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Diploma thesis

Title:

Proposal of a system of activities to enhance motivation towards the teaching and learning process of the speaking ability in “Rafael Santana Castillo” Elementary School.

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Thought:

‘ ‘Motivation is as much an effect as a cause of learning’ ‘.

Ausubel.

Dedication

To my boyfriend for being by my side and giving me all the support during all these five years of studies.

To all those people who gave me their unconditional help to make the realization of this work possible.

Especially, to my parents and my dear grandmother who have always offered me their support, not only in this work, but all through my life.

Acknowledgments:

I would like to extend my eternal gratitude to all those people who inspired, taught, and encouraged me to be here today, especially to my dear mom for all the love, understanding and support she has always given me.

Resumen

La enseñanza de idiomas extranjeros ha sido ampliamente expandida alrededor del mundo y el inglés se ha convertido en una prioridad debido a su importancia como idioma internacional. El aprendizaje de un idioma extranjero es considerado difícil, y en ocasiones aburrido por muchos aprendices. En este contexto la motivación es esencial para alcanzar un aprendizaje efectivo. La motivación debe ser sobresaltada por la actividad en el idioma extranjero ya que es un motor impulsivo y un factor decisivo el cual garantiza el éxito en el aprendizaje. La motivación es además un aspecto crucial en todas las enseñanzas, pero especialmente en el Nivel Primario.

La presente investigación se deriva de la necesidad que presentan los estudiantes de 5to grado de la escuela primaria SI Rafael Santana Castillo, del municipio de Placetas con el fin de lograr la motivación de estos para resolver sus limitaciones relacionadas con el desarrollo de las habilidades orales en inglés.

El diagnóstico inicial permitió determinar las fortalezas y debilidades de los estudiantes a partir de la utilización de varios métodos de investigación, del nivel teórico, empírico, así como del matemático. Para contribuir a transformar la variable dependiente motivación hacia el proceso de enseñanza aprendizaje de las habilidades orales en inglés se propone como aporte un sistema de actividades variadas de acuerdo a las necesidades, motivaciones, los intereses y el nivel de los alumnos. Este se caracteriza por ser novedoso, interesante, motivante, provechoso y basado en situaciones reales y sencillas propias de su edad. Además propicia el trabajo colectivo y sistemático, el disfrute, la participación activa y creadora, el intercambio de ideas ,sentimientos, experiencias y opiniones así como la seguridad y confianza durante la comunicación desarrollando en ellos valores esenciales como: la responsabilidad, solidaridad, respeto por los compañeros mostrando afecto ,cortesía, amabilidad y modestia en estas relaciones. Finalmente este fue evaluado positivamente por el criterio de especialistas lo que lo consideraron pertinente para lograr la motivación así como para contribuir al desarrollo de la habilidad oral en los estudiantes de este grado.

Summary

The teaching of foreign languages has been widely spread all over the world and English has become a priority because of its importance as an international language. Learning of a foreign language is considered difficult or, in some occasions, boring by most learners. In this content, motivation is essential to get an effective learning. Motivation should be highlighted for the activity in the foreign language, since it is a decisive factor that guarantees the success in learning. Motivation is also a crucial aspect in all teachings, but especially in the Elementary School Level.

The research is derived from the necessity that the students from 5th grade at "Rafael Santana Castillo" Elementary School in Placetas have shown in their motivational sphere towards the teaching and learning process of speaking in English which has brought about limitations related to the development of the speaking ability.

The initial diagnostic allowed to determine the students' strengths and weaknesses through the use of different methods from the empirical and theoretical levels. A system of activities to enhance the students' motivation towards the teaching and learning process of speaking is proposed; it takes into account the students' level, motivations, interests and needs. It is also characterized by being interesting, motivating, profitable and based on real and simple situations according to the students' age. Besides, it favors the students' collective and systematic work, their enjoyment, active participation and their exchange of ideas, feelings, experiences and opinions as well as their security and confidence during communication which contribute to develop values as solidarity, responsibility, respect for their peers affection, politeness, kindness and modesty in these relationships.

The proposal was positively evaluated by the specialists' criterion who considered it pertinent to enhance motivation as well as to contribute to the development of the speaking ability in the students of this grade.

