out and that you take opinion of your children into account in the selection process (para. 17-18).

Explaining considerations of external factors such as the study place, study support and educational climate, which students cannot control. Understanding these factors is crucial to optimizing educational efforts. That is why programs must be adapted to

meet the diverse needs of the community, improving learning outcomes and fostering a supportive educational environment for all participants.

3.6.4. Language anxiety

Hernández (2022) states that:

Language anxiety is a negative emotional factor that arises when using a foreign language and can affect both learning and performance. It creates a feeling of vulnerability when having to speak/use a language that is not your native one and can also influence levels of self-esteem and motivation.

When we speak in another language, we experience this type of anxiety because we have to express ourselves in front of others and we can feel vulnerable, since we are not using our full communicative potential. Group pressure can also increase it, especially in adolescents. (para. 4-5)

Defining what you stated Hernández language anxiety is a negative emotional factor that arises when using a foreign language and can affect both learning and performance. It creates a feeling of vulnerability when having to speak/use a language that is not your native one and can also influence levels of self-esteem and motivation.

3.7. Motivational Strategies

There are many strategies that can be used in the classroom to motivate students. Pearson (2021) listed the following strategies:

3.7.1. Explore your personal motivations

Pearson (2021) wrote that teachers need to help students to explore their personal motivations:

This is where recommendation number two makes practical sense: when a student has the opportunity to share the reasons that motivate him to learn or improve his English, he is offering you valuable pedagogical information, with which you can develop truly meaningful learning dynamics.

It is not necessary to know in detail the reasons of each student, but it is important to write down those that you consider priority. This way you will be able to generate class dynamics that involve the things that they are passionate about, and, therefore, they will feel spontaneously willing to try their best (para.18-19).

The previous information highlights the importance of allowing students to share their motivations for learning or improving their English. This practice provides valuable insights that can inform meaningful learning dynamics in the classroom.

3.7.2. Set realistic goals, short and medium term

Pearson (2021) wrote that teachers need to have realistic goals in the classroom:

The most frequent mistake made by teachers who want to motivate their students has to do with two factors that, paradoxically, end up demotivating anyone who sets out to learn English. These factors are:

- Encourage false expectations about the goal to be achieved
- Generate uncertainty about learning progress

It is not that teachers set out to sabotage their students, quite the opposite: their good intentions prevent them from setting clear goals, almost always for fear that they are not “motivating” enough.

Avoid at all costs “selling” your students the expectation of achievements that are not going to materialize: if they are not clear about their progress in the language, or if they realize that the “promise” of speaking perfect English in a matter of months will not be fulfilled, it will be very difficult for them to regain trust. (para.20-23).

The previous text tends to make people understand that a common mistake teacher makes when trying to motivate students is creating false expectations and generating uncertainty about their learning progress. While teachers often have good intentions, their desire to motivate can lead to unclear goals, which can ultimately demotivate students. It’s crucial for teachers to avoid promising unrealistic achievements, such as mastering English in a few months.

3.7.3. Involve them in the process

Pearson (2021) highlighted that teachers need to include students into the teaching and learning process:

- Much has been written about the poor results offered by static classes, those where the student adopts a passive and receiving role. But with the arrival of the Internet and the use of ICT in education, educational models that involve the student increased exponentially, placing them at the center of learning.
- Just to cite a couple of successful models, let us mention the “flipped classroom”: a clear example of what can be achieved when students have the opportunity to show their abilities as educators of themselves, demonstrating how beneficial it is. It can be learning by teaching.

- This blended learning model generates a very productive relationship between the face-to-face and online system, where students study autonomously outside of class, while in the classroom they build collective learning with the teacher is guidance.
- Gamification is also another very popular educational model. Its main objective is to generate interest and genuine motivation in your students, since it uses game strategies that encourage learning by transforming the process into a dynamic and fun activity (para.24-27).

Clarifying what Pearson mentions finding ways to increase motivation is crucial because it allows us to change behavior, develop competencies, be creative, set goals, grow interests, make plans, develop talents, and boost engagement.

3.8. Cognitive Theory of Motivation

EQPSI (n.d) describes the cognitive theories of motivation as follows:

Cognitive motivation is believed to be based on two basic factors:

The first factor has to do with the information available to us. Initially, we will process a situation based on whatever input is immediately available to our senses.

The second factor involves our past experience, which we refer to when we try to make sense of the information available in the present and to determine how to respond or relate to the current situation (para.5-6).

In other words, cognitive motivation is influenced by both the external stimuli people encounter and the internal knowledge and memories people have accumulated over time. The ability to process and interpret new information is shaped by the information everyone already possess.

3.8.1. Goal Setting Theory

EQPSI (n.d) describes the following information:

According to a cognitive theory of motivation, goal-setting theory, three factors affect our likelihood of success in achieving an outcome. Specifically, these are the time set for the achievement of a goal the degree of complexity or difficulty of the goal the specificity of the goal Ideally, the shorter the time between the initiation of action toward a goal and the moment it is achieved, the greater the chances of success. Regarding the level of complexity of the goal, this factor determines how attractive it is to us.

A goal is more attractive and attractive to us if it is neither easy nor difficult to achieve. Goals that are too easy do not provide satisfaction, while goals that are too difficult to achieve can cause us to feel discouraged and put less effort into trying to achieve the goal.

Additionally, goals must be precise so that we know exactly what is expected of us and the type and number of efforts/actions required to achieve the goal (para.7-9).

In summary, goal-setting theory suggests that setting goals with a short time frame, and moderate difficulty increases motivation and the probability of successfully accomplishing the desired outcome.

3.8.2. Expectation – Theory of value

EQPSI (n.d) explain that expectation is:

In short, value theory states that our motivation and probability of success in achieving our goals depend largely on our expectation of success multiplied by the value we place on success.

Different people have varied expectations, which are influenced by past experiences and evaluations of these past experiences, as well as social and cultural factors such as parental values and gender role stereotypes.

Those with positive expectations are convinced they have what it takes to succeed at a task, while those with negative expectations believe in their imminent failure.

People who expect to be successful in achieving a goal and for whom achieving the goal is vital are more motivated to engage in actions that ensure goal achievement.

Attribution theory suggests that we, as students, have a deep-seated need to understand how and why we encounter success or failure on a task, especially when the outcome is unexpected.

Some causal explanations or attributions that people make may be related to the amount of effort, degree of luck, skill levels, and task difficulty.

An important concept that supports this theory is that of locus of control, which has to do with whether we believe that our success or failure is the result of internal factors such as our own ability and effort (internal locus) or of external factors such as the difficulty of the task (external locus) (para.10-16).

EQPSI mention that cognitive theories of motivation have been dominated by a very simple idea, namely that the intensity or persistence of behavior is determined by a

combination of the value of the goal the person is trying to achieve and the expectancy that some behavior will be effective in attaining that goal.

3.9. Reasons for English Learning

As Rumsey (2020) notes, the reasons for learning English are the following:

3.9.1. English is a global language

Rumsey (2020) explained that:

English is spoken at a useful level by some 1.75 billion people worldwide – that is one in every four! Being able to speak English is not just about being able to communicate with native English speakers – if you want to speak to someone from another country then the chances are that you will both be speaking English to do this (para.4).

In relation to the previous information, English is spoken at a functional level by approximately 1.75 billion people globally, which equates to about one in every four individuals. Proficiency in English extends beyond the ability to communicate with native speakers; it also facilitates communication between individuals from different countries.

3.9.2. Studying English can help you get a job

Rumsey (2020) argued that:

English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad (para.5).

3.9.3. With English, you can study all over the world

Rumsey (2020) highlighted that:

Since English is spoken in so many different countries there are lots of schools and universities around the world that offer programmes in English. If you have a good level of academic English, there are lots of opportunities for you to find an appropriate school and course to suit your needs. In addition, many of the prestigious of the world universities are situated in English-speaking countries such as the United Kingdom, United States and Australia. To earn a position at one of these prestigious universities it is paramount to be able to read, write, speak and listen in English (para.6).

Explaining the previous quotation, English is widely spoken across numerous countries, leading to the establishment of many schools and universities that offer programs in the language.

3.9.4. English is the language of the media industry

Rumsey (2020) pointed out that:

If you speak English, you will not need to rely on translations and subtitles anymore to enjoy your favorite books, songs, films and TV shows (para.7).

3.9.5. It is the language of the Internet

Rumsey (2020) explained that:

English is also a particularly important language online with the highest percentage of content on the internet written in English. As well as this, some of the largest tech companies are based in English-speaking countries (para.8).

Regarding to the previous information, English is a particularly significant language in the digital realm, as it constitutes the highest percentage of content available on the internet.

