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TRABAJO DE DIPLOMA

WEBSITE TO ENHANCE MOTIVATION TO LEARN ENGLISH IN THIRD GRADE
STUDENTS AT "MARCELO SALADO LASTRA" ELEMENTARY SCHOOL

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FEM
Faculty of Secondary Level
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TRABAJO DE DIPLOMA MAJOR PAPER

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Santa Clara, June, 2018

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THOUGHT

“Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up.”

Stephen Hawking

DEDICATION

Dedicated to

Claudio Daniel Surí Prieto, my grandfather, who was always giving me support and love. He passed away when I was a child, but I still remember him spoiling me and cheering me up to go to school.

Daniel Surí Morales, my uncle. He was always encouraging me to study in order to be a good man, but he left me a year ago. I did not have the opportunity to say goodbye to him, and he could not see the end of my professional path, either. I will always thank him for his love, care and joy.

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ABSTRACT

The comprehensive education of men and women starts since the early ages of their lives, first at home and later at school. The elementary level of education is one of the most important of all levels because during this period children begin learning and valuing the processes of studying and acquiring new information.

This major paper is part of a task derived from the Institutional Research Project “Innovations in the Didactic Preparation of the Undergraduate Professor of Foreign Languages”. The research was carried out with third graders at “Marcelo Salado Lastra” Elementary School in Santa Clara during the school year 2017-2018. It has been proven that through the use of a website not only students, but also teachers benefit while getting involved in a more humane perspective. The empirical methods administered to a sample of third graders proved that those students were not motivated to learn English as a foreign language.

This study offers a website entitled “*Hocus Pocus*”. It has six main menus and fourteen submenus designed to develop mainly listening, speaking, writing, spelling, vocabulary, pronunciation and grammar. The proposal can be given to the students to facilitate their self-learning. Once the proposal was designed, it was evaluated by some specialists, whose suggestions were highly appreciated by the author. Finally, the proposal was partially implemented during the previously mentioned school year. The results were satisfactory as the students were more enthusiastic during the English lessons. More students’ spontaneous participation happened and the quality of their answers was better.

Key Words: motivation, website, self-learning.

RESUMEN

La formación integral de hombres y mujeres comienza desde edades tempranas en sus vidas, primero en el hogar y luego en la escuela. La Educación Primaria es uno de los niveles educativos más importantes porque durante este período los niños comienzan a aprender y a valorar el proceso de estudio, adquiriendo nuevas informaciones.

Este trabajo de diploma forma parte de una tarea derivada del Proyecto de Investigación Institucional “Innovaciones en la Preparación Didáctica del Profesor de Pregrado de Lenguas Extranjeras”. La investigación fue llevada a cabo con los estudiantes de tercer grado de la escuela primaria “Marcelo Salado Lastra” en Santa Clara durante el curso escolar 2017-2018. Se ha demostrado que a través del uso de un sitio web no solo los estudiantes sino también los profesores se pueden beneficiar a la vez que se involucran en una perspectiva más humana.

Los métodos empíricos usados a la muestra probaron que los estudiantes antes mencionados, no estaban motivados por aprender el inglés como lengua extranjera. Este estudio ofrece un sitio web titulado “*Hocus Pocus*” (Abracadabra). Contiene seis menús principales y catorce submenús diseñados para desarrollar comprensión auditiva, expresión oral, escritura, ortografía, vocabulario, pronunciación y gramática. La propuesta puede ser dada a los estudiantes para facilitar su autoaprendizaje. Una vez diseñada la propuesta, fue evaluada por algunos especialistas cuyas sugerencias fueron altamente apreciadas por el autor.

Finalmente, la propuesta fue parcialmente implementada durante el curso escolar anteriormente mencionado. Los resultados fueron satisfactorios, los estudiantes se mostraron más entusiastas en las clases de inglés. La participación fue más espontánea y la calidad de las respuestas fue mejor.

Palabras claves: motivación, sitio web, autoaprendizaje.

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INTRODUCTION

Today's world is characterized by the expansion of scientific knowledge, the development of communication and the use of computing and many other scientific inventions related to electronics in the field of education. English has become the language used by the international community to spread scientific and technical knowledge due to the fact that it is the most used language in newspapers, airports, international affairs, international conferences, science, technology, diplomacy, sports and in many other international affairs.

The study of foreign languages is important in Cuba at present, since the country keeps relations of cooperation and exchange with a great number of countries in the political, scientific, technical and educational areas among others.

The Cuban school plays an important role in the formation of the new generation since it instructs, educates and prepares people for their future lives. This multilateral and harmonic education of students requires at least one foreign language as a way to widen their knowledge and judgment of universal culture. The development of abilities in English language can be a way to achieve that cultural level. That is why teachers of English should motivate their students to learn the English language. It is well known that learning a foreign language is a complex task that comprises two different aspects: the acquisition of the linguistic knowledge and the formation of habits and the development of linguistic abilities.

English, as a foreign language is taught in all levels of education in the country. The main objective in the teaching of this language is to develop an elementary communicative competence; that is, to understand written and oral information, speak and write about topics linked to their social and school life.

Students from the elementary level are facing many difficulties in learning this language, because they are not intrinsically motivated to learn it since they do not consider learning a foreign language necessary for their lives. Therefore, learning it does not give them any satisfaction. It is the teacher's task to motivate the students, to create a language atmosphere so as to have them involved in the process. This

problem associated to motivation is found in elementary school; even though, children are very curious and eager to learn.

Reality has proved that a great number of students in Cuba finish their elementary and high junior schooling with a low level in English language. That lack of students' abilities is mainly caused by the lack of students' motivation, hence the need of looking for ways to increase their motivation. This requires the implementation of actions to find pedagogical solutions so as to achieve higher levels of competence in this foreign language.

Some attempts to create a motivational atmosphere towards the learning of English in elementary education students have recently been tried by the Ministry of Education, by providing teachers with some didactic materials such as video and TV lessons, recordings of songs and games. Nevertheless, there are still some weaknesses in terms of students' motivation towards the English lessons.

This lack of motivation is evident in third graders at "Marcelo Salado Lastra" Elementary School. By means of several participant observations during three weeks of the course, the author could find out that third grade students showed little motivation towards the learning of English language since he could notice that third graders showed little motivation towards English lessons, expressed in their inhibition and their lack of attention and involvement. Those difficulties urged the author of this study to reflect upon their causes.

The causes may be varied, lack of knowledge about the importance of English language, lack of interest in studying a foreign language, etc., but what has been evident is that the teaching and learning process of English is being affected despite the fact that different efforts have been undertaken by teachers.

On the way to find out information about previous researches that could be used to describe the antecedents of the topic of this study, the author found that many researches had been carried out before in the foreign language education program at "Félix Varela Morales" Pedagogical Campus, Universidad Central "Marta Abreu" de Las Villas to meet and lessen the effects of the lack of motivation towards the learning of English.

Some educators involved in research about motivation are Beltrán Dorta (2003), Tirado Masa and González Dabalsa (2007), Pérez Fernández (2008), Ruiz Ojito (2008), Flores Flores (2009), Ascunce Hernández (2010), Ruiz Mederos (2010), Paz González (2010), and Suárez Pérez (2013). All of them proposed different scientific outcomes for students from different educations and they achieved good results in the analyzed issue. None of them deepened in motivation towards the learning of English language in "Marcelo Salado Lastra" Elementary school. However, these major papers and thesis have served the author of this term paper as valuable antecedents for the topic studied.

All the difficulties previously described allowed the researcher to formulate the following scientific problem:

Scientific Problem: How to contribute to enhance motivation towards the learning of English language in third grade students at "Marcelo Salado Lastra" Elementary School?

Object of Research: The enhancement of motivation towards the learning of English language in third grade students at "Marcelo Salado Lastra" Elementary School.

Objective: To propose a website to enhance motivation towards the learning of English language in third grade students at "Marcelo Salado Lastra" Elementary School.

To answer the scientific problem, the following scientific questions were stated:

Scientific Questions:

1. What theoretical and methodological backgrounds may support the enhancement of motivation towards the learning English as a foreign language?
2. What are the strengths and weaknesses in third grade students at "Marcelo Salado Lastra" Elementary School regarding motivation towards the learning of English?
3. What characteristics should the website to enhance motivation in third grade students at "Marcelo Salado Lastra" Elementary School have?
4. What are the specialists' criteria about the website?

5. What are the transformations in the students regarding motivation towards the learning of English once the website is partially implemented?