Résumé

L'enseignement des langues étrangères avait été largement répandu autour du monde et l'Anglais était devenu une priorité de cette importance comme une langue internationale. L'apprentissage d'une langue étrangère est très difficile et très ennuyant pour la majorité des apprenants. Dans ce contexte, la motivation est essentielle pour atteindre un apprentissage effectif. La motivation doit être pour l'activité dans la langue étrangère parce qu'elle est un moteur impulsif et un facteur décisif qui permet le succès dans l'apprentissage. La motivation est aussi un aspect crucial dans tous les enseignements, mais spécialement dans le Niveau Élémentaire.

L'investigation suivante est dérivée de la nécessité qui présente les étudiants du groupe 5C dans l'École Élémentaire Rafael Santana Castillo à Placetas. Pour atteindre la motivation des étudiants pour résoudre ses restrictions en relation avec le développement de la habileté orale en Anglais.

Le diagnostic initial a permis de déterminer les forces et faiblesses des étudiants à travers l'usage des méthodes différentes d'un niveau théorique, empirique et mathématique. Pour changer la variable dépendante, la motivation vers l'apprentissage de l'habileté orale a proposé un système d'activités selon le niveau, la motivation, l'intérêt et la nécessité des étudiants qui est caractérisé pour être intéressant et profitable en situations réelles et faciles d'après leur âge. Aussi, il favorise le travail collectif et systématique des étudiants et l'action et l'effet de jouer d'une chose, la participation active, ses échanges mutuels d'idées, sentiments, expériences, opinions et sa sécurité et confiance pendant la communication qui contribue à développer les valeurs dans les étudiants comme la solidarité, la responsabilité, le respect pour ses amis en montrant l'affection, la courtoisie, l'amabilité et la modestie dans ses rapports. Cette proposition a été évaluée positivement pour le critère des spécialistes qui ont considéré la proposition pertinente pour atteindre la motivation et pour contribuer au développement de la habileté orale dans les étudiants de cette année.

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Introduction

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 and air traffic control, international affairs, international conferences, science, technology, diplomacy, sports and in many other international activities. At least ¾ of the electronic information stored is in English.

The study of foreign languages is important for our country at present, since Cuba keeps on relations of cooperation and exchange with a great number of countries in the political, scientific, technical and educational areas. There is a growing exchange of delegations, students from English speaking countries, more participation in international events etc.

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. The multilateral and harmonic formation of students requires that they know at least one foreign language as a way to widen their knowledge and judgment of universal culture. English teachers should aim at motivating their students for the learning of English as an essential part of the integral process of personal growth of present and future generations. Learning a foreign language is a complex activity that comprises two different aspects: the acquisition of the linguistic knowledge and the formation of habits and linguistic abilities.

English as a subject matter contributes to the formation of the students in various ways, especially in their general understanding of the world and in the relation language-thought-culture. Within the Curriculum of General, Polytechnic and Labor education, the teaching of English has the main aim of developing communicative competence as well as cognitive and linguistic competences, and the possibility of acquiring knowledge, habits and abilities which allow students to communicate in

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the foreign language, understand written and oral information and speak about topics inherent to their social and school life. Having motivated students who are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, without continuous encouragement, and may even stimulate others in the classroom by promoting collaborative learning is every teacher's dream. However, we all know that the motivation behind our students' learning varies widely over the course of a year (or even during a single classroom activity),

Reality has proved that a great number of students in Cuba finish their Elementary School level with difficulties in English, hence the need of looking for ways to solve that situation, especially in the field of increasing motivation towards the learning of speaking in the English classes, which requires actions to find solutions and to implement pedagogical ideas and innovations in order to achieve higher levels of competence and learning in the foreign language.

The teaching and learning process of English in elementary school has the purpose of developing the ability of speaking in English as an essential part of the process which implies the domain of vocabulary areas and the basic structures of the foreign language, a correct pronunciation, the transmission of the message with relative fluency and understanding through communication.

The result of the observation allowed corroborating that the students from group 5thC at Rafael Santana Castillo Elementary School showed little motivation towards the learning of the speaking ability in English which is evident in their short attention spans, the little interest towards the contents they receive which in not few occasions turn them drowsy and sleepy, not willing to participate in class or take down notes, which does not motivate them towards the activities they have to do in and out of the classroom such as homework, project works and others oriented by the teacher.