3.9.6. It will help you to understand other languages

Rumsey (2020) emphasized that:

Generally speaking, English is one of the easiest languages to learn with its simple alphabet. And once English is mastered you will have developed abilities and practices that you did not have before. These skills will transfer to any other language that you learn (para.9).

In general, English is considered one of the easier languages to learn, primarily due to its alphabet. Once an individual has successfully mastered English, they will have acquired a set of abilities and practices that were previously absent.

3.9.7. Travelling is a lot easier with a good knowledge of English

Rumsey (2020) expressed that:

Even if you are in a country where English is not the official language, chances are that English will still be used as a tool for communication! (para.10).

The previous information expressed that even in countries where English is not the official language, it is highly likely that English will still serve as a medium of communication. English has become a global language, frequently utilized in business, education, travel, and international relations. Consequently, individuals may encounter English in various contexts, including academic institutions, professional environments, and interactions with individuals from diverse linguistic backgrounds.

3.9.8. You can learn more than just the language!

Rumsey (2020) explained that:

Good knowledge of English will allow you to access films, music and literature from hundreds of countries around the globe. Not to mention the fact that numerous books from across the world are translated into English. Therefore, by understanding English, you are unlocking the door to a whole world of new information and knowledge (para.11).

Explaining the opinion of Rumsey speaking English is also an important tool for personal development. In this sense, learning a language promotes greater brain development, improving memory, ability to concentrate, and multitasking skills.

3.10. Motivational strategies for teaching

Motivation is one of the most important factors in learning a language. Students with a positive attitude towards English tend to work hard and keep going when learning becomes a challenge, so it is important to motivate them by building confidence step by step.

Pearson (2022) suggests these strategies to motivate students:

Generating good English activities for secondary school does not have to be a job that consumes a lot of time or resources; On the contrary, the objective is for students to become so involved with the language that they feel motivated to participate dynamically.

We know that, after a certain time, teachers tend to do the same activities and maintain a class routine, which can make sessions become a bit repetitive (para.14-15).

3.10.1. Scrabble contest

Pearson (2022) suggests scrabble contest:

Is not it the quintessential game to develop language? We can assure you that Scrabble is one of the best English activities for secondary school for many reasons:

- Is not it the quintessential game to develop language? We can assure you that Scrabble is one of the best English activities for secondary school for many reasons:
- Develops the semantic field: words form groups that share common features of meaning. Playing Scrabble will allow students to expand their linguistic range in English and find word relationships more easily.
- Improves long-term memory: if the teacher uses this game as a constant activity in their classes, students will remember the words they have used most frequently to use them on future occasions.
- Encourages accuracy in the use of English: As students have to review word length and meaning within the game, this will help them reinforce their specific knowledge of each term.

Steps to carry out this activity

1. Unlike the classic version, where a maximum of 4 people play, you can hold a tournament where larger teams participate; For example, a group of 20 students can be divided into 4 teams that compete with a single game.
2. This activity can also be done in virtual classes using applications similar to Scrabble. There are many free versions so that students can hold tournaments between two people connected by their devices.

3. This dynamic can be done periodically, and with the results you may have a better knowledge of abilities of your student in the use of English words.

Objective:

1. Identify and spell words correctly using Scrabble tiles.
2. Recognize and form different parts of speech (nouns, verbs, adjectives) with the tiles.
3. Build words using specific letter combinations or themes (e.g., words with double letters, words starting with a specific sound).

Materials to develop this activity

1. Create paper cutouts with letters.
2. A board score sheet.
3. Timer. 20 minutes
4. Word list: Prepare a list of words based on your chosen objective and difficulty level. You can create your own list or use existing resources like online Scrabble dictionaries. (para.16-26).

3.10.2. Review a movie or series in English

Pearson (2022) explains in what consist of Review a movie or series in English

- Something that teenagers love is to talk about the things they are passionate about and one of them is entertainment. Arguing about which is the best movie or series of the moment can be one of the most enriching activities for learning English:

Objective

- Improves discursive ability: students are motivated to express themselves using their own words in English.
- Develops the critical apparatus: making a review in English implies that students are creative, but also objective, so they will learn to make impartial judgments.
- They expand their vocabulary: the reviews abound in the use of adjectives, adverbs and connectors to make descriptions, something that will undoubtedly enrich their verbal register.

Steps to carry out this activity

- Organize teams of 3 or 4 students to write a review of a movie or television series of their choice, respecting the following criteria:
- Describe the category: whether the work is comedy, drama, action or suspense.
- Author or authors: they must delve into the career of the creators of the film or series
- Synopsis of the work: this will help you give order and coherence to your review, in addition to informing other colleagues who may not know it.
- Evaluation of the work: talk about both the positive and negative aspects. As the activity is a group activity, each team member may have a different opinion.
- Recommendations: after expressing their opinion on the series or movie, each student will be able to issue a final recommendation.

- If done in virtual classes, teams can present a video review using a video that they can edit and even upload to a YouTube channel.

Materials to develop this activity

1. Movies
2. Questionnaires

Time to develop this activity: 90 minutes (para.27-39).

3.10.3. The spoken portrait: find the suspect

Pearson (2022) pointed out what is the spoken portrait:

The spoken portrait is one of those infallible activities for high school students to learn English. This variant of drawing consists of making a portrait of a person based on some characteristic features provided by another person.

With this activity, students obtain many benefits:

Objective

- They improve their ability to ask descriptions and questions in English: students will be encouraged to use commonly used adjectives, as well as the names of various parts of the face, as well as to ask relevant questions about the identity of the “suspect”.
- They develop their artistic side: there will be students who have drawing skills, so combining this activity with English will be very enriching, and for those who are not very interested in this art, they will be able to have a good time while learning the language.

How to carry out this activity?

1. Organize the students in pairs, one of them must have drawing materials: it can be anything from a simple sheet of paper and a pencil, to a drawing booklet with materials to draw or paint on paper.
2. The second student must have a character of their choice on hand: it can be a famous actor, an athlete, or even belong to a cartoon or video game. The important thing is that the fellow artist should not see this image.
3. Once the pairs have been organized, the student artist must begin asking questions in English about the physical appearance of the suspect, for example:
 - Is the suspect a man or a woman?
 - What color is her or her hair?
 - Can you describe the eyes of the suspect?
4. At the end, the teams will present the spoken portraits to their classmates.

Materials to develop this activity

1. Paper
2. Pen, pencil

Time to develop this activity: 45 time

5. How can this activity be carried out in virtual classes? Students can work in pairs and remotely with the application, Flash Face, which has a free version to take spoken portraits like a professional.

6. To make the activity more interesting, you can hold a contest to rate the 3 best spoken portraits (para.40-49).

3.10.4. Taboo game

Magisterio (2023) proposed Taboo game:

Steps: This first option is designed for students of any age: Divide the class into groups of two players. Give everyone a piece of paper with a word written on it. Place it so that they cannot see their own. Each one must get the other to guess their term, but without telling them exactly. As resources, they can choose synonyms, antonyms, examples, explanations, comparisons or questions.

Materials to develop this activity

1. Paper
2. Pencil

Time to develop this activity: 20 time (para.4-9).

3.10.5. Team word search

Magisterio (2023) explained how to play Team word search:

Steps: Distribute your students into teams of 3 or 4 people. Each will receive a copy of the word search. Ask them to collaborate with each other to find all the hidden words. The group that finds all the words first will be the winner.

Materials to develop this activity

1. Paper and pencil
2. Word Search Grids

Time to develop this activity: 25 minutes (para.10-14).

3.10.6. Songs with gaps

Magisterio (2023) highlighted how to use songs with gaps:

Steps: for this third resource, choose current popular songs. Print the letters, but with blank spaces to hide different terms. Have them listen to each song while reading the printed lyrics and identify the missing words. After finishing with the topics, group them to share their answers. Then, reveal the correct ones and discuss any vocabulary or grammatical structures they struggled with.

Materials to develop this activity

1. Songs with holes
2. Worksheets
3. Pencils
4. A music player

Time to develop this activity: 25 minutes (para.14-20).

3.10.7. Trivial Game

Magisterio (2023) proposed the Trivial Game:

This resource helps students improve their understanding of English, it is ideal for also improving their general culture, something that will be great for them. Prepare a battery of general culture questions in different categories. We recommend history, geography, sports, music and cinema.

Steps: divide your students into teams and ask them to take turns asking questions to the other teams. Each correct answer is one point, and incorrect

answers do not add anything. You can give bounce turns with double points as a reward, if the number of groups allows you to do so.

Materials to develop this activity

1. Questions and answers
2. A scoring system
3. Timer
4. A game board
5. Awards:

Time to develop this activity: 25 minutes (para.21-25).