The answers to these scientific questions are accomplished throughout the following

Scientific Tasks:

1. Determination of the theoretical and methodological backgrounds that support the enhancement of motivation to learn English as a foreign language.
2. Diagnosis of strengths and weaknesses in third grade students at "Marcelo Salado Lastra" Elementary School regarding motivation towards the learning of English as a foreign language.
3. Selection of the contents of the website taking into account the students' age.
4. Design of the website to enhance motivation in third grade students at "Marcelo Salado Lastra" Elementary School to learn English as a foreign language.
5. Evaluation of the website by the specialists' criteria.
6. Evaluation of the transformations in the students once the proposal is partially implemented.

Population: the scientific research was implemented with the 29 students of third grade at "Marcelo Salado Lastra" Elementary School, which is the total population because there is only one third grade class in that school.

Twenty point sixty-eight percent of students are in the high level of assimilation of the content in the English lessons since they have shown a better mastery of the different communicative functions that have been taught so far. Fifty-one point seventy-two percent of students are in the middle level of assimilation; they still make some mistakes that do not interfere with their understanding and communication. Twenty-seven point fifty-eight percent of the students are in the low level of assimilation; they demonstrate a poor command of the language for third grade students, due to the fact that they do not understand simple messages.

Scientific Methods:

Different scientific methods were used during the whole process of the major paper

From the Theoretical Level

- Historical – Logical: To describe and evaluate the antecedents of the scientific problem identified in this study.
- Analytic – Synthetic: To study, analyze, select, summarize and paraphrase the necessary information from primary sources to back up the scientific problem declared in this major paper.
- Inductive-Deductive: To identify regularities derived from the data obtained through the administration of different empirical methods in the needs assessment phase.
- Systemic Approach: To guarantee the coherence and unity among the different elements of the major paper.

From the Empirical Level

1. Document Analysis
2. Participant Observation
3. Interview
4. Survey
5. Analysis of students' outcomes
6. Specialists' Criteria
7. Triangulation

These methods were administered in the needs assessment phase of the research in order to find the necessary data to corroborate the existence of the problematic situation already described in the introduction. For the evaluation of the implementation of the proposal, instruments from two empirical methods were administered: participant observation and interview.

From the Mathematic and Statistics Level

- **Percent Analysis**: to use the percentage as argument to back up the different statements declared in the needs assessment phase.
- **Descriptive Statistics**: to design a bar graph in order to compare the results before and after the implementation of the proposal.

DISCUSSION

1. Theoretical and Methodological Backgrounds that Support the Enhancement of Students' Motivation towards the Learning of English Language.

1.1. Historical Antecedents of the Scientific Problem

The treatment of motivation has always been a topic of great interest and importance for most teachers. Teachers should find ways to keep students motivated during the whole teaching learning process. It is of great concern to achieve this goal because only motivated students will understand, learn and develop their abilities during any lesson.

Foreign authors like Anna Guinz Bourg (1986) and A. Bandura (1989) proposed theories and developed research papers, which have settled bases for the improvement of motivation in the classroom in different contexts.

Many Cuban teachers, from Villa Clara province have intensively researched motivation as a crucial goal to be attained during foreign language lessons.

Marcos Antonio Beltrán Dorta, B.Ed. (2003) and Omar Tirado Masa and Elvis González Dabalsa (2007) examined different techniques for motivating students towards the learning of English; the first one proposed soft music as a way to increase motivation in students from eleventh grade; while the latter suggested a proposal of activities to increase motivation in students from Polytechnic Education.

Geneisy Ruiz Ojito, M.Ed. (2008) and Norma Flores Flores, M.Ed. (2009) examined different techniques for motivating students towards the learning of English in Manicaragua municipality; the first one according to the problematic situation in her classroom, implemented didactic games as an answer to her students' difficulties in secondary school education; while the latter with a similar problematic situation decided to implement different material aids to motivate her class of young learners.

Océlide L. Pérez Fernández, M.Ed. (2008), Oralia Bona González Fernández, M.Ed. (2008) Filiberto Martínez Armentero, M.Ed. (2009), Maida Rosa Valdivia León, M.Ed. (2009), Yolanda Ascunce Hernández, M.Ed. (2010), Annieris Hendrich, B.Ed. (2010)

and Dany Alberto Ruiz Mederos, B.Ed. (2010) they all proposed a system of activities to motivate secondary school students towards the learning of English. In addition, Andrea Justina González Álvarez, M.Ed. (2008) and María Luisa Herrera Oliva, M.Ed. (2008) both proposed a reading booklet in Fine Arts Instructor Teacher Training College and Language School respectively to motivate students towards the learning of English.

Geidy Garcia Valdes (2010) proposed to solve this situation in the pre university level, but focused mainly on particular points of language teaching like reading or listening skills specifically; disregarding thereby the integrity of language as a social phenomenon, which means, not only focusing on the instructional aspects of the language, but also trying to help the individual become a more integral man in the society he is supposed to live in.

A similar research was carried out by, Julio Cesar Paz, B.Ed. (2010). His major paper proposed the use of poetry as the way of giving solution to the lack of enthusiasm towards English lessons in tenth grade.

A related research was carried out by, Nirely Suárez Pérez (2013) B.Ed. Her major paper proposed a system of activities to enhance motivation towards the teaching and learning process of speaking in fifth grade students from elementary school.

The consulted research papers described similar difficulties regarding students' motivation towards the learning of English as a foreign language and all of them put into practice different scientific outcomes to motivate students. Their achievements in motivation have proved that the proposals they implemented in their lessons contributed to raise students' enthusiasm towards the learning of English. There are other major papers carried out in the elementary level in the latest school years. They are aimed at the expansion of vocabulary, the development of accuracy in pronunciation and in intonation. However, the exercises proposed contributed to the development of students' passion towards English. Even though, there have been different efforts to awaken students' eagerness to learn English, the population of this study have not received the benefits from those proposals.

The third graders at "Marcelo Salado Lastra" School were interviewed during the first weeks on the present school year 2017-2018 to get information about the different ways the teacher may put into practice to motivate them to learn English. This is the first experience they have in learning English and as it was described in the introduction, English subject was for them a suffering that lasted 45 minutes every week.

1.2. The Teaching and Learning Process of English Language in Elementary School.

The teaching of English in Cuba starts in third grade in primary school and goes through secondary, high school and higher education.

Communicative language teaching sets as its goal the teaching of *communicative competence*.¹

Several definitions of communicative competence have been provided since the early 1970's. It has been defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language (Canale and Swain 1980); Celce-Murcia et al. 1995; Hymes 1972) quoted by (Enríquez O'Farrill, Mijares Nuñez, & Font Milián, 2016)

Richards (2001) argues that communicative competence is "the ability to use language appropriately in communication considering space and time contexts, the role of the participants, and the nature of the transaction that takes place".²

By including the word "appropriately" in his definition, Richards draws attention to the role of social relationships among participants in the act of communication.

According to M. Celce-Murcia (Celce-Murcia, 2001, p. 16) The term communicative competence includes different components:

¹ (Richards, Communicative Language Teaching Today, 2006)

² (Richards & Rodgers, Approaches and Methods in Language Teaching, 2001)

- Linguistic or grammatical competence, which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems.
- Sociolinguistic competence, which consists of the social and cultural knowledge required to use language appropriately with reference to formality, politeness, and other contextually defined choices.
- Discourse competence, which involves the selection, sequencing, and arrangement of words, structures, and sentence/utterances to achieve a unified spoken or written whole with reference to a particular message and context.
- Strategic competence, which includes the strategies and procedures relevant to language learning, language processing, and language production. It activates knowledge of the other competencies and helps the language users compensate for gaps or deficiencies in knowledge when they communicate. (Camacho Delgado, García Cabrera, Patterson Peña, Morales Rumbaut, & Sosa López, *Compilations of Materials for Didactics of Foreign Languages*, 2017)³

Principles of the Communicative Language Teaching

Different authors have defined the CLT principles that teachers should take into account when designing an English lesson. The author of this major paper agrees with Neil Naiman's communicative principles stated in an article entitled "A Communicative Approach to Pronunciation Teaching", published in Avery P. and Erlich S. (editors) (1995), *Teaching American Pronunciation*. OUP. Oxford, since they are very well-explained and easy to understand.