These conditions urged the author of the research to reflect about the causes that may have originated such a condition, among which the absence of a well-designed syllabus for the English subject in 5th grade, and the fact that the text

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book “English come” used to teach the English classes, and the TV lessons they receive, do not always meet the students’ interests and needs, especially because their design not always allows students to have enough time to deal with oral practice.

For all these reasons, students do not feel the importance that English has in order to increase their general education level and their preparation for their future lives. The situation here described has shown a contradiction between what is actually expected with the teaching of English in 5th grade and what really takes place in the teaching and learning process of that subject. This problematic situation urges teachers from the English language department at Rafael Santana Castillo to work together to find a solution to that situation. This allowed the researcher to determine the following scientific problem:

Scientific Problem: How to enhance motivation towards the teaching and learning process of the speaking ability in 5th grade students at Rafael Santana Castillo Elementary School?

Object of research: The Teaching and Learning Process of the speaking ability in the English Language.

Field of action: The enhancement of motivation towards the teaching and learning process of the speaking ability in 5th grade students at “Rafael Santana Castillo” Elementary School.

Objective: To propose a system of activities to enhance motivation towards the teaching and learning process of the speaking ability.

To meet the objective and to give an answer to the scientific problem, the following scientific questions were formulated.

Scientific Questions:

1. What are the theoretical and methodological bases that support the enhancement of motivation towards the teaching and learning process of the speaking ability in the English language?

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2. What is the present situation of the students from group 5thC at “Rafael Santana Castillo” Elementary School in relation to their motivation towards the teaching and learning process of the speaking ability?
3. What system of activities could be proposed to enhance motivation towards the teaching and learning process of the speaking ability in the students from group 5thC at “Rafael Santana Castillo” Elementary School?
4. How do the specialists evaluate the system of activities proposed?
5. What are the results obtained with the implementation of the system of activities to enhance motivation towards the teaching and learning process of the speaking ability in English?

Scientific Tasks:

During the investigation process the following scientific tasks were set.

1. Establishment of the theoretical and methodological bases that support the enhancement of motivation towards the teaching and learning process of the speaking ability in English .
2. Diagnosis of the present situation in the students from group 5thC at “Rafael Santana Castillo” Elementary School.
3. Proposal of a system of activities to enhance motivation towards the teaching and learning process of the speaking ability in English.
4. Evaluation of the system of activities proposed by specialists’ criterion.
5. Evaluation of the results obtained with the implementation of the system of activities to enhance motivation towards the teaching and learning process of the speaking ability.

Variables:

Dependent Variable: The enhancement of motivation towards the teaching and learning process of the speaking ability in English in the students from group 5thC at “Rafael Santana Castillo” Elementary School.

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Independent Variable: A system of activities to enhance motivation towards the teaching and learning process of the speaking ability in English for the students from group 5thC at “Rafael Santana Castillo” Elementary School.

Scientific Methods:

Methods: To develop this research and to fulfill the objective already established, different scientific methods were used:

From the Theoretical Level:

1. Historical – Logical: This method was used to determine the antecedents of the scientific problem and in the establishment of the theoretical foundations of the proposal which allows the study of motivation towards the teaching and learning process of the speaking ability.
2. Analytic – Synthetic: It allowed the establishment of the general and specific considerations, as well as the necessary analyses and interpretation needed during the research process.
3. Inductive - Deductive: : Inductive and deductive reasoning allowed to determine generalities about the proposal of the system activities starting from particular elements related to the teaching of English, and particularly the role of motivation towards the teaching and learning process of the speaking ability.
4. Systematic- Approach: It is used to guarantee the coherence and internal structure of the system of activities to contribute to the enhancement of motivation towards the teaching and learning process of the speaking ability in English in 5th grade.

From the Empirical Level:

These methods were mainly used in the diagnostic stage of the research in order to find the necessary information to determine and corroborate the existence of the scientific problem, as well as in the evaluation of the proposal of the system of activities.

1. Documentary Analysis

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2. Pedagogical Test
3. Participant Observation
4. Interview to students
5. Survey to students
6. Interview to teachers
7. Triangulation of methods
8. Specialists' criterion

From the Mathematical Level:

1. Percent- Analysis: It was used to tabulate the results obtained in the interview, survey and in the pedagogical tests applied to the students.