3.10.8. The story continues

The storytelling format is one of the most explored to teach English, and is an ideal way for them to learn while using their imagination.

Start the story with a sentence or paragraph, making sure it is interesting and exciting.

Divide your class into teams and have each one take a turn to add plots.

Allow two or three minutes for each member to discuss what contributions they will give.

Each team will have to start from the last contribution, so that they build it together.

Time to develop this activity: 15 minutes (para.26-30).

3.10.9. Theater Game

Magisterio (2023) also stated the Theater game:

The theater game will help them improve their speech. It is one of the activities that they will have the most fun with, so they will surely be fascinated by it.

Steps: propose a story known to everyone and that can be adapted to a theatrical scene. Have each student take on a role and let the protagonist be chosen by lottery. Give them a few minutes to prepare their interventions. Ask them to do the performance together. Since there is no audience, since all the students are part of the work, it is more difficult for them to feel ashamed.

Time to develop this activity: 30 minutes

These games are great for enhancing learning in your classes. What we want is for your students to obtain a new approach thanks to entertaining dynamics and resources for which they will need to take advantage of their knowledge. Approach them in the most exciting way possible and you will have done the rest (para.31-38).

3.10.10. Cultivate relationships

University of San Diego (2023) proposes the strategy cultivate relationships:

This one is a “no-brainer” no matter what language you speak. As a teacher, getting to know each student helps you understand who they are, where they come from and, perhaps, gain some insight into what teaching and learning styles are most effective for them.

For the students, knowing that your teacher cares enough to make the effort to get to know you as a person can have a motivating effect. It contributes to an atmosphere in which each student feels known and appreciated, and is therefore more likely to fully open themselves to the learning process rather

than succumb to feelings of reticence or shyness that can often accompany a lack of language skills.

Time to develop this activity: 25 minutes (para.15-16).

3.10.11. Teach language skills across all curriculum topics

University of San Diego (2023) proposes Teach language skills

In many cases, your English language learners may also be receiving specific English as a Second Language instruction from an ESL specialist. However, it is helpful for teachers of all curriculum topics in mainstream classrooms to understand and embrace the role of language teacher as well. (para.17).

3.10.12. Speak slowly and be patient

University of San Diego (2023) proposes the strategy Speak slowly and be patient:

You have a lot of material to cover, but there is no need to rush. In fact, teachers of ELLs are encouraged to consciously slow things down. This can mean:

Speaking in a slower, measured cadence

Being a bit more aware of your enunciation

Allowing extra time (an additional 3 to 5+ seconds) for students to respond

The extra seconds give all students a little extra time to think and formulate a response. Researchers have found that typically most teachers give 1 to 2 seconds between asking a question and expecting a student response,” Larry Ferlazzo, a teacher, education blogger and co-author of “The ESL/ELL Survival Guide for Teachers. “The same researchers have shown that if you

wait 3 to 5 seconds, the quality of responses is astronomically greater.”
(para.18-22).

3.10.13. Prioritize “productive language”

University of San Diego (2023) proposes Prioritize:

Speaking and writing are sometimes characterized as “productive language” because they both literally require students to “produce” language output, in contrast with reading and listening, which are described as “receptive” skills. Teachers who are not language specialists may not be aware that English language learners are likely to develop those receptive skills first. It is important to emphasize the fact that evidence that students are reading, listening or understanding does not necessarily equate to progress in expressing themselves through fluency in speaking or writing. (para.23).

3.10.14. Use a variety of methods to engage learning

University of San Diego (2023) proposes the strategy variety of methods:

The idea here is to provide students with multiple options for taking in information, processing and making sense of ideas, and sharing what they are learning. This is often referred to as “differentiated instruction” — an educational practice that involves recognizing that “students each have their own unique gifts and challenges; interests, aptitudes and learning styles” and tailoring instruction to meet individual needs of students.

Time to develop this activity: 15 minutes (para.24-25).

3.10.15. Utilize visual aids

University of San Diego (2023) proposes the strategy visual aids:

The strategy of using visual aids also connects to the idea of differentiated instruction, which is considered central to teaching English language learners. In this case, it is understood that some students are “visual learners” whose ability to digest and process new concepts and material is enhanced by the use of pictures, diagrams, charts and other visual tools.

The belief is that combining “nonlinguistic representation” along with the linguistic component of each lesson benefits all students and not just English language learners — the operative strategy here is to “show” as well as “tell.” In addition to pictures, diagrams, etc., teachers are encouraged to write everything on the board so students can see as well as hear the information. (para.25-26).

3.10.16. Coordinate with the ESL teacher

University of San Diego (2023) proposes the strategy Coordinate with the teacher:

Since ELLs are often receiving specific English as a Second Language instruction from an ESL specialist, it can be very helpful to check in with their ESL instructors. Doing so can help the educators involved develop a fuller understanding of how regular classroom work can support ESL instruction, and vice versa.

Such discussions can yield insights into individual students and their learning styles or challenges; they can also be helpful for sharing information about

curriculum topics, potentially providing ESL teachers with ideas for highly relevant vocabulary words that can reinforce academic lessons. (para.27-28).

3.10.17. Pre-teach new vocabulary words

University of San Diego (2023) explained the following:

When you have a challenging reading assignment coming up, some experts encourage you to preview or “pre-teach” new vocabulary words that may be unfamiliar to ELLs, or even to give them a copy of the article or link to the material ahead of time. (para.29).

3.10.18. Build in some group work

University of San Diego (2023) stated the following:

Instructor-led, whole-class activities may make up most of your class period but it can also be very helpful to build in time for group work as well. This is because it affords additional opportunities for ELLs to practice their language skills with peers in a less formal, lower-risk setting.

Pose open-ended questions and provide sentence starters or discussion prompts. This helps guide ELLs and encourages them to participate. Let students discuss the questions in small groups for a set time. Encourage them to listen to the ideas of others and build upon them (para.30-32).

3.10.19. Respect moments of silence

University of San Diego (2023) explain the following:

Many new language learners tend to be a little reticent and quiet, opting for silence over speaking up and saying something “wrong” in a language that is

still unfamiliar. Therefore, teachers are encouraged to be mindful of this and not be too aggressive in forcing students to open up at the outset. Ongoing support and patience is preferable to pressure, since such initial silence is considered to be a normal stage in learning a second language (para.33-34).

Strategies for teaching English are used to acquire skills effectively, from immersion in the language and regular practice of skills such as reading, writing, listening and speaking.

3.10.20. Recognize and Praise Students

Morin (n.d) states that:

Praise is one of the simplest and most powerful tools to engage and motivate your students. When used effectively, praise can turn around behavior challenges and improve attitudes of students about learning. Students who learn and think differently often receive negative feedback as a result of their struggles. That makes meaningful and appropriate praise even more important.

It may seem obvious that praise can have a powerful effect on your students. But research shows it is not always the go-to tool — in fact, it is often underused.

The good news is that when praise is effective, it is really effective. Teachers who use praise regularly tend to have better relationships with their students.

They lose less instructional time and see fewer behavior issues. (para.1-3)

Bennett (2020) argues that:

In determining why praise in the classroom is not used more often, Gable et al. suggest that teachers may not have had the training through peer

coaching, self-monitoring, or self-evaluating and may not feel comfortable in acknowledging positive pupil behavior consistently. Another reason may be that teachers may not know how to deliver praise that is effective. Teachers may give general praise using phrases such as, “Great work!” or “Nice job, students!” General phrases are not the most effective way for teachers to give feedback in the classroom. General phrases are directed to no one or to no skill in particular. Moreover, while these general phrases may be nice to hear, they may be too broad, and their overuse may result in becoming humdrum. Similarly routine responses such as “Awesome!” or “Excellent!” by themselves do not inform the student what specific behaviors brought about success. (para. 2-3)

Sullivan (2016) pointed out that:

The individuality of our students challenges us to keep differentiation at top-of-mind as we prepare, execute, and reflect on our instruction and lesson planning. Taking the next step to recognize good performance and behavior can seem like an afterthought. Some teachers believe that it is too time-consuming or not necessary to the curriculum. The reality is that it might be even more important than the required syllabus.

By establishing proper classroom management and expectations at the outset, you can make recognizing good performance and behavior easy. The most valuable concept that I learned in Teacher Ready was the importance of classroom management and a reward structure. (para. 2-3)

Pearson, Magisterio, University of San Diego, Morin, Benett and Sullivan They propose motivational activities that are essential for learning English, or any other

language, because they increase commitment, encourage persistence, promote self-confidence, and facilitate constant practice. By using motivational activities in the English classroom, teachers can create a positive and stimulating learning environment that inspires students to reach their full potential in language proficiency.