1. MEANINGFUL PRACTICE BEYOND THE SENTENCE LEVEL

This principle asserts that language operates at levels higher than isolated words or sentences, and that it acquires meaning in context. In addition, it affirms that practice in the classroom should provide for the students to experiment with whatever bits of

³ (Camacho Delgado, García Cabrera, Patterson Peña, Morales Rumbaut, & Sosa López, *Compilations of materials for Didactics of Foreign Languages*, 2017)

language they know in order to convey real communicative purposes (orally or in writing); and to process stretches of language as they occur in real life (listening and reading). This principle also has implications in terms of students' motivation since it implies asking them to communicate and to process real meanings of language.

2. STUDENT-CENTERED CLASS

This principle claims that if students are expected to develop skills, they should be given many opportunities to participate in pairs, in groups, and for the whole class. In other words, this principle implies that students should play an active role in the classroom, and that their needs and interests should be taken into account during the planning and development of the teaching-learning process.

3. TASK- ORIENTATION OF CLASSROOM ACTIVITIES

When teaching reading and listening, students should be asked to listen or read with a purpose in mind. When they are asked to write a particular type of text, they should write with a purpose in mind as well; for example, they may be asked to write a letter in order to invite a friend to their birthday party. The same is true about speaking, when we place our students in a real communicative situation, we should state to them clearly what purposes they have in mind when communicating with their peers or a strange audience; for example, asking for and giving information about good places to eat in town. Task-orientation of classroom activities means that the trend should be for classroom activities to show such nature: being close to real life, which does not undervalue classroom exercises intended to develop accuracy, which are not task-oriented.

4. DEVELOPMENT OF STRATEGIES FOR LEARNING BEYOND THE CLASSROOM

This principle acknowledges the need for students to develop learning strategies so that they become autonomous in learning and thus they carry own learning outside the school environment. This enables them to become independent and to regulate themselves when learning. The development of learning strategies by our students is

crucial since it is impossible to teach people everything that they need to know; rather, people should be helped to be able to learn on their own.

5. PEER CORRECTION IN GROUP WORK

This principle considers that teachers must help students develop self-correction and self-monitoring skills by using feedback-correction techniques so that the students start to reflect on their errors and gradually starting to remedy their gaps in language accuracy. In addition, students should be trained to monitor their peer's oral and written production by assuming such tasks, which means controlling and helping their peers get rid of mistakes that hinder communication with an audience. And obviously, if students are able to correct their own mistakes, they will certainly have the ability to correct their partners' mistakes as well, while working in groups or pairs, and even in situations beyond the classroom.⁴

These principles can be used by teachers as a guide to accomplish the objectives of the lessons, although it is important to clarify that CLT has left its doors wide open for a great variety of methods and techniques. It uses materials and methods that are appropriate to a given context of learning.

1.3. Motivation and the English Learning Process

"Motivation is probably the most important characteristic that students [or teachers] bring to a learning task."(O'Malley & Chamot, 1990, cited by (Lowry, 2007)

Definitions of Motivation

- H. Douglas Brown defines motivation as some kind of internal drives which pushes someone to do things in order to achieve something. For him a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement. (Harmer, 2005, p. 51)

⁴ (Naiman, 1995)

- Scott Thornbury defines motivation as what drives learners to achieve a goal, and is a key factor determining success or failure in language learning. (Thornbury, p. 137)
- E. Lowry defines motivation as thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action (Lowry, 2007)

Taking into account the above ideas, it is easy to understand that when teachers talk about motivation, they should think about the interest that should be kept during a lesson and beyond the classroom.

The author of this study coincided with the fact that all the above definitions have a main common idea, the one related to the purpose a person has to do something, to satisfy or achieve different goals. That is, motivation is a process, which refers to getting someone moving onward enthusiastically.

However, it is very common to have unmotivated students in class and teachers trying different strategies, techniques, ways, etc. to motivate them; that is why, motivated learners are every teacher's dream. They are willing to work hard, to stimulate the rest of the students positively, participate spontaneously during the lesson, take the risk, and contribute to a relaxed and helpful language atmosphere.

The author has had enough experience to realize that students' motivation varies. There may be different causes, external and internal. Even, the intrinsically motivated students may have a day in which they are not willing to participate in class, to help others or to contribute to collaborative learning; so this is the time the teacher should have in hand strategies to keep the students involved in the lesson. Once the teacher has achieved the students' enthusiasm, the teaching and learning process is easier and more successful.

In foreign language teaching, motivation deals with the problem of creating a relaxed atmosphere so that learners will perform their academic abilities in different learning environments. Teachers should motivate their students taking into account their needs, interests, learning strategies and their personality traits.

Types of Motivation Teachers Can Use in Their Classrooms

It is very frequent to appreciate, as we interact with society, that not everybody feels the same way about common aspects. The same thing happens with students.

Motivation may be intrinsic or extrinsic. (Svinicki & McKeachie, 1980) have defined *intrinsic motivation* as the one that comes from within. Intrinsically motivated learners want to learn because they are curious, they want to improve, they seek knowledge, and learning gives them satisfaction. This kind of motivation allows teachers to carry out a successful and meaningful teaching and learning process without too much effort while *extrinsic motivation* is defined by these authors as the one that comes from the external environment, outside the person. It requires the teachers' attention and creativity to carry out a significant and effective teaching and learning process. This is the kind of motivation teachers should guarantee in their lessons to achieve students' learning using different strategies.

(Venex, 2017) considers that to motivate the students in the right way is one of the most difficult tasks for teachers. In her opinion, teachers should motivate them from inside rather than from outside. Vernex gives intrinsic motivation a great importance; however, she recognizes that when students are not intrinsically motivated to learn about any subject, they need some rewards to participate in the activity, but this reward should spark some intrinsic motivation.

Vernex suggests some tactics to motivate the students to learn intrinsically:

1. **Make Lessons Communicative:** the main goal of all language learners is to be able to communicate themselves successfully. To offer students a communicative atmosphere, teachers should use pair work and group activities to encourage communication among them, the teacher's role should be as a facilitator, assigning independent work to take advantage of the class period.

In other words, what Vernex suggests is to put into practice some of the principles of Communicative Language Teaching very well known by Cuban teachers of English: student centered-class, peer correction and group work (Neil Naiman, 1982)

2. **Make English Practical:** she suggests the use of realia , project – based learning in which the students should focus on the process rather than on the final product to keep things practical in class.
3. **Make Lesson Fun:** The use of social media in class (Facebook, email, school magazine, music, films, videos, games, etc. make contribute to achieve this goal.

The author is claiming for the use of leisure activities which may raise students' enthusiasm to learn English. There are many songs for children, as well as videos and films that can be used to awaken students' eagerness to learn English.

4. **Forge Relationships:** The creation of the ideal class atmosphere where the students may share their values, beliefs and family traditions.

The author makes emphasis on the creation of a relaxed and friendly class atmosphere to ease learning. An appropriate classroom management may contribute to this ideal language atmosphere: seating arrangement -in pairs and in groups.

5. **Give Feedback:** Some ideas she suggests to put into practice for giving feedback: teachers should not spend too much time correcting every error the students make, peer feedback and self-evaluation should be encouraged, balance between praise and criticism should be kept in class.

That is, she advocates for putting into practice one of the CLT principles: mistakes are not always mistakes. She also makes reference to the need of encouraging assessment during the lesson because students are not passive in the assessment process; they should be engaged in developing the assessment, determining what a good performance entails.

Needless to say, students need guidance in giving their peers feedback, as well as in evaluating themselves, as this skill is not easy to develop and requires guidance from the teacher. This goal is grounded in the teacher's effective feedback modeling.

6. **Make Class Fun** is one of the tactics suggested by Vennex and within it, the use of videos. Videos are a great resource in the teaching of English as a foreign language.

This study is linked to the use of videos as teaching aids, which could be used as a way to motivate third graders to learn English.

In the proposal, all these characteristics are present: the CLT principles stated by Neil Naiman, there are some small project works assigned as independent study, some interactive and leisure activities like interactive dictionaries, games, songs, cartoons, videos, etc. All the sections of the website are aimed at keeping a relaxed atmosphere during the lesson and finally the types of assessment used are peer feedback and self-evaluation.

Motivational Characteristics

In the brochure "Creating a Language Learning" published by the British Columbia Teachers Federation in 2004, there are several motivational characteristics that teachers must take into account at the moment of teaching. These characteristics focus on the students' essential role in the lesson. Actually, the students need to be involved in the process to be motivated.

- Finding students' passion: passion in this sense means a person's main goals in life, the things that move him or her emotionally. It makes reference to the fact that it is necessary to help students find their need and way to connect the language learning to his/her real passion in life.