Population and sample

The population is composed of 5 groups from 5th grade from “Rafael Santana Castillo” Elementary School in Placetas. The sample of this research is group 5th C from “Rafael Santana Castillo” Elementary School. The group is composed of 20 students of approximately the same age (9-10 years old). That group was selected as an intentional sample because it is in that group where the author of this paper has carried out her practicum.

Through history many researches have been made about motivation, psychologists being the most interested in the topic, but recently it has urged educators to investigate on the topic due to the affective and motivational problems found in the classrooms which affect cognition. In this context, educators have also assumed the role of psychologists to study motivation.

In an effort to carry out this research, several articles and specialized bibliography have been consulted which allowed to find out that a series of previous investigations on the topic of motivation in teaching, and language teaching in particular have been carried out before, among them the diploma thesis of Beltran Dorta (2003)in the field of motivation in 11th graders, Ascunce Hernández (2010) in 7th graders, Ruiz Mederos (2010) in ESP and others, but no

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researches on motivation towards the study of the English language in Elementary school have been found out. For that reason it is pertinent to carry out this investigation in the field of motivation for the study of English in 5th graders.

The Scientific novelty of this research consists in the fact that this is the first time that a proposal of a system of activities to enhance motivation towards the teaching and learning process of the speaking ability is applied in the Elementary School level, and especially in 5th grade.

Its practical contribution lies in the application of a variety of activities according to the different stages of the lessons used to work with the oral abilities in English. Besides, it offers the Elementary School students a way of increasing their motivation in order to develop their oral abilities in English. The proposal of activities is also a chance for other English teachers of the same level to enrich their ideas and to put them into practice so as to get a better effectiveness of the teaching and learning process in that grade.

Structure of the paper:

This paper contains an introduction and five epigraphs, the first divided into three main parts, one that includes the historical antecedents about motivation, the second one, the theoretical and methodological bases that support the teaching and learning process of the speaking ability in English, and another which includes some theoretical considerations about motivation and its influence on the effectiveness of the teaching and learning process. They permitted to gather the information needed and support the positions for the proposal.

The second epigraph reflects the results obtained through the application of different empirical methods, as well as the regularities that made the proposal of the system of activities possible. This paper also includes the proposal of a system of activities, the evaluation of the proposal by specialists and finally the results obtained with the implementation of the proposal. Then the conclusions and recommendations and finally the bibliography and the annexes.

Development

1. Development.

Theoretical and methodological bases that support the enhancement of motivation towards the teaching and learning process of the speaking ability in the English language.

1.1. A brief historical look on the study of motivation. Antecedents.

The study of motivation has had disparate impact at different points in history. It has been of great concern for many scholars since ancient times. The first attempts of explaining the nature of human motivation come from the Greek, especially Epicuro who supported a theory in which the subjects were motivated to search pleasure and avoid pain. Socrates tried to find a solution to the permanent search for well-being in humans, while Aristotle, based on observation, concluded that certain human actions are related to the feelings of affection that lead their behaviors.

On more recent times there have also been a few major trends in the scientific study of motivation, which had its origin around 1930, one way to document these and other trends in the history of the study of motivation is to perform a content analysis of the chapters on motivation in the standard source book, *The Encyclopaedia of Educational Research*. This volume has been published each decade, starting in 1941, and six chapters examine the motivation research conducted between 1930 and 1990 starting with Paul Young (1941-1950), followed by M. Marx (1960) B. Weiner (1969) S. Ball (1982) and ended by B. Weiner (1990). These topics were primarily associated with drive theory, the most dominant of the early theories of motivation.

At present, motivation is viewed following two approaches or positions: non-Marxist (biological, psychoanalytical, behavioristic, humanistic, and cognitivist) and Marxist (historical and cultural).

In our country, the studies on motivation in general, and motivation towards study in particular, are based on the theoretical and methodological positions of Marxist psychologists who, based on the fundamentals of Marxist-Leninist philosophy, agree

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that the psychic reflections are not inherent to human beings, but reflections of man's external reality. Man is considered an active subject of reality, capable of self-regulating the activity being done; an essential element in the course of the cognitive and affective processes of personality.

These view-points are approached with great depth by L.S .Vygotsky in his *Socio-Cultural Approach* and in the work of his followers for whom motivation is a higher psychical process.