IV. METHODOLOGY AND MATERIALS

4.1. Location of the study

This investigative work was carried out on students from the César Augusto Salinas Pinell High School, located in zone # 1 of the urban area of the municipality of Nueva Guinea, in the Autonomous Region of the South Caribbean Coast, Nicaragua.

4.2. Type of the study

This research was categorized as descriptive because it identified and described various factors that influence success in learning English of the students. This type of study benefited educators from different institutions and modalities and other researchers who want to know more about the challenges students face when learning English and how to develop effective interventions to support English learners.

4.3. Approach of the study

The methodological approach of this research was defined as qualitative since the factors that influence student learning were analyzed, and strategies are also proposed that facilitate English learning processes in different places, but mainly at the Cesar Augusto Salinas Pinell High School.

4.4. Unit of Analysis

Participants	Grade	F	M	Total
Eleventh Grade Students	11 th	22	8	30
English Teacher		1		1
Total				31

A sample of twelve students, six men and six women, was randomly selected.

4.5. Selection and Exclusion Criteria

4.5.1. Selection criteria

- Active students from the eleventh grade of the I Semester of 2024 at the Salinas Pinell High School, Nueva Guinea, were selected.
- Teachers who teach the English class in the eleventh-grade of the I Semester of the 2024, at the Salinas Pinell High School, Nueva Guinea, were selected.
- The authorities of the Salinas Pinell High School, Nueva Guinea, were selected.

4.5.2. Exclusion criteria

- The teachers who do not teach English in eleventh grade, were excluded.
- All students and teachers in seventh of eighth, ninth, and tenth grades of the César Augusto Salinas Pinell High School, Nueva Guinea, were excluded.

4.6. Information Sources

Information sources refer to the origins from which data and knowledge were obtained. Both primary and secondary sources are essential in research and analysis, as they offer different perspectives and levels of depth.

4.6.1. Primary sources

Information on applying the focus group to eleventh-grade students, interviews with the eleventh-grade English teacher and school authorities, and application of an observation guide to tears anchored students.

4.6.2. Secondary sources

To develop this research, were consulted different sources such as, digital books, digital libraries, monographs, dictionaries, brochures, internet and bibliographic sources that allow arguing the research topic.

4.6.3. The interview

It was delivered to the eleventh-grade English teacher and authorities of the César Augusto Salinas Pinell High School. This provided us with the information necessary

for the investigation. The interview was carried out through open questions, that is, structured ones oriented to the perspectives that the informants have of useful data, concatenated with the objectives of the topic under study.

4.6.4. Observation Guide

It was applied to eleventh-grade English students and teachers at César Augusto Salinas Pinell High School. The observation guide was carried out through direct observation and allowed the approach to reality, to investigate and collect the desired information on the topic under study.

4.7. Data Analysis and Processing

Data analysis and processing in research involves examining and transforming raw data to extract meaningful information and reach conclusions.

4.7.1. Microsoft Word

Microsoft Word is a word processing program, designed to help you modify or create professional-quality documents. This program was very useful to process the information collected through the research instruments.

4.8. Descriptors Matrix

Table 1. *Matrix of descriptors for the research*

Specific Objectives	Descriptor	Dimension of the Descriptor	Techniques and Instruments
To identify the motivational factors that influence English language learning in eleventh-grade students.	Motivational factors	External and internal motivational factors that influence the motivation for English learning.	Interview with students, English teacher, and High school authorities. Observation Guide.

To describe motivational strategies to improve English learning in eleventh-grade students.	Motivational strategies	Activities, techniques and procedures for develop student capabilities.	Interview with students and English teacher
To apply motivational strategies to improve English learning in eleventh-grade students.	Motivational strategies for language teaching	Scrabble contest Review a movie or series in English The spoken portrait: find the suspect Taboo game Team word search Songs with gaps Trivial Game Pool test The story continues Theater Game	Pedagogical Intervention

4.9. Ethical Aspects

- To respect the regulations established by the César Augusto Salinas Pinell High School for research processes.
- To respect the data as issued by the respective sources of information.
- To respect the opinions and rights of collaborators in the process.
- To use the information provided only for the fines provided for in the minutes of grounded, prior, free, and informed consent.
- To Respect the rules regarding copyright.

4.10. Delimitation and limitations of the study

Delimitations describe the limits or scope within which the research is carried out, specifying what aspects are included and excluded.

4.10.1. Delimitation

The present study is limited to the César Augusto Salinas Pinell High School, Nueva Guinea, exclusively to analyze the Motivational Factors that Influence the learning of the eleventh-grade students of the aforementioned school. Therefore, the results generated only had direct implications for this context.

4.10.2. Limitations

It is important to keep in mind that this research could have some limitations; as the size of the unit of analysis, since only one grade of a school is considered. Another limitation could be the lack of willingness of the subjects to provide the required information, however, it is intended to take the necessary steps and coordination to avoid such difficulty.

V. ANALYSIS AND RESULTS

These results presented in this chapter were obtained from the application of interviews, focus group, observations guide and pedagogical Intervention to the eleventh grade students at Cesar Augusto Salinas Pinell High School, 2024. The analysis and results were processed using the triangulation methodology.

5.1. Motivational factors that influence English language learning in eleventh-grade students

The first objective established in this study was to identify the motivational factors that influence English language learning in eleventh-grade students.

EUROINNOVA (n.d) explained that "Motivational factors are those that involve feelings related to growth, personal development, professional recognition and self-actualization needs, which have the greatest responsibility" (para. 4).

In this way, it was done an interview to the director of the school, she mentioned that some motivational factors that affects students are both internal factors such as: personal values, intrinsic satisfaction, autonomy, and the mastery of the language, the same way she mentioned external factors affect student such as: rewards and incentives, social influence, recognition and praise, and the fear of negative outcomes

In this way, the interview was done to the sub-director and she mentioned that involvement of engaging students in a world that sometimes is not clear and frequently is changing, she pointed out that the solution of this problem inevitably needs multifaceted approaches that look into individual, institution and system issues.

They both mentioned that in a general way some factors affecting students are: migration challenges, family conflicts, job obligations, and mental health. These factors can either hinder or drive motivation of students to engage with English language learning.

In the interview the director mentioned those factors:

Table 1: Factors affecting the motivation on the students of eleventh grade in concordance to the director:

Factor	Explanation
Family Problems	This generates instability and anxiety among students, thus impeding their passion and the ability to focus.
Migration	Both internal and external migration hinder study progress, producing adjustment issues that can be harmful for students.
Student Attitude and Work Commitments	This is especially true for students putting in night shifts and making it difficult for them to have meaningful engagement in their studies.
Emotional State	Emotional health directly affects motivation; students struggling with emotional issues will not be able to actively learn.

To sum up, the subprincipal highlighted on the interview that she has observed that level of students of motivation depends on whether or not they work, and on why they decided to return to school.

Initiatives focus on teacher-provided motivational techniques and designing appealing lesson plans. Nevertheless, the fact that some students are still not engaged affirms the difficulty of handling motivational issues that appears to be quite complex.

On the other hand, in the interview to the teacher, she mentioned that there are many factors affecting the student's motivation, in which she pointed the followings

Table 2: motivational factors identified by the English Teacher:

Factor	Explanation
The desire for Self-realization	The teacher points out one of the important factors of motivation: the desire for realization and for positive communication of the students with their surroundings. This means that students tend to work for purposes that are ideally beyond obtaining academic scholarships and are more personal growth and community impact oriented
Influence of School Environment	The teacher pointed out that the classes are jammed with many students, for this she cannot do many activities in order to motivate students, and to make activities individually is almost impossible. This environmental challenge makes it hard to implement innovative educational methods, which serve as key elements for effective sensitization of students.
Teaching Methods and Curriculum	The teacher mentioned that she uses different types of methods in order to make her students understand the different topics in class, the thing she mentioned is that the program is big and include many topics that in the short period they see the English classes sometimes is difficult to cover all content and to make sure all students learnt them.
Integration of Technology	The teacher highlighted that the school has a room that contains some tablets and computer, however, only a limited number of students have access to such technology because some of the computers/tablets are not working properly and to work on mobile phones sometimes is difficult for some tasks.

The same way, an interview was applied to the students in order to know the different factors that are affecting their English learning process. In the following chart there are mentioned the most important factors they mentioned:

Table 3: factors mentioned by students that are affecting their learning process.