There are positive ways of bringing the students' passion into the classroom. Teachers can introduce movies, songs, games, and interesting discussions as a way of diagnosing students first, and later, teachers can use these hints to invite greater engagement in the classroom. Another way of generating passion is through the psychological principle of "immediacy" to use the teacher's image and behavior as a model of enthusiasm and motivation for learning.

- Changing students' reality: it is about helping students find opportunities for engaging learning tasks outside the classroom, challenging the students

expand their scope of knowledge, daring them to communicate freely without measuring the possible mistakes although it is also essential to assign quality homework, by this we mean to assign interesting, meaningful homework to maintain the quality of learning in the classroom.

- Connecting students to communicative activities: Connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities we prepare, yet we often fail to take concrete steps or techniques that will lead to better connection.
- Tasks: should help students focus on the intrinsic value of learning. Goals in this area should reduce reliance on extrinsic incentives, emphasize the fun of learning, and be challenging to all students.
- Authority: Schools should delegate responsibility by focusing on student participation in learning. Goals include providing opportunities for developing independence and leadership skills among students.
- Time: must be effectively managed to carry out plans and reach goals. Goals include improving the rate of work completion, improving skills in planning and organization, and improving self-management ability.
- Participating techniques: are the resources and procedures within a didactic methodology which involve students within their own learning and they are able to participate during the lessons and extract from them the necessary knowledge.
- The classroom management: plays an important role in the teaching-learning process; teachers must guarantee that the students feel comfortable during the activities, a number of ways for classroom management suggest a better way of adapting students work with each other. The pair work and group work whether big groups (5-6) of students or little ones (3-4), help to create cooperative, solidarity and respect values, although the individual work is also important since it benefits the students' development of autonomy and self-regulation in the course of the students learning.

- The independent study: is a fundamental aspect in the lesson ever since it helps the students put into practice the content given in the lesson. The independent study should be important for the students, they need to feel that what they are going to research is a useful knowledge for their lives, and teachers should alternate with independent studies where the students have to do research from updated sources.
- The material aids: are parts of the teaching learning process, teachers use whatever resource they have available to create the material aids which would be of major help to teach the lessons.

It is the opinion of the author that schools have to inspire and motivate students to learn, to enjoy their time at school and teachers should do their best to have the students enjoy the lesson.

The Role of the Teacher in the Motivational Process

Nowadays, the role of the teacher is recognized as being highly significant in all the stages of the learning process. Motivation is one of the fundamental stages of the lesson in which teachers play an important role. Motivation does not have an exact starting point or a definitive ending; on the contrary it is a never ending process, since even at the end of the lessons teachers have to maintain students motivated so as to assure the fulfillment of the homework.

There is a number of good qualities that a teacher should display in the classroom so that favorable rapports among the teacher and the students can exist, which implies a highly motivating atmosphere.

(Finocchiaro, 1979-1983) made reference to a number of particular tasks that the teacher should accomplish in order to potentiate motivation in the classroom. These useful steps mention the fact that teachers should assure comprehension in the lesson; students should be able to understand the gist of the dialogue, song or reading passage, since when teachers forget to go step by step with students, the results are never the expected ones. During the lessons teachers must profit the time, selecting the activities which would help students practice the language communicatively. Although the process of correcting each other's mistakes would be

also important, this process should always be done taking care of the students' self-esteem and personalities. An enthusiastic form of checking students' works or performances is achieved through the students' self-evaluation; this activity would help them develop cooperative and self-critical values.

The researcher agrees with the fact that some of the activities assigned by the teacher to fifth graders should have relation with life at home. Students must feel that they are, even in a slow way, making progress.

Motivation should be regarded as one of the most important steps and goals in our classrooms. Our students need to be motivated so as to be active members in our lessons. Although teachers can use different techniques and create didactic materials to fit the students' needs, the best motivation we can achieve is the intrinsic one, intrinsic motivated learners seek knowledge because they want to learn because they are curious, regardless of any reward. It is very difficult to make students see and understand the importance of learning a foreign language; English in this case, although it is the most favorable way of motivating them intrinsically.

2. Needs Assessments

This Major Paper is based on the dialectic-materialistic scientific method and follows a quantitative approach even though, the author makes qualitative analysis and reflections on the data gathered.

In the previous topic, the author of the present research made emphasis on the theoretical and methodological foundations that support the role of motivation within the teaching learning process of English. All this information allowed the author to deepen into the students' weaknesses and strengths regarding motivation towards learning English.

2.1. Empirical Methods

In order to carry out the needs assessment, it was necessary to use the following empirical methods:

- **Document Analysis:** To verify the goals, contents and variety of activities and strategies recommended in the official documents of the subject to guarantee students' motivation in learning English.
- **Participant Observation:** To corroborate the third grade students' motivation towards the learning of English language at "Marcelo Salado Lastra" Elementary School.
- **Interview to the students:** To get information about the causes of the third grade students' lack of interest in learning English.
- **Survey to the students:** To corroborate third grade students' knowledge about the English language.
- **Analysis of students' outcomes:** To corroborate third grade students' knowledge about the English language.
- **Specialists' Criteria:** to evaluate the proposal.
- **Triangulation:** To identify students' strengths and weaknesses.

2.2. Dimensions and Indicators

In order to evaluate the students' motivation to learn English as a foreign language, the following indicators were taken into account in the different instruments administered.

Dimension I Knowledge

1. Students' knowledge about the importance of the English language
2. Students' knowledge about the benefits of having abilities in English language

Dimension II Abilities

1. Quality of students' answers
2. Quality of students' homework

Dimension III Attitude

1. Character of their participation in the lessons
2. Students' discipline during the lessons
3. Students' notebooks (carefulness and organization)

Empirical Instruments	Indicators
Document analysis	❖ Syllabus and students' workbook
Participant observation	<ul style="list-style-type: none"> ❖ Quality of students' answers ❖ Character of their participation in the lessons ❖ Students' discipline during the lessons ❖ Quality of students' homework ❖ Students' notebooks (tidiness)
Interview to the students	<ul style="list-style-type: none"> ❖ Character of their participation in the lessons ❖ Students' discipline during the lessons ❖ Students' knowledge about the importance of English language ❖ Students' knowledge about the benefits of having abilities in English language
Survey to the students	<ul style="list-style-type: none"> ❖ Students' knowledge about the importance of the English language ❖ Students' knowledge about the benefits of having abilities in the English language
Analysis of students' outcomes	<ul style="list-style-type: none"> ❖ Quality of students' answers ❖ Quality of students' homework ❖ Students' notebooks (tidiness)

Population

The third grade students from "Marcelo Salado Lastra" Elementary School learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things; they can plan and organize how best to carry out an activity; they can work with others and learn from others; they can be reliable and take responsibility for class activities and routines; they generally imitate the sounds they hear quite accurately and enjoy repetition; they are naturally curious; they love to play and use their imagination; they are comfortable with routines; they have quite a short attention span and so they need variety.

These students are motivated in relation to the school activities, they like to participate in extracurricular events and show willingness to learn as much as possible.

They come from different family backgrounds: in ten of the families both parents hold university degrees, in eleven other families, at least one parent has reached higher education, but in the rest of the families none of the parents have gone beyond secondary school; however, all of them try to help their children with school activities and care about their duties.

2.3. Analysis of Results

Document Analysis (Annex 1)

Objective and Contents Focused on Third Grade English Syllabus and Students' Interests.

The English workbook has twelve units, in which elementary communicative functions, present simple tense, adjectives and nouns are practiced. Through the set of activities, the students are oriented towards the learning of foreign languages. Another objective that could be inferred is that the students should be able to exchange information about certain aspects of current life and once the students have accomplished this goal; they will be able to practice the communicative functions while they perform different activities. However, the teacher should find ways to motivate the students to attain those objectives. The exercises by themselves are not able to develop communicative abilities. They should be put in a motivational context near the student's reality.

The objectives in the English syllabus for third grade are also focused on developing the students' communicative skills through the different communicative functions planned for each unit along the course. Students will also deal with cultural matters about the English speaking countries which will allow them to expand their general culture and at the same time potentiate their motivation to learn the language and to strengthen values such as respect, honesty, and solidarity, among others. The

contents of the English syllabus respond to situations close to real life, the students will learn how to communicate ideas and understand others as well. The contents and objectives respond to the students' interest and basic communicative needs. All these aspects favor students' motivation.