Through history, many researches have been made in the field of motivation, psychologists have always been the most interested and involved in this topic, but recently, it has also taken educators to do more profound research on that field due to the affective and motivational problems found in the classroom which have influenced negatively on learning. In this context, educators have also assumed the role of psychologists to study motivation. Both, psychologists and educators coincide that the interest for knowledge that arises on the basis of the conscious motivation has a great meaning for the educational process. Motivation, interest and the necessity of knowledge are indispensable conditions of the cognitive activity.

The works in the area of motivation towards study in Cuba have made important contributions, especially in the fields of characterization and diagnostic, in which an evaluation of that kind of motivation has been carried out with respect to its content and orienting aspects.

In order to corroborate if the existence of the scientific problem, that is the low levels of motivation, had been a matter of concern to previous teachers in the group an interview was applied to the students, and in that way we had the possibility of knowing that this was the first time they had ever heard of any teacher researching on the field of motivation towards the teaching and learning process of the speaking ability in English.

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In an effort to carry out this research, several articles and specialized bibliography have been consulted which allowed to find out that a series of previous investigations on the topic of motivation in teaching, and language teaching in particular have been carried out before, among them the diploma thesis of Beltran Dorta (2003)in the field of motivation in 11th graders, Ascunce Hernández (2010) in 7th graders, Ruiz Mederos (2010) in ESP and others, but no researches on motivation towards the study of the English language in Elementary school have been found out. For that reason it is pertinent to carry out this investigation in the field of motivation for the study of English in 5th graders.

1.2. The teaching and learning process of speaking.

1.2.1. Learning, teaching, and the teaching and learning process.

Learning is defined in Webster's New World Dictionary(2007) as the acquiring of knowledge or skill. Castellanos, O (1999), and Rico Montero P, (2000) on their part, define learning as a complex, individual, social and multidimensional process that takes part all through a person's life which entails the acquisition of culture, linked to vital experiences, the needs of the learners and the socio-cultural context in which they perform.

For learning to be lasting it must also be meaningful, which implies that the content acquires a certain meaning for the learner, arising from previous knowledge and experiences, interests, attitudes and motives...learning is an interactive, collaborative and participative process whose most essential characteristic is the achievement of communication that enhances reflection, evaluation and self-evaluation.

To teach, According to Webster's New world Dictionary (2007) is to show or help (a person) to learn (how) to do something, to give lessons to (a student, pupil, or class); guide the studies of; instruct and to give lessons in (a subject) to someone; help someone.

Simmons Castellanos, D (2004) states that *to teach is to organize in a planned and scientific way, the conditions to potentiate the different types of learning, eliciting certain processes in the learners which aim at the enrichment and*

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integral growth of their resources as human beings... in other words the achievement of certain contents and results.

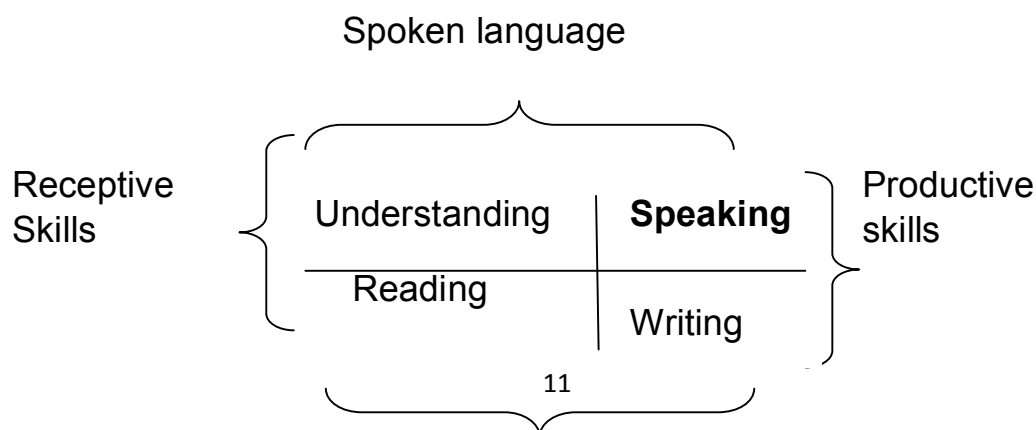
The **teaching and learning process** (González Soca.et.al, 2004) has been defined as a pedagogical *school* process that possesses its essential characteristics, but is distinguished by the fact that it is more systematic, planned, directed and specific than a mere school process, since the teacher/student relationship results in a more direct didactic action which main aim is the integral development of the students' personality.