Factors	Explanation
Family and Work	The students explained that sometimes at home their relatives always discuss with them which make them feel unmotivated to continue studying. Some other students commented that they work and they do have to much time to study, to do homework and even on the exam they have problem because of the same. By these two factors they something feels without energy and they just want to sleep in class.
Lack of Support at Home	Few students explained that they do not have any support of their parents/ relatives, for this reason they have to look for part time jobs to supports their studies, which take much time to do homework.
Preference for Classroom Learning	The students expressed that they think that attending class with a competent teacher or acquiring the study materials creates a more conducive environment for learning English. For this they think the classroom need to be more equip to attend all classes with T.V. speakers and some other resources.
Importance of Explanation and Interaction	They pointed out that sometimes they do not understand the explanation they teacher gives, but they do not ask for help because some classmates laugh about them, for this they prefer not to ask.
Engaging Classroom Activities	The students also mentioned that the teacher does not do many activities in order to motivate and engage them to learn English.

Based on the observation guide, it could be observed that the main factor affecting students is the external factor, because some of them do not want to participate in the different activities the teacher try to do in class, in the same way it was observed that the teacher does not use the computers or tables to motivated or engage students to learn English.

5.2. Motivational strategies to improve English learning in eleventh-grade students

For this, there were applied some pedagogical intervention in order to apply those motivational strategies and these are the one which were applied:

5.2.1. Scrabble contest

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- Develops the semantic field: words form groups that share common features of meaning. Playing Scrabble will allow students to expand their linguistic range in English and find word relationships more easily.
- Improves long-term memory: if the teacher uses this game as a constant activity in their classes, students will remember the words they have used most frequently to use them on future occasions.

- Encourages accuracy in the use of English: As students have to review word length and meaning within the game, this will help them reinforce their specific knowledge of each term.

Steps to carry out this activity

4. Unlike the classic version, where a maximum of 4 people play, you can hold a tournament where larger teams participate; For example, a group of 20 students can be divided into 4 teams that compete with a single game.
5. This activity can also be done in virtual classes using applications similar to Scrabble. There are many free versions so that students can hold tournaments between two people connected by their devices.
6. This dynamic can be done periodically, and with the results you may have a better knowledge of abilities of your student in the use of English words.

Objective:

4. Identify and spell words correctly using Scrabble tiles.
5. Recognize and form different parts of speech (nouns, verbs, adjectives) with the tiles.
6. Build words using specific letter combinations or themes (e.g., words with double letters, words starting with a specific sound).

Materials to develop this activity

5. create paper cutouts with letters.

6. A board score sheet.
7. Timer. 20 minutes
8. Word list: Prepare a list of words based on your chosen objective and difficulty level. You can create your own list or use existing resources like online Scrabble dictionaries. (para.16-26).

5.2.2. Review a movie or series in English

Pearson (2022) explains in what consist of Review a movie or series in English

- Something that teenagers love is to talk about the things they are passionate about and one of them is entertainment. Arguing about which is the best movie or series of the moment can be one of the most enriching activities for learning English:

Objective

- Improves discursive ability: students are motivated to express themselves using their own words in English.
- Develops the critical apparatus: making a review in English implies that students are creative, but also objective, so they will learn to make impartial judgments.
- They expand their vocabulary: the reviews abound in the use of adjectives, adverbs and connectors to make descriptions, something that will undoubtedly enrich their verbal register.

Steps to carry out this activity

- Organize teams of 3 or 4 students to write a review of a movie or television series of their choice, respecting the following criteria:

- Describe the category: whether the work is comedy, drama, action or suspense.
- Author or authors: they must delve into the career of the creators of the film or series
- Synopsis of the work: this will help you give order and coherence to your review, in addition to informing other colleagues who may not know it.
- Evaluation of the work: talk about both the positive and negative aspects. As the activity is a group activity, each team member may have a different opinion.
- Recommendations: after expressing their opinion on the series or movie, each student will be able to issue a final recommendation.
- If done in virtual classes, teams can present a video review using a video that they can edit and even upload to a YouTube channel.

Materials to develop this activity

3. Movies

4. Questionnaires

Time to develop this activity: 90 minutes (para.27-39).

5.2.3. Theater Game

Magisterio (2023) also stated the Theater game:

The theater game will help them improve their speech. It is one of the activities that they will have the most fun with, so they will surely be fascinated by it.

Steps: propose a story known to everyone and that can be adapted to a theatrical scene. Have each student take on a role and let the protagonist be

chosen by lottery. Give them a few minutes to prepare their interventions. Ask them to do the performance together. Since there is no audience, since all the students are part of the work, it is more difficult for them to feel ashamed.

Time to develop this activity: 30 minutes

These games are great for enhancing learning in your classes. What we want is for your students to obtain a new approach thanks to entertaining dynamics and resources for which they will need to take advantage of their knowledge. Approach them in the most exciting way possible and you will have done the rest (para.31-38).

Encouragement Strategies	Teaching Experience
Hot potato	In this dynamic, students form a circle and pass a ball (or any object) to each other while music plays. When the music stops, the student with the ball must answer a question in English, such as describing an object, giving a definition of a word, or expressing an opinion on a topic. This encourages verbal fluency and the ability to think quickly in English.
Brainstorming	It is a valuable strategy that stimulates creativity, promotes active participation and contributes to the development of vocabulary and confidence in communicating in English within the classroom.
The Spicy Chair	It is a fun and effective way to practice vocabulary, it helps develop attention and concentration skills, since students must pay attention. The playful nature of the game makes it fun and motivating for students, promoting a positive learning environment.
	Is an effective strategy that provides an interactive and fun learning experience, while developing linguistic, collaborative

Cages and rabbits	and critical thinking skills in English, encouraging cooperation and collaboration between students as they work together.
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5.3. Motivational strategies proposed to improve English language learning outcomes in eleventh-grade students

There are some activities that can be proposed to teachers to develop listening and speaking skills in the first-grade students.

Review a Movie or Series in English: This activity is purposefully intended to be such a creative and meaningful activity that was effectively applied to the students contributing towards improving the overall English language learning experience among the eleventh graders. This activity fostered positive aspects of personality of the students and provided them with an opportunity to express their ideas and opinions in English in the context of films and TV shows reviews. Through the critical thinking, creativity, and language skills incorporated in the mentioned activity, it combines with the topics that are likely to interest students and therefore makes learning fun and more relevant.

Scrabble Contest: While applying this activity we notice how much it helps students to improve their writing skills, correctly spell words and even sharpen their strategic thinking skills as they were participating in a game play of Scrabble particularly in their eleventh grade. This was not only beneficial in encouraging more focus and interaction as well as the learning of language but also inbred a sense of healthy competition and teamwork among students.

Theater Game: This is an introduced activity that is aimed at creating interest and focusing the eleventh-grade students on the lesson, while applying this activity the students got involved both the aspect of learning English, as well as developing their creativity by coming up with a skit. This way, this activity helped to strengthen theoretical elements of the course and, at the same time, the communication of the students and overall English language skills, using elements of theatre.

VI. CONCLUSIONS

After analyzing all the data collected, the following conclusion were redacted bases in all the findings of the study:

- There were identified both internal and external motivational factors affecting students. Internal factors included personal values, intrinsic satisfaction, and the desire for self-realization. External factors encompassed family dynamics, work commitments, social influences, and the overall school environment. These factors significantly impact students' motivation and engagement in learning English.
- The external factors such as family problems, migration issues, and emotional health were found to hinder students' motivation. The lack of support at home and the need for part-time jobs further contributed to students feeling overcome and cut off from their studies.
- It was highlighted that the classroom environment and teaching methods play a crucial role in motivating students. Overcrowded classrooms and limited access to technology hinder the implementation of innovative teaching strategies that could engage students more effectively.
- The applications of various pedagogical interventions, such as Scrabble contests, movie reviews, and theater games, proved effective in enhancing students' motivation and engagement. These activities not only improved language skills but also fostered teamwork, creativity, and critical thinking.
- After the interviews, the findings suggest that a multifaceted approach is necessary to address the diverse motivational needs of students. Teachers should focus on creating supportive learning environments and utilizing engaging teaching methods to cater to the individual circumstances of students.
- By improving motivation through targeted strategies, students are likely to experience enhanced language learning outcomes, leading to greater academic success and personal growth.

VII. RECOMENDATIONS

To the Subprincipal of the School:

- Continue to develop and adjust motivational strategies that address identified challenges, such as family issues, migration and work commitments.
- Ensure that technological tools are available and effectively integrated into English lessons.
- Implement professional development programs for teachers focused on effective and creative teaching methods that encourage active student participation.
- Promote training on the innovative use of educational technology to improve English teaching.