The contents planned in the syllabus of the English subject for the 38 hours distributed along the course are based on the principle of satisfying the students' learning needs above all. The contents go from the most simple but new and interesting matters to the most difficult ones. However, it is important to point out that, 45 minutes a week is not enough to interact with the students and develop abilities in the language. This situation does not favor students' motivation.

The methodological guidelines establish that the development of the activities should contribute to the familiarization of the students with the English language and to increase their general culture. These guidelines focus on the many possibilities the teacher may use to motivate all the students along the lessons. The methodological procedures suggest different techniques to motivate students such as, the use of videos, posters, games and songs etc. The activities and exercises may be developed in pairs, in teams or individually. Teachers are also encouraged to use different material aids which can definitely help the teacher in the learning process. Such management of the classroom allows students to be more active and involved in the learning process. Nevertheless, teachers do not pay attention to those suggestions to motivate the students.

The analysis of the data gathered was done by dimensions:

Dimension I Knowledge

In the survey the majority of the students, 68.9%, showed their lack of knowledge about the importance of the English language. Only one or two reasons were expressed by 17.24% of the students: "English is spoken in many countries of the world, English is important to be able to communicate with foreigners that visit Santa Clara City". This was the only reason they gave regarding the benefits of having abilities in English language.

In the interview, 17.24% students expressed that they liked English and they would like to learn how to communicate in English correctly. The rest of the students, 68.9%, stated that they would never need English because they did not have plans to visit any English-speaking country, they would not be teachers of English and even they did not know if they would study any program at the university. In their answers, it was clearly expressed that they were not aware of the benefits of having abilities in English language.

Dimension II Abilities

During the first weeks of the course, the author could observe that a great number of students, 68.9%, made many mistakes in speaking and in writing (as an instrumental skill). They were not able to answer easy questions (personal information); they had problems in understanding the questions, in word order, and in pronunciation. Regarding word order, it could be observed that all the students made one or another mistake. They did not have the necessary vocabulary to answer the teacher's questions, and when writing, they wrote the words as they would have done it in their mother tongue. Concerning oral expression, 17.24% of the students were able to express some ideas, but with many mistakes in pronunciation. This data revealed by itself that the students' enthusiasm to learn the English language was low. Only 10.34 % of the students could be distinguished as the ones who made less spelling mistakes.

The author observed several lessons, and he noticed that the students were not careful when writing; they made many mistakes, mainly in spelling. When they realized they wrote a word incorrectly, they crossed it out and continued writing. They did not copy from the board carefully and they did not check their answers.

When checking the students' notebooks, it was detected that 80% of the students' handwriting was sloppy or illegible. Several exercises were not solved, and the ones which were solved had many word order and spelling mistakes.

Dimension III Attitude

While checking the students' notebooks, the one the teacher asked them to have in order to practice writing as an instrumental skill, the following mistakes were identified in 51.72% of the students:

- ☒ Their notebooks were not covered.
- ☒ The limits between lessons could not be distinguished as the students did not write the date and the topic of each lesson.
- ☒ Ninety percent of the homework was not done.
- ☒ Their notebooks were full of crossing out.

The students were not interested in having neat and tidy notebooks.

During the interview, 75% of the students expressed that they did not participate because they were afraid of making mistakes and their level in the language was not enough to express their ideas.

Regarding their misbehavior, 50% explained that they understood neither the teacher's questions nor their classmates' answers. They were not enthusiastic during the English lessons because they did not understand anything. They also expressed in a funny way that when the teacher asked them any question, they felt upset.

Students' Interest in the English Lessons (Students' discipline during the lessons and while doing the different tasks in class and independently)

From the first lesson to the fifth, it was observed that only 6.8 % students were interest in learning English. The rest of the students 93.1% did not show any interest as they did not answer the teacher's questions, they did not copy from the board, they did not solve exercises by themselves, and they kept quiet and restless during the lesson. However, they were disciplined and respectful students.

Even though writing is not an objective in elementary level, the third grade English teacher asked students to keep a notebook for the subject, as he realized that students were not motivated to learn English. The use of a notebook would facilitate dealing with writing as an instrumental skill that is the use of writing to reinforce and/or practice what they have learned orally.

So, by checking the students' notebooks, it could be noticed that except 6.8% of the earlier mentioned students, the rest revealed no interest in learning English because most of their homework had not been done, there were many mistakes in terms of spelling and word order.

When the students were asked about their lack of interest in English lessons, twenty students answered that they thought that they would never need English because they were not interested in continuing further studies after they finish the junior high level and they had no plans to be involved in the tourism field.

Regularities

Strengths

- ❖ The students love drawing and this could be used as a learning strategy in English lessons.
- ❖ They enjoy watching cartoons and video clips.

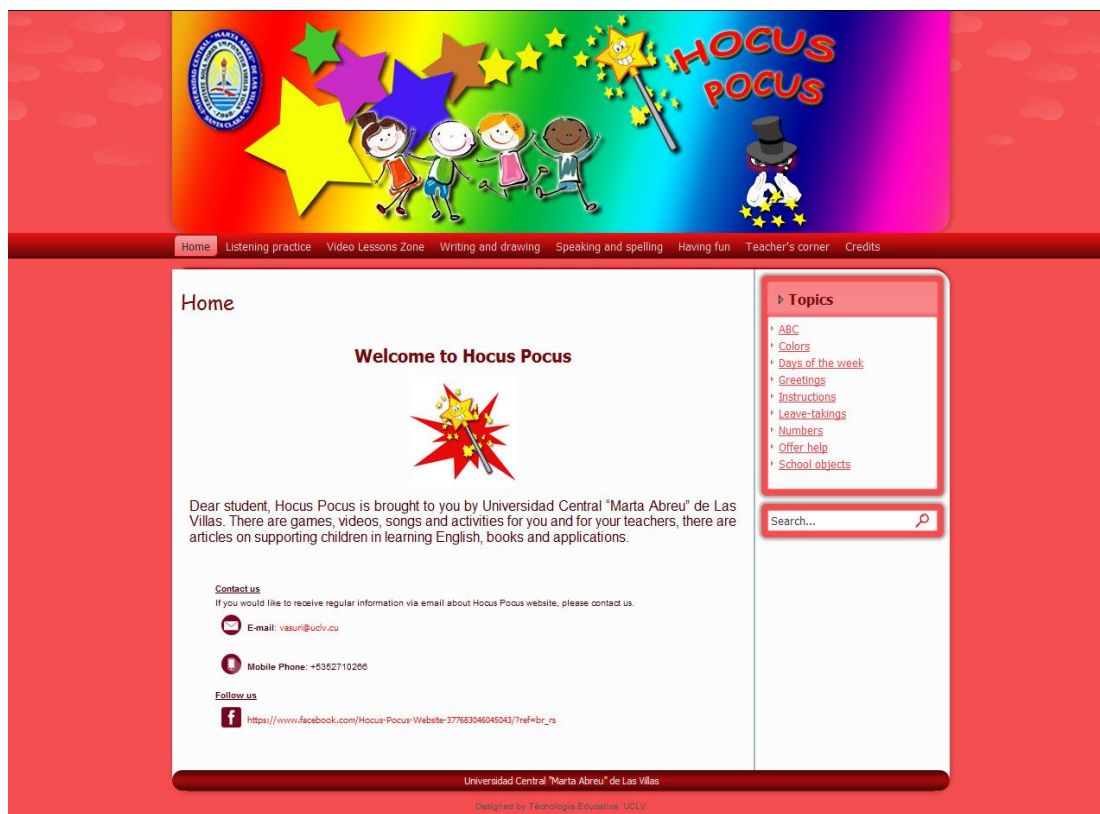
Weaknesses

- ❖ The students did not know about the importance that learning English as a foreign language has nowadays not only in Cuba but also all around the world.
- ❖ The majority of the students were not motivated mainly because of their lack of abilities to use English language.
- ❖ The students' participation in the English lessons was compulsory, except few students who have some abilities in the language.
- ❖ The majority of the students did not do the homework because they did not know how to do it.
- ❖ The students were not enthusiastic to behave appropriately during the English lessons.

The data obtained through the administration of different empirical instruments brought about the need of designing a scientific result characterized by its originality, freshness, attraction and appropriateness.

Final Scientific Result

The final scientific result is a website entitled "*Hocus Pocus*". It has six main menus and fourteen submenus designed to develop mainly listening, speaking and writing abilities (writing as an instrumental skill) besides spelling, vocabulary, pronunciation and grammar.



