

# How can a teacher motivate students education



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## Contents

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Student motive is a really of import portion of a learning procedure in a schoolroom. Motivation is needed to do categories interesting in order for pupils to hold a good acquisition environment, which will ease their larning overall. Therefore, the intent of this undertaking is to happen out new ways to actuate pupils analyzing English in a 5th twelvemonth of primary school, who seem to hold fallen into a everyday and demo no existent involvement in English, so that they have a desire of larning this linguistic communication. To near this, the research paper will seek to seek and reply the undermentioned inquiry: How can I actuate more a group of kids that seem to hold fallen into a everyday, and show no existent involvement in the category?

The ground why this research inquiry was made, was because the instructor noticed her pupils were falling into a everyday. Consequently, they were losing all involvement in larning English. Furthermore, the instructor noticed that her pupils were larning English in a really mechanical manner, because of her instruction methods and, they did non truly cognize how to talk English in a specific context.

Therefore, by detecting this group and looking at their capable subjects, sing their age and the job, I have come up with the thought of practising the different subjects of the course of study in a more synergistic manner – utilizing function playing – with the intent of actuating the pupils. If the consequences are positive, farther analysis into the manner of implementing

the learning method should be investigated and established, as this paper will discourse the findings of a two hebdomad period.

## **2. LITERATURE REVIEW**

The subject of motive has been studied by many psychologists. The most of import thing to see is that there are two types of motive: intrinsic and extrinsic. The “ intrinsic motive is task motive that derives from an built-in involvement in the acquisition undertakings, while extrinsic motive refers to the external influences that affect the strength of scholar ‘ s motive such as that which comes from instructors and parents ”[ 1 ].

On one manus, intrinsic motive is “ endeavoring inside to be competent at something and to honor yourself inside ”[ 2 ]. Students who have this type of motive tend to hold fewer jobs to analyze, as they have an interior necessity to larn. So, this is more good for the kid, and it is likely that s/he likes to larn in category. Teachers do non necessitate excess work with this type of pupils, merely basic control, to look into that the pupils ‘ motive is maintained.

On the other manus, extrinsically motivated kids tend to hold more jobs to analyze. A pupil who needs motive from outside, is really dependent on another beginning to force him or her to make things. In add-on, this type of pupils are used to having waggess from exterior ( instructor, parents, etc. ) every clip they do something good. So, if this waggess is non received, their motive decreases well. This affects the kid ‘ s acquisition, as s/he will be given to be dependent on waggess to larn and better.

This means that, although some pupils may be self-motivated, an instructor can lend in actuating her/his pupils. The first and most of import thing that a pupil needs to experience motivated is a sense of success. When a pupil performs an activity in which s/he is good at, s/he will experience happy with himself / herself and, will likely like the experience. Therefore, instructors should cognize their pupils good plenty to find every pupil ' s strengths, and work on their motive get downing from what they like.

In add-on, farther seeking into the issue of making function activities in English category, I found that pupils are more motivated to talk English if they perform a role-play. This learning method keeps pupils active, making something different, while it gives them a more realistic environment in which to pattern English.

For these grounds above I thought that I could actuate my pupils by fixing more synergistic categories, where they could all take part, pattern more spoken English, cut down their anxiousness ( if they have any ) in talking English, and do them experience happy with themselves.

### **3. THE Context**

The school in which the research probe is traveling to take topographic point is a private school called “ Sagrado Corazon de Maristas ” in Alicante. It is located 10 proceedings from the metropolis Centre by auto and, it is surrounded by households of a medium to high economical state of affairs. The school offers from baby's room to secondary school, and the instruction is Catholic oriented.

The school is divided into different countries: one for baby's room, another for primary class, and another 3rd for the secondary-year pupils. Within each class, there are four different categories ( from A to D ) . Hence, for the intent of this research probe, I will concentrate in one schoolroom merely: 5th " D " of primary school.

This schoolroom is long and broad. It has big dual Windows on one side, and the issue door on the other side, in a corner. As one enters, one finds two chalkboards that cover the whole wall on the right ; a podium every bit long as the board, where the instructor ' s table and chair are situated and, where the chalkboard coatings, there is a door that connects to the following schoolroom. The remainder of the schoolroom has single tabular arraies and chairs for the kids, so it can be organized in different ways. This is an of import item for our probe. On the wall that is to the right of the entryway door, there are hangers for the kids ' s coats.

The pupils from this category are around ten old ages old. There is a balance between male childs and miss and, although with their instructor they are non really enthusiastic and motivated in category, when I come they show some more involvement in what we are traveling to make and why I am at that place. No other single features can be observed in any pupil.

#### **4. DATA COLLECTION**

This research has been divided into two parts. The first portion has the intent of analyzing the job inside the category, prior to get downing the alterations for betterment. The aim is to analyze the state of affairs in the minute prior to taking action for betterment. To roll up these consequences, a

determination had to be established on the features to be found in category related to the kids ' s behavior and to the thesis made. Then, these features were included in an observation grid, which was used in category during the observation. ( See below ) .