To the teacher:

- To use varied and engaging strategies such as role-playing games, quizzes, and drama activities to maintain student interest and participation.
- Adapt strategies based on individual needs and classroom environment to maximize effectiveness.
- Make the most of available technological tools to enrich English language learning, ensuring that all students have equitable access.
- Provide individualized emotional and academic support to address the specific needs of students, especially those facing external challenges such as work and family commitments.

To the Students:

- Promote intrinsic motivation by identifying personal and professional goals that can be achieved through English proficiency.
- Explore flexible learning options and collaborate with the school to balance work and academic responsibilities.
- Use educational technologies as complementary tools to improve the practice of English outside the traditional school environment.

- Actively participate in extracurricular activities and programs that reinforce English language learning and strengthen communication skills.

By implementing these suggestions collaboratively and strategically, the school can create a more enriching and motivating educational environment for eleventh grade students, thereby improving English language proficiency outcomes and better preparing them for their academic and professional futures.

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IX. APPENDIXES

9.1. Interview to the Principal/sub-principal



University of the Autonomous Regions of the Nicaraguan Caribbean Coast (URACCAN), Nueva Guinea Campus

Interview to Principal/sub-principal

Dear principal teachers of the César Augusto Salinas Pinell High School, we are students of a Bachelor's Degree in English Language Teaching from the University of the Autonomous Regions of the Nicaraguan Caribbean Coast URACCAN, Nueva Guinea.

This interview is prepared for educational purposes, so I respectfully request your collaboration in answering the following questions that will serve for the development of research on **“Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024”**; with the objective to identify the motivational factors that influence English language learning in eleventh-grade students. The contribution you provide will be very helpful for the study we are carrying out as the culmination of the degree. It is worth clarifying that the information collected will be completely confidential for the researchers, it will only be used for the analysis and results of the data.

1. What do you think are the motivational factors that are affecting the learning of English in eleventh-grade students?
2. From your perspective as principal, how have you observed the motivation of eleventh-grade students in learning English?
3. What initiatives or programs has the school implemented to foster student motivation in English learning?
4. Have you noticed any significant changes in students' motivation over the years in relation to learning English?
5. What expectations does the high school have regarding effectively integrating technology into English lessons to improve English learning outcomes?
6. What motivational strategies would you recommend to promote motivation in learning English in eleventh-grade students?

9.2. Interview to the Teacher



University of the Autonomous Regions of the Nicaraguan Caribbean
Coast (URACCAN), Nueva Guinea Campus

Interview to Teacher

Dear teachers of the César Augusto Salinas Pinell High School, we are students of a Bachelor's Degree in English Language Teaching from the University of the Autonomous Regions of the Nicaraguan Caribbean Coast URACCAN, Nueva Guinea.

This interview is prepared for educational purposes, so I respectfully request your collaboration in answering the following questions that will serve for the development of research on **“Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024”**; with the objective to identify the motivational factors that influence English language learning in eleventh-grade students. The contribution you provide will be very helpful for the study we are carrying out as the culmination of the degree. It is worth clarifying that the information collected will be completely confidential for the researchers, it will only be used for the analysis and results of the data.

1. What are the motivational factors that influence your students' English learning?
2. In your experience, how does the school environment affect student motivation?
3. How do teaching methods and curriculum approach affect students' motivation to learn English?
4. How could we integrate technology more effectively into English lessons to improve learning outcomes?
5. Have you noticed any specific strategies that work especially well to maintain motivation throughout the school year?
6. What motivational strategies you use and would you recommend to promote motivation and to improve your students learning outcomes?

9.3. Interview to the Students



University of the Autonomous Regions of the Nicaraguan Caribbean Coast (URACCAN), Nueva Guinea Campus

Interview to Students

Dear eleventh-grade students of the César Augusto Salinas Pinell High School, we are students of a Bachelor's Degree in English Language Teaching from the University of the Autonomous Regions of the Nicaraguan Caribbean Coast URACCAN, Nueva Guinea.

This interview is prepared for educational purposes, so I respectfully request your collaboration in answering the following questions that will serve for the development of research “**Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024**”; with the objective to identify the motivational factors that influence English language learning in eleventh-grade students. The contribution you provide will be very helpful for the study we are carrying out as the culmination of the degree. It is worth clarifying that the information collected will be completely confidential for the researchers, it will only be used for the analysis and results of the data.

1. What internal and external factors do you face in English learning?
2. Do you believe that the classroom environment is appropriated for learning English?
3. Does the teacher use motivational strategies in the English class? Explain.
4. How will English help you in your university life and work life?
5. Do you think that integrating technology in the English class improve your learning results?
6. What motivational strategies would you recommend to promote motivation and improve the learning of English?

9.4. Observation Guide



University of the Autonomous Regions of the Nicaraguan Caribbean Coast (URACCAN), Nueva Guinea Campus

Observation Guide

This Observation Guide is prepared for educational purposes, so I request your authorization to observe the eleventh-grade English class, which will serve to develop the research. **“Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024”**; with the objective to identify the motivational factors that influence English language learning in eleventh-grade students.

César Augusto Salinas Pinell High School

English Class

Observation Date: _____

Grade: _____

Instructions: In the following observation guide, the statements will be read and the criteria observed in the development of the class it will be marked with an X in the corresponding box according to the observe.

Actions	Always	Some-times	Never	Observations
Teacher Observation				
The teacher carries out activities to create a favorable environment and foster confidence.				
The teacher uses strategies that motivate students when developing the class.				
The teacher takes into account the ideas or interests of the students.				

The adjustments in teaching are observed to address individual differences in student motivation				
The teacher uses technological means to motivate students				
Observation of Student Interaction				
Students actively attend and listen to class.				
Students participate and ask questions in class.				
Students support each other during class.				
Students set personal goals for their English learning				
Students show independence and autonomy in their learning of English.				
Classroom Environment				
Actions	Yes	No	Regular	Observations
The infrastructure is in good condition.				
The classroom has the necessary teaching material.				
It has technological means.				
Motivational Factors that can be Observed in the development of the Class				
Motivational Factors	Yes	Not	Observations	
The Teaching Methods used by the teacher are effective.				
The Behavior and Personality of the teacher are appropriated.				

<p>The Educational Climate allows students to feel accompanied, safe, loved, calm and encourages their development.</p>			
<p>Students are responsible with their assignments and homework.</p>			
<p>The Learning environment is a space in which students interact under favorable conditions to generate meaningful learning experiences.</p>			
<p>Students express self-confidence, showing themselves confident in themselves and their talent in a realistic way.</p>			
<p>Students exhibit Linguistic Anxiety demonstrating fear or embarrassment when exposed to speaking English.</p>			
<p>Final remarks</p>			

9.5. Pedagogical Intervention

9.5.1. LESSON PLAN

A. LESSON PLAN INFORMATION

Grade: 11th **Date:** April Sunday 28th, 2024.

B. Grade competence:

C. Achievement indicator: Use some idioms and slang to create your own language with proper grammar and fluency.

D. Cross-Curricular Theme:

Unit: II Idiomatic expressions

Content: Passive voice

Time: 90 minutes



Evaluation criteria:

Conceptual: Demonstrates understanding of idioms, slang, and proper grammar in creating their own language using the passive voice.

Procedural: Constructs sentences and paragraphs in their created language, employing passive voice correctly through a language creation project.

Attitudinal: Embraces the challenge of creating their own language with enthusiasm and creativity in the language creation project.

E. LEARNING STRATEGIES

Opening Activities

1- Warm up: “Toilet paper roll” organize students in a circle, each student takes either one, two or three sheets of toilet paper from your toilet roll (but they do not know why yet!) They then must say one thing about themselves for each piece they have taken. **Time: 10 minutes**

2- Explanation: Briefly explain the difference between active and passive voice with examples.

Example:

Active: "The cat eats the mouse."

Passive: "The mouse is eaten by the cat."

Highlight when and why passive voice is used

Time: 8 minutes

Guessing sentences: present to students sentences in active voice and show their passive counterparts.

Engage students by asking them to identify the subject, verb, and object in both active and passive sentences.

Exp:

"John painted the house." → "The house was painted by John."

"They will build a new school." → "A new school will be built by them."

Time 8 minutes.

Development activities

Middle Activities: Controlled/ Free practice

3- Listening: 1.1.4.

Taboo game

Divide the class into groups of two players. Give everyone a piece of paper with a sentence it can be in passive or active voice written on it. Place it so that they cannot see their own. Each one must get the other to guess their term, but without telling them exactly. As resources, they can choose synonyms, antonyms, examples, explanations, comparisons, or questions. **Time: 20 minutes**

Sentences:

Active Voice	Passive Voice
I cook a meal.	A meal is cooked by me.
Someone will walk her dog.	Her dog will be walked.
John flew the kite.	The kite was flown by John.