During the implementation of the proposal the different menus and submenus were used independently as sections of the lessons. As all the sections functioned well, the students were highly motivated and their abilities in the language were improved, teachers of English in the Elementary Level suggested the author of this study to evaluate the possibility of designing a website having menus and submenus for further academic years. Specialists from the Educative Technology Department approved the suggestions given. The members of the department in charge of designing the website followed the hints and materials provided by the author and designed the website described below.

Merriam-Webster dictionary defines a website as a group of World Wide Web pages usually containing hyperlinks to each other and made available online by an

individual, company, educational institution, government, or organization. (Merriam-Webster, 2018)⁵

Cambridge dictionary defines a website as a set of pages of information on the Internet about a particular subject that has been published by the same person, company, or organization, and often contains pictures, video, and sound. (Cambridge University Press, 2018)⁶

Both definitions fit the objective of this proposal; however, Cambridge's dictionary definition is wider than Merriam-Webster's as the former includes information that is comprised in Hocus Pocus Website.

Techopedia website explains that websites may come in an endless variety, including educational sites, news sites, forums, social media sites, e-commerce sites, and so on. The pages within a website are usually a mix of text and other media. However, many sites follow a standard pattern of a homepage that links off to other categories and content within the website (Techopedia, 2018)

Bearing in mind the objectives, contents and characteristics of the website proposed in this major paper, it is necessary to define website from the educational and computational point of view.

Educational websites are the sites made for the purpose of education, purpose may vary accordingly, it may be to educate students or counsel them. Some websites like Facebook provide the facility to make your own page for the institution or wherever you are working. They are inclusive of all forms of technology, used for research and learning. (Answers, 2018)⁷

Website Computational Definition

A website is a collection of Web pages (files) coded in HTML that are linked to each other and to pages on other sites. A website is run (hosted) on a Web server by the site's owner, by a hosting provider or by an Internet service provider (ISP).

(LoveToKnow, Corp., 2018)⁸

Characteristics and Qualities of a Good Website (Goel, 2014)

⁵ (Merriam-Webster, 2018)

⁶ (Cambridge University Press, 2018)

⁷ (Answers, 2018)

⁸ (LoveToKnow, Corp., 2018)

1. Original and fresh Content

- "Content is King". The most relevant and updated content your website has, will make it most useful.
- Good quality content provides the information the user is looking for.

2. User Friendly Navigation

- A good site navigation is like a GPS that helps the user find the relevant content out of your website.
- If your website has a lot of content, provide a search box so visitors can quickly find what they are looking for.
- Keep your navigation consistent from page to page to avoid any possible confusion.

3. Simple and Professional Design

- A good website should automatically attract the user's eyes. Be sure the colors used should contrast well and that your text does not require a magnifying glass to be read.
- With every design element added, take a step back and make sure it serves a purpose and does not detract from the usability of the site.
- Breaking up text into subheads and bullet points will improve the layout of the page and make the text more scannable.

4. Speed

- How many seconds will the user need to wait for a page to load before giving up and leaving a website
- Coding, number of graphics, the server speed, traffic volume on the website and the capabilities of a user's computer affects the speed of the website.

5. SEO (Search Engine Optimization)

- Use keywords in titles, meta tags, headings, file names and in the content of your site.

6. Compatible on Different Browser

- A good website should work properly on all popular web browsers like Firefox, Google Chrome, Safari, Opera and Internet Explorer. Old versions of Internet

Explorer (like IE7, IE8) are considered a headache for a developer as they behave abnormally for the normal code.

- A good website also gives a consistent experience on all above listed browsers.

7. Functionality

- All the elements of your site should work seamlessly. You need to fix all the page errors and poorly constructed website elements.
- A poorly built website can severely affect negatively to the performance of your business.

8. Keep your target audience in mind

- Think about the people who would be interested in visiting your Web site.
- If you are designing a website about men wears, the site should have a masculine feel to it. Decorating the page with pink hearts and roses would not be a good idea!

9. Point of Contact or Feedback form

- It is considered a good practice for a website to have a Contact Us Form so that user can drop his considerations and queries.
- It is also considered a good practice for a website to have a Feedback Form too so that the user can value the website.

10. Tracking

- A nice tool like Google Analytics will keep track of the number of people who come to your website, what pages they viewed, where they came from, what keywords they used in search engines, how many left after the first page and more.
- Unlike other media, websites can be easily tracked to see what is working and what isn't. This data will help you to improve the quality and structure of your site.
- The basic thing you need to keep in mind while designing a website is user experience.⁹

Fundamentals of the Proposal

Philosophical Fundamentals

⁹ (Goel, 2014)

The proposal is based on the dialectical materialism approach, which reveals the social nature of language as the most important means of human communication.

The use of technological teaching and learning aids has always been very useful in language teaching. They should not hinder human and social development, but they should contribute to humanize work. They have been used in the proposal of this paper to enhance learning and to support the teacher's teaching process. (Enríquez O'Farrill, Mijares Nuñez, & Font Milián, 2016)

Psychological Fundamentals

Learning begins through interaction with others.

As Vygotsky (1982), highlights "the interaction with others implies "social use" of the language as a means of communication; the internalization of the social legacy requires the use of the language as a "psychological tool" of cognition". He also considered "language is an essential tool in transmitting social knowledge and experience, in the formation of concepts, in the analysis and classification of phenomena from reality, and in ordering and generalizing facts and experiences". (Enríquez O'Farrill, Mijares Nuñez, & Font Milián, 2016, p. 21)

According to Vygotsky's theory, learning and personality development are both social processes, supported by the historical-cultural framework provided to each member by society, as well as an individual one, involving particular needs and features of personal cognitive and affective-moral growth. (Enríquez O'Farrill, Mijares Nuñez, & Font Milián, 2016)

Pedagogical Fundamentals

Developmental Didactics assumes the teaching learning process as an organized and intentionally oriented pedagogical process carried out at school. It integrates the transmission of culture, its appropriation to promote the integral development of students' personality in a system.

Richards (2008) states that English foreign language learning (EFL) focuses on the gap between what the learner can currently do and the next stage in learning and how learning occurs through negotiation between the learner and a more advanced language user (the development of the learner's interactional competence, the ability to manage exchanges at any level of language, the learner should take risks, should be motivated, etc. (Enríquez O'Farrill, Mijares Nuñez, & Font Milián, 2016)

Didactics Fundamentals

The Communicative Language Teaching approach leads learners to communicate in a foreign language, so communicative competence has become a very important concept.

The communicative approach centers on: the learning of knowledge, abilities and values required to communicate in the foreign language, as well as the strategies and procedures to improve them. The CLT principles should be present in any lesson designed to teach any foreign language.

Characteristics of the Proposal

The proposal consists of a website to motivate third grade students to learn English. The name of the website is *Hocus Pocus* because it is a phrase used as a magical incantation to bring about some change and that is precisely the objective of the website.

To design the website, the *Joomla!* tool, version 3.5 it was used because it is a free and open-source content management system (CMS) for publishing web content, developed by Open Source Matters, Inc. It is built on a model–view–controller web application framework that can be used independently of the CMS.

Joomla! is written in PHP, uses object-oriented programming (OOP) techniques (since version 1.5) and software design patterns, stores data in a MySQL, MS SQL (since version 2.5), or PostgreSQL (since version 3.0) database, and includes features such as page caching, RSS feeds, printable versions of pages, news

flashes, blogs, search, and support for language internationalization.¹⁰ (Joomla!EDL, 2018)

This version of Joomla! supports the most recent release of PHP, the most popular programming language for developing web applications. PHP 7 was recently announced with significant performance improvements and is now available for use by the general public. With Joomla! 3.5 users can now enjoy the benefit of that performance improvement.

Joomla's new email update notification plug-in periodically checks for available Joomla! updates and bug fixes, then emails administrators to notify them. 3.5's new statistics collection plug-in gathers the system environment in use. The raw data collected is anonymised before transmission and access to the compiled data is publicly available at <https://developer.joomla.org/about/stats.html>.

In addition to the features mentioned above, other highlights of the 3.5 release include:

- **Download system & environment information:** gives users the option to download system/environment information for support purposes.
- **Ability to add a user CSS file to Protostar:** currently it is impossible to use a custom.css file when using the Protostar template. This update adds a check to see if the file user.css exists and loads the file to allow for user customisation.
- **Added site and admin links to module user:** adds switches to the mod_status module to show/hide links to the front-end and back-end of the site.
- **Article counts:** a set of updates that allows the visual presentation of published, unpublished and trashed articles in the Category Manager for articles, banners, contacts and newsfeeds.