The manner to continue was watching the pupils in their “ natural environment ” , that is, working in their English category, but without interfering at all. So, I merely checked “ yes ” , “ no ” or “ sometimes ” , as corresponded, in the consequences table, while the pupils and their instructor had a regular category. This information aggregation was done like this, so that the assemblage of these consequences would be reflected every bit existent as possible.

( Week 1: Two yearss of 50 proceedingss )

Analyzing THE PROBLEM RESULTS:

## **Feature**

### **YES / NO /SOMETIMES**

Students participate in category

Sometimes ( Normally when asked )

Students do category activities rapidly

No

Students start rapidly an activity sent

No

Students show involvement in the lesson

No

Students try to talk English themselves

No

Students speak to each other during accounts

Yes

( Note: This represents the bulk of the kids of the category, though this is non true for all the pupils ) .

## **RESULTS GRAPH: Week 1**

The 2nd portion of the information aggregation took topographic point during the execution of the new instruction method, including some new motivational activities. This portion of the research was done in Sessions of 50 proceedings, two yearss per hebdomad. During this clip period, the instructor explained the lesson for 15 to twenty proceedings, and the other half an hr was left for kids to pattern with activities related to the subject explained that required their engagement. For illustration, in this instance, the kids were larning the unit related to the nutrient so, the instructor organized the category as a market with exposure of different merchandises. Then, some pupils acted as shoppers and others as purchasers.

While this activity was taking topographic point, I proceeded to detect the different pupils take parting. Again, the engagement of each brace of pupils was recorded in an observation tabular array. ( See below ) . I think this <https://assignbuster.com/how-can-a-teacher-motivate-students-education/>

method is the most appropriate for this portion of the probe, since the particular informations needed can be collected replying the inquiries on the questionnaire by detecting, without interfering with the pupils ' behavior, as they were busy making the activity.

( Week 2: Two yearss of 50 proceedingss )

## **Feature**

### **YES / NO /SOMETIMES**

Students participate in category

Yes

Students do category activities rapidly

Yes

Students start rapidly an activity sent

Yes

Students show involvement in the lesson

Yes

Students try to talk English themselves

Yes

Students speak to each other during accounts

No



( Note: This was done with the interaction of every two pupils executing the activity, and this reflects the concluding consequences ) .

## **RESULTS GRAPH: Week 2**

### **Students do Students**

#### **activities rapidly show involvement**

#### **i? Y i? Y**

A 3rd manner to roll up the informations, linked to the two hebdomads Sessions, was by agencies of a questionnaire at the terminal of the last session. This questionnaire was given to each pupil, so they would make full it in, separately, at the terminal of the last session. ( See Appendix A ) . The questionnaire is short and to the point. It includes cardinal inquiries to garner the relevant information, to calculate out if the activity they have undertaken had helped pupils learn English sentences related to shopping.

## **5. DATA ANALYSIS**

Once all the information was collected in the category by the different procedures described above, it was put together to be analysed and, so, interpreted. To analyze the informations, a table grid was foremost used. ( See p. 6 in the Data Collection ) . In the tabular array, all the different features have been included. Each feature shows the per centum of pupils that were observed to execute it in category during the research. These consequences were noted down and so an norm was found, and presented in the tabular array. Once the tabular array was completed, a graph was done, to see and analyze the information better. The graph besides helps compare

consequences from before and after the execution of the new instruction methods.

I think that this manner of roll uping and analyzing the information is the most effectual. During the observation, the pupils are in their mundane environment. Although they may be cognizant of you at the beginning, one time they get traveling with their activity, they forget that person is watching.

Then, doing a table gathers all the information that has been observed in existent Numberss. Furthermore, the graph gives a general position of the consequences, seting them all in position, so that they can all be compared to one another.

With regard to the 3rd method of garnering information, the questionnaire, a simple numeration was made. That is to state, inquiry 1 was taken and every " yes " and " no " were counted. This was done with all the inquiries and changed into per centums. Then, this information was turned into a graph so that it could be analysed and compared better.

The ground for make up one's minding to make a questionnaire to the pupils was to happen out their ideas with regard to the activity. Therefore, the inquiries tried to be simple so, they were written in a manner they could be answered " yes " or " no " .

I think this is a good manner of cognizing their sentiment on what they have done, in a concise manner. Furthermore, it tells the research worker whether

the activity has been successful or non, by looking at the consequences of the last inquiry.

## **Findings**

By looking at the consequences graph of hebdomad 1, it can be noticed that pupils participated small in category before the execution of the new instruction method. They did non pay much attending to the instructor in category, as they moved continuously in their chairs, spoke to their equals and took a long clip to get down and make an activity sent. In add-on, they did non seek to talk English in category, unless they were asked to make the attempt.

During the first portion of the survey, I limited myself to detecting the category in their daily for two Sessionss. Here, I noticed that, in general, the kids ' s positions were those of ennui ( organic structures tilting back in the chair, caputs tilting on the manus ) . In add-on, there were many periods of kids non paying attending ( talking to each other during accounts, some pulling on a piece of paper, or in the English book, misss playing with their hair, etc ) . As seen from the mentioned graph, this was true for the bulk of the pupils.