5-reading: Provide a short passage that contains several passive voice sentences. Read the passage together and ask students to underline or highlight the passive sentences.

Passage: The novel was read by the entire class over the course of a month. Important themes were discussed in group sessions, and detailed notes were taken by the students. At the end of the unit, a comprehensive exam was administered by the teacher to assess understanding. The results were analyzed, and feedback was provided to help improve future studies. **Time: 15 minutes**

6- writing: Assign a short writing task to students, they must write a paragraph using the passive voice.

Suggested topic: "A day in the life of a famous invention" **Time: 10 minutes.**

Closing Activities

7-Wrap up: teacher start to count since 1 until 10, students stand up and run around, when the teacher stops counting, students take sit. The person who keeps on feet is going to say what he/she understood about the class. (do the same 3 time) **Time: 5 Minutes**

8-Evaluation: Summarize the key points of the lesson.

Ask students to explain the difference between active and passive voice.

Encourage students to ask any questions they might have. **Time: 5 minutes.**

F. HOMEWORK:

Students rewrite a short passage from active to passive voice.

9.5.2. LESSON PLAN

A. LESSON PLAN INFORMATION

Grade: 11th **Date:** May Sunday 5th, 2024.

B. Grade competence:

C. Achievement indicator: Interact effectively in short conversation using a simple vocabulary and technical relationships with financial issues.

D. Cross-Curricular Theme:

Unit: III Types of payments **Time:** 90 minutes

Content: Technical Vocabulary and financial area

Evaluation criteria:

Conceptual: Recognizes and comprehends technical vocabulary related to financial issues.

Procedural: Engages in short conversations using simple vocabulary and technical terms from the financial area through a role-play activity.

Attitudinal: Exhibits a willingness to learn and accurately use financial terminology in the role-play activity.

E. LEARNING STRATEGIES

Opening Activities

1- Warm up: Vocabulary builder in this game one has to go up to the front. This time, instead of showing the rest of the class a job, you can show them any piece of vocabulary. The class then must try and describe this word or phrase to the learner at the front in order for them to guess it. **Time: 6 minutes**

2- Explanation Briefly explain and interact with students the importance of technical vocabulary in understanding financial areas and performing roles in financial sector through the following questions.

What comes to mind when you think of finance? **Time: 10 minutes**

Introduce Key Vocabulary:

essential financial terms

balance sheet: balance

income statement: estados de ingreso

cash flow: flujo de caja, estados de egreso

investment: inversion

dividend: dividend

stock market: bolsa de valor.

bond: bono

interest rate: tasa de interes

inflation: inflacion

portfolio: cartera

Provide definitions and examples for each term.

Encourage students to take notes and ask questions. **Time: 5 minutes**

Vocabulary Matching Activity:

Distribute a worksheet with definitions and terms mixed up. Students match the terms to their correct definitions.

Review the answers as a class.

Practice: go around the class and make looking and attending difficulties.

Time 6 minutes.

Development activities

Middle Activities: Controlled/ Free practice

Reading: Distribute a worksheet with definitions and terms mixed up. Students match the terms to their correct definitions.

Term	Definition	Answer
a) balance sheet	A financial statement that provides data regarding all cash inflows and outflows a company receives.)	E
b) income statement:	An increase in the general level of prices, which decreases the purchasing power of money.	F
c) dividend:	The cost of borrowing money, typically expressed as a percentage.	G
d) portfolio:	A financial statement that summarizes a company's revenues and expenses over a period of time.	B
e) cash flow:	A collection of investments owned by an individual or organization.	D
f) inflation:	A distribution of a portion of a company's earnings to its shareholders.	C
g) interest rate	A company's financial position at a specific point in time, including assets, liabilities, and equity.	A

- walk around the class looking and attending some doubts.
- Review the answers as a class.

Time: 15 minutes.

4- writing: Scrabble contest: For this game, divide the class into 4 teams, then list the scrambled words on a sheet of paper with space next to each for participants to write the unscrambled words. Decide on a time limit for the contest, such as 10-15 minutes, depending on the number of words. Participants must unscramble each word and write the correct word.

Scrambled Word: TSESAS	Unscrambled Word: Assets
Scrambled Word: LBITALIISE	Unscrambled Word: Liabilities

Scrambled Word: QUTEIY	Unscrambled Word: Equity
Scrambled Word: NIFLTIONA	Unscrambled Word: Inflation
Scrambled Word: NTERESTI	Unscrambled Word: Interest
Scrambled Word: IVETTNMSE	Unscrambled Word: Investment
Scrambled Word: PENEXSES	Unscrambled Word: Expenses
Scrambled Word: RVENUEE	Unscrambled Word: Revenue

Check the answer with the class **Time: 15 minutes.**

6- Speaking: question time: In order to interact with students, start a questions time to practice the technical vocabulary in financial area, use the attendance to ask questions to specific students (encourage to students to participate)

Time 20 minutes

What do you know about financial area?

What, in your opinion, makes a good financial model?

Closing Activities

7-Wrap up: use an online simulation or create a scenario-based game where students make decisions that affect their credit score.

Discuss the outcomes and what decisions positively or negatively impacted their scores. **Time: 5 Minutes**

8-Evaluation: Summarize the key points from the lesson.

Allow time for students to ask any remaining questions. **Time: 5 minutes.**

F. HOMEWORK:

Learn all the new words and definitions about financial area.

9.5.3. LESSON PLAN

A. LESSON PLAN INFORMATION

Grade: 11th Date: May Sunday 12th, 2024.

B. Grade competence:

C. Achievement indicator: Interact effectively in short conversation using a simple vocabulary and technical relationships with financial issues.

D. Cross-Curricular Theme:

Unit: 3 Types of payments

Time: 90 minutes

Content: Action Verbs

Grammar:

Evaluation criteria:

Conceptual: Grasps the meaning and usage of action verbs in the context of financial discussions.

Procedural: Employs action verbs appropriately in short conversations related to financial issues in a group discussion task.

Attitudinal: Shows commitment to improving their communication skills in the financial domain through the group discussion task.

E. LEARNING STRATEGIES

Opening Activities

1- Warm up: How many sounds can you hear? Students sit in silence for two minutes and write down every sound that they hear. Let them compare their lists with their neighbours before seeing who has the longest list? **Time 5 minutes**

2- Vocabulary Explanation: Start with a brief discussion about finances.

Ask students questions like:

"What are some common financial activities you do every day?"

"What verbs do you use when talking about money? **Time: 10 minutes**

Provide examples of action verbs related to financial issues: and practice the pronunciation

Save for retirement: ahorrar para la jubilación

Pay: pagar

Invest: invertir

Borrow: prestar

Save: ahorrar

Pay bills: Pagar facturas.

Invest money: invertir dinero

Borrow funds: pedir prestado.

Lend money: prestar dinero.

Earn income: obtener ingresos.

Development activities

Middle Activities: Controlled/ Free practice

3- speaking: mix up question Write a good one question on the board but mix up the word order, then challenge students to reconstruct the question and then discuss it in pairs or small groups. For example: most item you have the ever expensive what is bought? **Time: 10 minutes.**

4- Writing: write sentences using actions verb vocabulary: **Time: 15 minutes.**

Pay:

I need to pay my credit card bill by the end of the month.

She pays her rent through an online banking app.

Invest:

They decided to invest in stocks to diversify their portfolio.

He invests a portion of his salary into a retirement fund every month.

Borrow:

We had to borrow money from the bank to buy a new car.

She borrowed \$5,000 from her friend to start her business.

Save:

I save a part of my income every month for emergencies.

They are saving up to buy a house in the suburbs.

Speaking: flashcard distribute to students flashcards with action verbs give them time to prepare a small talk about each action verb, then students take turn to present. **Time 20 minutes**



Reading and writing: The story continues

Start the story with a sentence or paragraph, making sure it is interesting and exciting.

Divide the class into teams and have each one take a turn to add plots.

Allow two or three minutes for each group to discuss what contributions they will give.

Each team will have to start from the last contribution, so that they build it together.

Time 20 minutes

Closing Activities

Trivial Game: Prepare a battery of questions. Divide your students into teams and ask them to take turns asking questions to the other teams.

How to invest?

Do you have a monthly budget?

Is your emergency fund sufficient?

How much money do you have?

What are your financial values?

Are you ever done saving?

How to make money?

Each correct answer is one point, and if the team do not answers do not add any point. **Time: 10 minutes**

8-Evaluation: ask to all students to mention some action verbs. Time: **2 minutes.**

B. **HOMEWORK:** Write a short paragraph about a financial issue you have experienced or imagine, using at least five action verbs.

9.5.4. LESSON PLAN

A. LESSON PLAN INFORMATION

Grade: 11th **Date:** May Sunday 19th, 2024.