1.2.2. A Linguistic and communicative reflection on the oral abilities in the teaching and learning process of English.

1.2.2.1 The ability of speaking, its relation with listening and their role in communication.

The mastery of a foreign language is based on the development and competence of the four basic skills of communication, two of which belong to the spoken language (speaking and understanding), and the others to the written language (reading and writing). Byrne, D. (1985) refers to the oral communication as a two-way process between speaker and listener (or listeners) and involves the productive skill of **speaking** and the receptive skill of understanding (or listening with understanding), making clear that the term “receptive” does not imply passive, since in listening and reading, language users are actively involved in the process of interpreting and negotiating meanings.

The diagram below shows the interrelation among the four skills in the process of communication. Byrne, D (1985)



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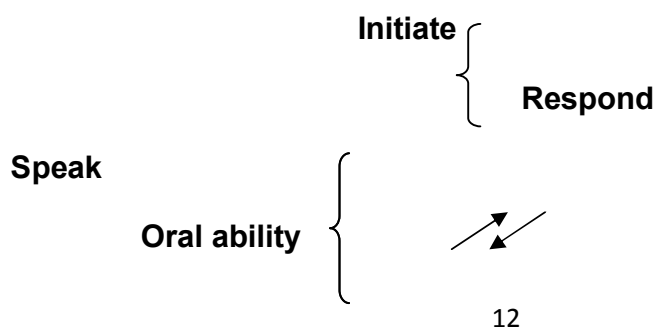
Written language

The interaction between the speaker and listener is a complex process, the speaker has to encode the message he/she wishes to convey in appropriate language, while the listener (no less actively) has to decode or interpret the message. In this process, the listener is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and bodily movements such as gestures and mimics.

Oral communication is a two-way process because it is impossible to communicate a message without someone that receives it (Geddes, 1981). It does not mean that there is a total correspondence between speaking and understanding. It has been noticed that most of the learners have passed much time listening to the foreign language than speaking it, however, understanding, or listening cannot be left to take care of itself.

Taking into account that sometimes learners try to use the language outside the classroom to put into practice what they have already learnt, and cope with a number of obstacles which probably inhibit them to speak, when learners do not know what is said to them, understanding immediately breaks down and the students can feel nervous and their interest and motivation will decrease; to avoid that situation, teachers should teach learners to listen as well as to speak.

The diagram below shows what happens in a speech situation and incidentally, therefore what is involved in oral ability.



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Listen

According to Byrne, D. (1985) in a conversation, one person initiates, speakers and listener are constantly changing roles and, consequently, speaking involves responding to what has been heard. In this case, speaking is an integral part of listening. It is this particular kind of interaction (listen - respond - listen) which is difficult for the learners.

Keeping in mind that the students sometimes do not have any control over the receptive skill of understanding which is really complicated and difficult for most of them, English teachers need to be aware of that, and should not only be concentrated on developing one of the oral skills, but also both at the same time in situations that allow and encourage authentic communication.

1. 2.3. Main goal of teaching speaking. Teachers' and students' roles

The goal of teaching speaking is to achieve oral fluency; that is, the ability to express oneself intelligibly: reasonably accurately and without too much hesitation. To attain this goal, teachers have to bring the students from the **presentation stage** (where the students understand, get familiar with or recognize the new content in a meaningful context) to the **practice stage** (where the students may be given ample opportunities to manipulate, practice or reproduce the content presented) and finally to the **production stage** (where the students can use the language freely to express their own ideas. The transition from one of these stages to another should be smooth.

To develop speaking skills, learners should be given chances of talking a lot in the classroom and outside of it, trying to find ways that allow them to work in cooperative activities such as group and pair work. The tasks and activities assigned must be motivating for them in terms of their learning needs and interests with respect to the learning materials, the topics of speaking and the roles they take.

1.2.4. Communicative Language Teaching. A brief historical overview. Main principles.

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The history of language teaching methods reflects several positions with respect to language and how it is learned. The application of different theories about the nature and acquisition of language has given way to the appearance of several methods and approaches, being a method *an encompassing and organized plan of the content of the language which is structured on a given approach*...an approach is axiomatic and the method is procedural, several methods can be based on a single approach.