Once the execution of the activities suggested to actuate the pupils took topographic point, the attitude of the pupils towards the English category changed dramatically. The first seeable advancement observed was their alteration of attitude towards the category. When the pupils saw me, they were really happy and sword lily. Then, at the terminal of the category, they asked when I was coming back. This was the first seeable mark that they

were going motivated towards their English category. All this advancement is reflected in the graph of hebdomad 2 ( p. 8 ) .

As it can be seen from this graph, all the pupils wanted to take part in the activity. Once everybody had a spell in their different function, they all wanted to make the other function. Furthermore, during the activity they made the attempt to talk English, and did not seemingly show fright of doing a error. Sometimes, if one pupil made a error related to the constructions to be practiced, another pupil or more corrected him/her.

With the observations described above, it could be said that, seemingly, pupils appeared more motivated while they were enrolled in the activity. Hence, since the research inquiry, the instructor could seek implementing some activities based on the learning course of study to interrupt the modus operandi of a group of unmotivated pupils.

## **7. CONCLUSIONS**

Overall, the consequences of this research were really successful. The chief findings can reply the inquiry that was made at the beginning of this research paper: the group had fallen into a everyday ( or so it appeared ) , and the solution was seeking for ways to learn English with the book ( as they are ever a mention for pupils and the instructor ) , and with synergistic activities to complement and reinforce their acquisition. With this alteration, the pupils became more motivated, doing an attempt to pattern the grammar and learn in a more active manner. In fact, it should be mentioned that the research clearly shows an about “ marvelous ” betterment of pupils. ( my sentiments precisely ) By looking at the consequences graphs, one can

appreciate the astonishing alteration that takes topographic point, as pupils change from unmotivated and bored to really active, willing to “ talk ” English and take part in activities, demoing an tremendous attempt.

To further analyse whether this research, and the methodological analysis used in it was successful, a SWOT analysis will be made. First of wholly, the strengths of this research are the fact that pupils ever acted in their regular manner. The fact that there was person detecting did non change their attitude towards their English category. This could be seen particularly at the beginning, during the observation phase, since they did non mind that a new individual was watching to talk to each other, to pull, etc. This was of import and helpful to find the job and, so, find the appropriate manner to work out it.

With regard to the failings, these were the key to the job. The pupils tended to speak a batch during accounts, particularly if these were long. Therefore, there needed to be less explicating and more activities to maintain kids busy. I believe this is one of the chief grounds why the activities proposed and done in category were successful: they kept the pupils busy and, at the same clip, helped them larn new constructions by practising.

Another of import failing was the clip. Although the pupils liked the new manner of larning English, it took some clip to fix the activities. So, by the clip everything was organized, ten proceedings had passed. Furthermore, since there were 22 pupils in category, it besides took clip for everybody to hold a bend. Precisely. Surely they ‘ d be bored, non lament to take part by the terminal.

To contrast, the basic and most of import chance that made this undertaking possible was the fact that I was looking for something to research. So, I went to the school where I did my patterns of the calling, and spoke to the manager, suggesting to make a research. Together we came up with this thought. Hence, my chance was the fact that there was a category, at the beginning of the school twelvemonth, with a deficiency of motive to analyze English. In bend, the school had the chance with me, to experiment a solution for this group that seemed to hold motivational jobs.

Finally, the chief menace of this research is related to the proposed activities. First of wholly, if pupils arrived place stating their parents that they had “ played ” in English category, without farther accounts, parents may non hold liked how it sounded, as they could believe that the instructor is non learning English decently. Furthermore, since this activity had to be repeated another session, the parents could hold grounds for acquiring angry, if they misinterpreted their kids when talking about what they are making in their English category.

Overall, this research has shown me several things. To get down with, it is of import for a instructor to be watchful and watch out for marks from their pupils. S/he should analyze every now and so to see if the pupils are motivated or non, as it is an indispensable portion of the acquisition procedure. Then, if s/he finds that there is deficiency of motive, an analysis to observe the job should be made, so that the job can be solved every bit shortly as possible.

Then, I have besides seen from this research that pupils from fifth of primary school can learn English in a merriment and synergistic manner. There is no ground why all the categories should be grammar oriented, and with a book in forepart of each pupil. I would besides state from this research that, some pupils learn better and faster when they act out, or make activities physically. Therefore, the instructor could analyze the possibility of uniting text and written exercisings, with more synergistic group work, in order for all pupils to hold more chances of absorbing the course of study taught. To make this, a clip graduated table should besides be studied.

Therefore, if this research had to be repeated, I would make the research with another individual, so that the class-group could be divided into two. I think that it is better to work with little groups, when working with kids for probe intents.

Then, I would besides widen the research period one more hebdomad, at least, or two, if possible. This would give more clip to look into if the pupils like making the activities in a more uninterrupted mode, or if the betterment ( or deficiency of betterment ) is merely at the beginning, when there is something new in category, particularly in those pupils who tend to work less. I feel that, holding more clip to make the research would besides demo if kids learn better in this synergistic manner, and their motivational degree maintains itself higher than with a typical category with the book. However, this could be another topic to research, uniting it with the probe of new ways to learn utilizing both the book and synergistic activities to reenforce kids ' s acquisition.

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