¹⁰ (Joomla!EDL, 2018)

- **Random category blog and list order:** this update answers a common user request to add a random ordering option for articles in the blog category and category list view.
- **Editor Buttons added to the Toolbar:** You no longer need to scroll down the page to find the "read more" or "insert image" buttons. Editor extension buttons that used to be placed below the text area can now be found in the toolbar where they belong.
- **Easily Insert Modules in Articles:** allows users to easily add a module into an article with a button directly on the editor toolbar. Users don't need to learn any syntax or remember the module details as the user interface does it for them.
- **Drag and Drop Images:** Adding an image is now as easy as dragging and dropping it from your computer directly into the content. This works anywhere that you are using the default TinyMCE WYSIWYG editor. (Open Source Matters, Inc., 2005 - 2018)¹¹

In the design of the website, the author of this research took into account some suggestions that contribute to enhance students' motivation such as color, graphic design, characters and the characteristics of current websites designed for kids.

Regarding color, the author decided on using primary colors, as they are the ones suggested by psychologists and experts to have the students' attention.

In relation to characters, the author took into consideration equality and diversity typically of mainstream education. The characters portrait different ethnic groups, sexes and menu contents. The main character is a magic wand.

To accomplish the suggestions mentioned above, the author of this study took as reference the online website LearnEnglish Kids designed by the British Council available at www.learnenglishkids.britishcouncil.org/es .This website was adapted to the context of Cuban third grade students, specifically those from "Marcelo Salado Lastra" Elementary School.

¹¹ (Open Source Matters, Inc., 2005 - 2018)

The characteristics of the *Hocus Pocus* website are different from LearnEnglish Kids in number of menus and submenus, content of each of them, teaching aids, language content, type of activities, graphic design; besides, this one is offline, so that feedback is different.

Hocus Pocus was actually designed offline, because the majority of Cuban schools are not online yet. Notwithstanding, it has an official webpage in Facebook and Twitter that allows students from online schools to interact with the author of the website.

There is a menu devoted to develop listening skills based on the communicative functions of the first term of third grade entitled *Listening practice*. Listening comprehension is assessed through listening for specific details, subskill in which the students have to sing and write. Within this menu there are two submenus *Songs* and *Karaoke*. The Song submenu contains songs, lyrics with blank spaces to be completed and the answers. The songs were taken from Glee. The Music Volume 3, Internet, Video-Lessons 5 and 24 of 3rd grade, www.busybeavers.com. The Karaoke submenu has subtitled video clips to watch and sing. The videos were taken from www.kidsinglish.com , www.chuchutv.com , www.sockheadsmith.com

Another menu is Video- Lesson Zone. This menu is divided into two submenus *First Term* and *Lesson Plan*. It was designed to offer teachers examples of teaching aids able to motivate the students and to give them the possibility of developing learning strategies beyond the classroom, as the students may have the possibility of going through the lesson as many times as they need.

First Term has sixteen video-lessons used as teaching aids that coincide with the order and number of lessons to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In each of them, there is information about the topic, the communicative function, the grammar and vocabulary to work with. All videos contain a section, which attracts the students' attention (word LOOK) in the pronunciation of some difficult words, and in the structure of some grammatical points. Each video is identified by the lesson to which it belongs.

Lesson Plan submenu has the lessons to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In each of them, there is information about the subject, the grade, the unit, the topic, the communicative function to work with and how to teach the lesson using the video lessons given in this website.

There is also the *Writing and drawing* menu. This menu is divided into two submenus *Writing practice* and *Coloring*. It was designed to offer an extra training in the communicative functions to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade through writing as an instrumental skill and coloring as a learning strategy.

Writing submenu is aimed at writing about many different topics of each unit so as to reinforce what they know how to say it orally.

Coloring was designed because one of the strengths the students have is that they love coloring. On one hand, this is a strategy suggested in the English third grade syllabus to expand vocabulary; and on the other hand, those coloring activities allow integrating contents (communicative functions and vocabulary mainly) and skills (writing and speaking).

Another menu is *Speaking and Spelling* designed to improve students' spelling and speaking in English. In this section, they learn how to spell English words with word searches at the same time they develop speaking skills by using role plays.

Speaking submenu is intended to develop fluency through role plays. The communicative context of each role play is located in different outstanding places of the province so as to enlarge their cultural level and strengthen their love for the community where students live. They also make reference to different English-speaking countries as one of the characters of the role play they have to act out comes from one of those countries. It contributes to raise awareness about other cultures and to strengthen their own.

Wordsearch submenu is aimed at getting the students familiar with English spelling by means of word searches, as there are combinations of letters that do not exist in the students' mother tongue like vowels: oo, ou, ee, oa, ue, ow, and consonants like h, th, sq, p in final position, y, and semivowels w and y.

There is also the *Having fun* menu, intended to practice the language through funny activities, such as tongue twisters, interactive games and android applications. All of them pave the way for the development of fluency and motivate the students using some playful activities.

Android games submenu is intended to get applications on the students' cell phone, tablet or any other android device to learn English through games. This type of games was intentionally selected to teach the students how to take advantage of ICTs as a way to practice the language.

Games submenu is designed to learn English through playful interactive activities. The games contribute to improve pronunciation, enlarge vocabulary, establish phoneme-grapheme correspondence and develop abilities in the use of dictionaries as a learning strategy suggested in the syllabus.

Tongue twisters submenu is targeted to practice English pronunciation, to develop accuracy, fluency and integrate listening and speaking skills. This menu has two interactive tongue twisters and a book of tongue twisters that gives the students the possibility of paving the way to develop accuracy and improve fluency.

Teacher's corner menu is expected to contribute to teachers' professional development by offering them articles, books and android applications.

Articles submenu has updated articles dealing with some experts' advice about how to help students learn English.

Books submenu has books about the didactics of foreign languages, and some official documents like the third grade syllabus, a mapping, unit plans and instructions on evaluation.

Apps submenu includes android useful applications as a tool to be used by teachers in the teaching learning process.

All the activities proposed in the menus: listening practice, speaking and spelling and writing and drawing are according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In the lessons taught by the author of this study, there are none of them because they were suggested to be answered independently and they were evaluated by the teacher.

Other teachers can assign them as homework to be evaluated in the lessons and/or as independent study. Teachers should not have difficulties in choosing them because the activities in the different menus were organized according to the distribution of contents per unit in the first term.

Analysis of Results

During the implementation of the proposal, the author wrote a research learning journal. The instruments administered were the participant observation and students' interview.

The following transformations in the students' motivation were identified:

- ☒ Ninety percent of the students expanded their knowledge about the importance of English language.
- ☒ Eighty-seven percent of the students enhanced their knowledge about the benefits of having abilities in the English language.
- ☒ Ninety percent of the students participated during the lessons spontaneously.
- ☒ One hundred percent of the students waited for the English lesson anxiously.
- ☒ Eighty-nine point sixty-five percent of the students behaved properly during the lessons meanwhile ten point thirty-five percent misbehaved.
- ☒ One hundred percent of the students' notebooks were neat and tidy. All the lessons had the topic, the instructions of exercises, and notes.
- ☒ Eighty-six percent of the students improved their language.
 - The pronunciation of final consonant sounds /m/, /s/, /g/, /p/ and /k/ was better.

- Eighty-six percent of the students also improved the pronunciation of words containing sounds such as, /z/, /æ/, /θ/, /j/.
 - The sounds /j/ and /ð/ seem to be too difficult for them; ninety percent of the students are not able to pronounce them in words such as **sharpen**, **she**, **brother**, etc.
 - Word order was improved in almost seventy percent of the students. There are still difficulties in expressing the subject of the sentence in eighty percent of the students. Regarding vocabulary, ninety percent of them are able to remember most of the words of the linguistic area studied and practiced during the term.
 - Their memory was trained in almost ninety percent of the students as they could express complete simple sentences without making pauses.
 - The author interviewed the students of the sample in two moments: after lessons 10 and 16. The results of the interview were as follow:
- ☒ One hundred percent of the students expressed that they were not enthusiastic during the first English lessons. There were not any external factors that could motivate them to learn English. However, after lesson 3 onward, they felt energetic in the English lessons as the teacher used videos, games, songs, karaoke, wordsearch, tongue twisters and role plays. When talking about video lessons, they expressed that writing from the TV lessons was easier. Sometimes they did not understand the teacher's handwriting, they were no able to distinguish between- i or e, o or a, n or m, d or b. v or r, etc. They expressed that it was more pleasant to write from the slide on the TV than from the teacher's handwriting. When they were not able to distinguish the letters on the board, it was almost impossible to read and write correctly so they lost their interest to continue learning the language. The students also stated that it was enjoyable to learn English through videos, games, songs, karaoke, wordsearch, tongue twisters and role plays.