B. Grade competence:

C. Achievement indicator: Interact effectively in short conversation using a simple vocabulary and technical relationships.

D. Cross-Curricular Theme

Unit 3 Types of payments

Time: 90 minutes

Content: Major Currencies Change Rates Methods of payments

Grammar:

Evaluation criteria:

Conceptual: Understands major currencies, exchange rates, and methods of payment in the financial realm.

Procedural: Participates in short conversations, incorporating knowledge of major currencies, exchange rates, and payment methods in a simulation exercise.

Attitudinal: Demonstrates interest in staying updated with financial trends and practices through the simulation exercise.

E. LEARNING STRATEGIES

Opening Activities

1- Warm up: The theater game

Propose a story known to students and that can be adapted to a theatrical scene.

Have each student take on a role and let the protagonist be chosen by lottery.

Give them a few minutes to prepare their interventions.

Ask them to do the performance together. **Time 20 mts**

2- Vocabulary Explanation: Introduce the major world currencies (USD, EUR, JPY, GBP, AUD, CAD, CHF, CNY, SEK, NZD).

Provide visual aids showing currency symbols and examples. **Time: 5 minutes**



Explanation: Define exchange rates and explain how they are determined (floating vs. fixed rates).

Discuss factors influencing exchange rates (economic indicators, interest rates, political stability, etc.)

Demonstration: Show how to look up current exchange rates. **Time: 5 minutes**

Currency	Country	Bank Buys Notes	Bank Sells Notes
US Dollar	USA	31.51	31.51
Singapore Dollar	Singapore	23.46	23.46
日本円 (:100)	Japan	25.83	25.83
人民币	China		

Methods of Payments

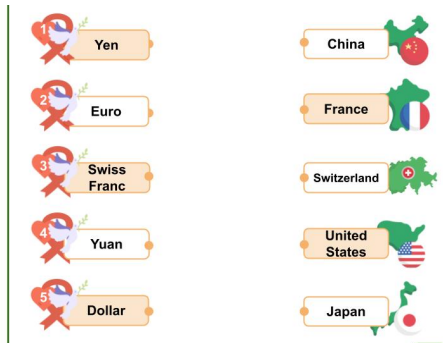
Presentation: Discuss various methods of payment

(cash, credit/debit cards, online payment systems, mobile payments, cryptocurrencies). **Time 5 minute**



Middle Activities: Controlled/ Free practice

4- Writing: Matching exercise students match currencies with their respective countries. **Time: 10 minutes.**



Speaking: Role-play students in groups prepare different payment scenarios those can be online shopping, in-store purchase, international transaction or different ideas from the students, then students will perform in front of the class. **Time: 30 minutes**

Closing Activities

The spoken portrait: find the suspect Organize the students in pairs, one of them must have drawing materials: it can be anything from a simple sheet of paper and a pencil to a drawing booklet with materials to draw or paint on paper. The second student must have a character of their choice on hand: it can be a famous actor, an athlete, or even belong to a cartoon or video game. The important thing is that the fellow artist should not see this image. Once the pairs have been organized, the student artist must begin asking questions in English about the physical appearance of the suspect, for example:

- Is the suspect a man or a woman?
- What color is her or her hair?
- Can you describe the eyes of the suspect?

At the end, the teams will present the spoken portraits to their classmates. **Time: 15 minutes**

8-Evaluation: ask to all students what some methods of payments are?

B. HOMEWORK:

Learn all the vocabulary words.

9.6. Free and Informed Prior Consent



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URACCAN

AVAL

CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR Y PUBLICAR

El Colegio Cesar Augusto Salinas Pinell del municipio de Nueva Guinea por medio del presente escrito, otorga el consentimiento previo, libre e informado al Centro Universitario Regional URACCAN, Nueva Guinea para que se realice la investigación titulada: Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024. Con el objetivo de: To determine the motivational factors that influence English language learning among eleventh-grade students at Cesar Augusto Salinas Pinell High School, I Semester, 2024, la cual se desarrollara de febrero a junio 2024. Información que será utilizada única y exclusivamente con fines académicos.

Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Liliam Maleaños Espinoza

Cargo: Directora

Firma: _____

Lugar: Colegio César Augusto Salinas Pinell

Fecha: 16 de febrero, 2024



9.7. Tutor Consent



UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA COSTA
CARIBE NICARAGUENSE
URACCAN
CENTRO UNIVERSITARIO REGIONAL - NUEVA GUINEA


Aval del tutor

El tutor/a: Klifor Javier Pérez Valle, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación de estudio (especifique): _____

Al producto titulado: Motivational Factors that Influence English Learning in Eleventh-grade Students at Cesar Augusto Salinas Pinell High School, I Semester, 2024, desarrollada por las estudiantes: Lic. Eying Mariela Villachica Sequeira y Br. Keyling Dayana Jarquín Bravo de la carrera: Licenciatura en Ciencias de la Educación Con Mención en Inglés Cumple con los requisitos establecidos en el régimen académico.

Nombre y apellido del tutor: Klifor Javier Pérez Valle

Firma: 

CUR: URACCAN Nueva Guinea

Fecha: 18/07/2024

9.8. Photographs

Figure 1 Application of focus group to eleventh-grade students of César Augusto Salinas Pinell High School



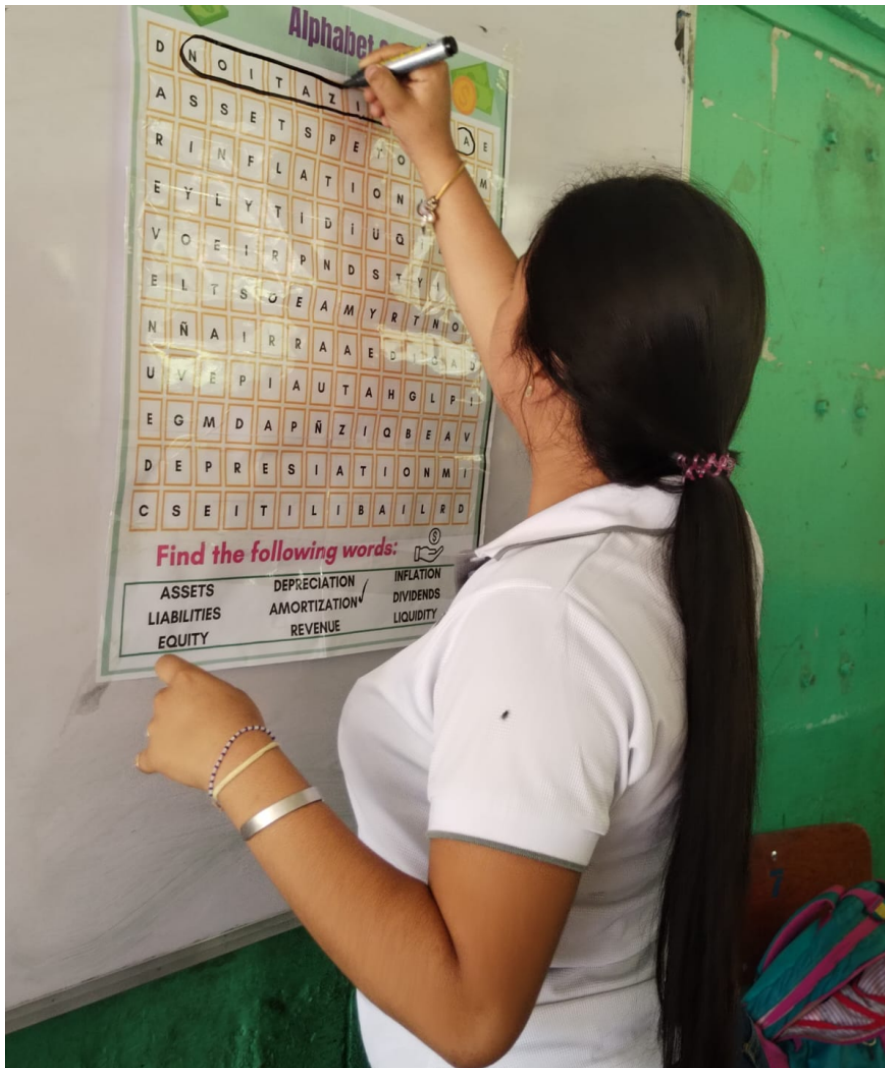
Source: Jarquín, 2024.

Figure 2 Students of eleventh grade students of César Augusto Salinas Pinell High School putting the Theater Game strategy into practice.



Source: Villachica, 2024.

Figure 3 Student of eleventh-grade circling words in the Scrabble Contest strategy.



Source: Villachica, 2024.