A *method* is the leading element in a process which determines how to develop that process, how to teach and how to learn, it represents the system of actions of teachers and students as well as the ways to organize the cognitive activity of the students. A method acts as a regulator of the interrelated activity of teachers and students aimed at meeting certain goals.

Parting from the assumption that a language can be defined as the summation of grammar and vocabulary, several methods appeared, among them the audio oral (Fries, 1962), and the audio lingual Asher and Gattegno (1982) and (1972).

All those methods have followed a tendency towards structuralism, since they separate pronunciation, grammar, vocabulary, and the structural characteristics of speech, and are organized in such a way that they reflect the inner logic of the language in itself, making emphasis on the formal and conceptual elements and not in the practical use of it.

By the late 60's and early 70's a more social perspective about the linguistic system appeared and it can be assured that by the mid-70s the functional or communicative approach started to substitute the structuralist methods.

Communicative Language Teaching (CLT) is more an approach than a method because it gives language teaching a more humanistic shade in which the interactive processes of communication are a priority and are centered on the theory of nature and language, and in the theory of the nature of learning.(Irizar1996:38-49; Richards and Rogers 1986:71)

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The communicative approach appeared when other methods of language teaching proved inefficient in achieving the learners' capability of communicating acceptably in the foreign language.

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The main goal of CLT is to achieve *communicative competence*, a term defined by Camacho (2003) as *the capacity that enables coherent textual production and the processing of the different levels of signification of the texts and includes 4 main areas of competence: the discourse competence, the linguistic competence, the socio linguistic and the strategic competences.*

Communicative Language Teaching (CLT) is based on a series of principles that have to do with teacher training, materials selection, evaluation and the presentation of activities that stimulate real communication and the expression of values and evaluations. Various authors, among them Morrow (1983), Naiman (1988), Antich (1989) and Ruíz Iglesias (1996) and (1999) have outlined the principles underlying the communicative approach. Based on the Cuban educational reality Camacho (2003) redefined these principles in the following way:

- ✓ Classes should be active and centered on student's educative needs, interests and experiences.
- ✓ Materials, tasks, activities and resources should be chosen on the basis of educative and linguistic criteria, and should provide for learning and acquisition.
- ✓ Practice should be carried out through meaningful tasks, which engage students in thinking and activity.
- ✓ Practice should provide for the development of strategies for learning.
- ✓ Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must be as well, asked to question and reflect on what they have learned and how they have learned it.
- ✓ Opportunities should be given to learn content from other areas of the curriculum through the medium of English.

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- ✓ Practice should engage students in cross-cultural comparison.
- ✓ Classes should foster an atmosphere of co-operation and open communication among students and teacher.

1.2.5. Main goals of the elementary school level in Cuba. The role of English within the elementary school curriculum.

According to Rico Montero et .al. (2004):The main goal of the Elementary school level in Cuba is to contribute to the integral formation of the students' personality, enhancing the acquisition of knowledge and evaluative orientations that are gradually reflected in their feelings, thoughts and behaviors according to the system of values and ideas of the Socialist Revolution.

The inclusion of English as one of the subjects of the school curriculum contributes to the achievement of that goal, since it favors the friendly and solidary relation of Cuban children with other children from abroad, which, in turn, contributes to their general culture and the integral formation of their personality.

English favors the fulfillment of the main objectives of the Elementary School level since the English lessons have been conceived from a curricular design that considers the learning of that language, and particularly the ability of speaking, as a way to contribute to the development of a general and integral culture which implies the development of communicative abilities that allow for the communication of ideas, feelings and values in their relation with people from other countries. In that way Cuban children will be able to speak about themselves, their family members, their schools and teachers, school activities and will consequently show the achievements of the Cuban Revolution, not only in the field of education but in many other areas that they will be able to talk about using the foreign language.