CONCLUSIONS

1. The theoretical and methodological backgrounds chosen to support the enhancement of motivation towards the learning of English language in elementary school were the ones related to the antecedents of the treatment of motivation in the teaching of English in Cuba and in other countries, the communicative language teaching approach, motivational theories, the role of the teacher in the motivational process, types of motivation teachers can use in their classrooms, etc.
2. The diagnosis corroborated that third grade students at "Marcelo Salado Lastra" Elementary School were not motivated to learn English even though there were some strengths that favored the teaching learning process of this foreign language.
3. The videos, games, songs, karaoke, wordsearch, tongue twisters and role plays (later incorporated into the Hocus Pocus Website) used to teach the lessons in the proposal to third grade students at "Marcelo Salado Lastra" Elementary School were selected, adapted and designed taken into account their needs and age and the communicative language teaching principles.
4. All the teachers of the elementary level from Santa Clara and some other specialists selected due to their knowledge and expertise revised, corrected and tried out the lessons proposed in this major paper with their groups. All their follow up suggestions were then taken into account.
5. It was a partial implementation, as only sixteen lessons (first term) were introduced in the teaching learning process of English in third grade at "Marcelo Salado Lastra" Elementary level. However, the use of videos, games, songs, karaoke, wordsearch, tongue twisters and role-plays proved to motivate the students to learn English.

RECOMMENDATIONS

- To design some other activities for the different submenus.
- To implement the scientific result to the third grade from all urban elementary schools in Santa Clara.

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ANNEXES

Annex 1: Analysis of documents

Objective: To verify the goals, contents and variety of activities and strategies that are recommended in the official documents of the subject to guarantee students' motivation in learning English.

Documents:

- Third grade syllabus
- Third grade workbooks
- Third grade Methodological guidelines.

Indicators to analyze:

- Goals and contents of the grade.
- Types and variety of activities.
- Strategies and methodological recommendations towards managing the teaching-learning process in third grade.

Annex 2: Interview to the students

Objective: To obtain information about the causes of the lack of interest in learning English.

Indicators

- Character of their participation in the lessons
- Students' discipline during the lessons
- Students' knowledge about the importance of English language
- Students' knowledge about the benefits of having abilities in English language

Guide for the interview:

1. ¿Qué lugar ocupa el inglés como asignatura entre tus preferencias?
2. ¿En qué países se habla el idioma inglés?
3. ¿En qué esferas de la sociedad se utiliza el idioma inglés?
4. ¿En qué momentos de tu vida futura podrías necesitar el inglés?
5. ¿Por qué tu participación en clases no es espontánea?
6. ¿Por qué conversan durante las clases de inglés, no realizan los ejercicios con calidad y no realizan las tareas?

Annex 3: Participant observation

Objective: To corroborate the third grade students' motivation towards the learning of English language at "Marcelo Salado" Elementary School.

Indicators

- Quality of students' answers
- Character of their participation in the lessons
- Students' discipline during the lessons
- Quality of students' homework
- Students' notebooks (tidiness)

Observation guide:

1. How many students could be evaluated as excellent, good and fair during the lesson?
2. How many students participated spontaneously?
3. How many students were compelled to participate?
4. How many students were solving the exercises, writing notes and asking questions to the teacher or to their classmates?
5. How many students were paying attention to the lesson?
6. How many students could be evaluated as excellent, good and fair in the homework?
7. Were the student's notebooks and workbooks covered, clean and tidy?

Annex 4: Survey to the students

Objective: To corroborate third grade student's knowledge about English language.

Indicators:

- Students' knowledge about the importance of English language
- Students' knowledge about the benefits of having abilities in English language

Guide for the survey

Estimado estudiante:

En el currículo del grado que cursas, está incluido el inglés como una de las asignaturas del curso. Es importante intercambiar ideas, criterios y opiniones sobre este idioma y su importancia para facilitar su aprendizaje por parte de los estudiantes y el quehacer del profesor para contribuir a manejar, conducir y dirigir este proceso en el aula. Su colaboración será de invaluable aporte, por lo que se le agradece su ayuda.

***Choose the right answer:**

1. English language is important because:
 - ☐ It is a worldwide language
 - ☐ It is a difficult language
 - ☐ It is a language of culture, trade and business
2. English is used:
 - ☐ in international events
 - ☐ in trade, commerce and sports
 - ☐ in informatics and electronics
 - ☐ in films, books and articles
 - ☐ at church
 - ☐ at home
3. It is important for me to have abilities in the English language because...
 - ☐ I can read articles
 - ☐ I can understand movies
 - ☐ I can speak with foreigners



- ___ I can reinforce my mother tongue
- ___ I can meet new friends
- ___ I can watch American movies

* The author considers necessary to clear up that although the survey is written in English, it was administered to the students in Spanish to so that they could understand it.

Annex 5: Analysis of the students' outcomes

Objective: To corroborate third grade students' enthusiasm for keeping their notebooks neat and tidy.

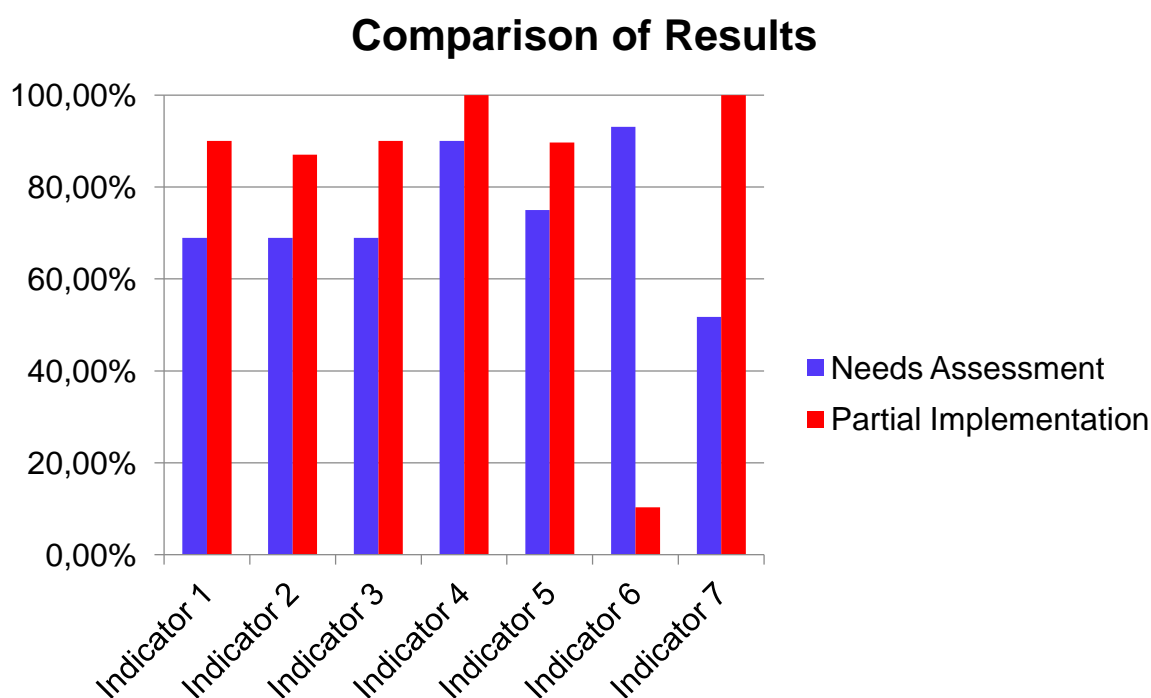
Indicators

- Quality of students' answers
- Quality of students' homework
- Students' notebooks (tidiness)

Guide 8

1. How many students' answers could be evaluated as excellent, good and fair during the lesson?
2. How many students' homework could be evaluated as excellent, good and fair during the lesson?
3. How many students' notebooks could be evaluated as excellent, good and fair according to their tidiness?

Annex 6: Comparison of results



Indicators

1. Students' knowledge about the importance of English language
2. Students' knowledge about the benefits of having abilities in English language.
3. Quality of students' answers
4. Quality of students' homework
5. Character of their participation in the lessons
6. Students' discipline during the lessons
7. Students' notebooks (tidiness)