1.2.6. Some advantages of starting to learn foreign languages at a very early age (during elementary school).

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In the book “Un Acercamiento a la Enseñanza del Inglés en la Escuela Primaria” (Enriquez O Farril and Pulido Diaz 2006) mention a number of advantages of starting to learn foreign language at a very early age, among them they consider the following:

1. As the teaching of a foreign language at an early age is similar to the teaching of any other ability, the earlier, it starts the greater the chances for the development and mastery of the foreign language.
2. It enhances mental and intellectual development of the child and offers more flexibility of thought.
3. The capacity for learning a foreign language is at its peak during childhood.
4. Children are able to identify and imitate sounds with much ease what guarantees a correct pronunciation.
5. Their imagination is very rich what allows their involvement in satisfactory situations present in the communicative functions without being inhibited.
6. Children develop a sense of awareness for their mother tongue, as the study of a foreign language contributes to the development of the communicative abilities.
7. Listening abilities are developed as their audition system is able to discriminate sounds from the foreign language.
8. Children are familiarized with the culture of other countries, which contributes to their humanism
9. Learning a foreign language at a very early age may prevent the formation of psychological barriers which may affect the later development of the abilities in the foreign language.
10. It may pave the way for the study of a second/foreign language.

If these factors are correctly taken into account in the curriculum design and in the kind of activities that teachers assign the students to solve, children are likely to feel motivated and actually obtain goods results in the learning of the foreign language.

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1.3. Enhancing motivation in Primary school Children.

1.3.1. Different views on motivation.

Motivation has always been a topic of concern for those interested in human knowledge, behavior, success or failure, and many ideas have been considered in that respect, some having biological, psychological, pedagogical implications or a combination of them.

Many authors, mainly psychologists, have given different definitions about motivation, Geen (1995), refers to motivation as *the initiation, direction, intensity and persistency of human behavior, and as a reason or set of reasons for engaging in a particular behaviour*. Williams & Burden (1997) describe it as *a state of temporary or prolonged goal-oriented behavior which individuals actively choose to engage in*.

Most psychologists see motivation as an internal process that activates, guides, and maintains behavior over time. Van Lier (1996) points out that the meaning of motivation depends on the perception of human nature that is used, in which context distinguishes between mechanistic and organismic theories, the former seeing the human organism as passive (e.g. behaviourism), and the latter seeing it as active (being volitional and initiating behaviors).

Kanfer & Ackerman (1989), define motivation as: *"The direction of attentional effort, the proportion of total attentional effort directed to the task (intensity), and the extent to which attentional effort toward the task is maintained over time (persistence)."* (1989:661)

(Ryan & Deci, 2000) consider that in educational psychology to be motivated is *to be moved to do something*, they also believe that students' motivation naturally has to do with students' desire to participate in the learning process, but it also concerns the **reasons or goals** that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

For Jere Brophy (1997), **motivation to learn** is a competence acquired "through general experience, but stimulated most directly through modelling, communication

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of expectations, and direct instruction or socialization by significant others (especially parents and teachers)."

According to Felicien Baloto (1996) motivation "is what makes act, it is a desire to work towards a goal or to reach an objective .If motivation is present, **learning** can be facilitated, but without it, effective **learning** becomes difficult".

Although most of the above definitions are very descriptive and include most of the elements that should be taken into account for this research, the authoress ascribes to Baloto's definition since it has psychological, pedagogical and instructional implications which adjust to the main purpose of the research, especially in the field of teaching and learning... "If the students are motivated, learning takes place, but if they are not, learning becomes a difficult and sometimes an impossible task."

1.3.2 Types of Motivation

Motivation is a key factor in learning that teachers should never overlook and the more they know about it, the bigger the possibilities of a successful and enriching teaching and learning process.

Many authors have identified various types of motivation in general, but for the purpose of this research, those factors that have to do with foreign language teaching and learning will be considered with more depth.

Gardner & MacIntyre, (1991) identify four main types of motivation:

- Integrative motivation
- Instrumental motivation
- Intrinsic Motivation
- Extrinsic Motivation

Integrative motivation: Promotes the notion that self-identify and identification with the foreign language community is important to the language-learning process. For example, a student may feel he or she does not "fit in" with the target language speakers (a demotivating factor), or may want to "fully integrate" and

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become, perhaps, completely passable as a native speaker of the language (a highly motivating factor), or how much one wants to integrate with.

Instrumental motivation: Claims that students may want to learn the foreign language to achieve a practical goal, such as a job promotion or to obtain course credit (Gardner & MacIntyre, 1991).

Intrinsic motivation comes from the joy or pleasure derived through language learning itself, and personal reasons related to the learning task.

Extrinsic motivation results from the desire to obtain some particular outcome that may be related to or not with the learning of the foreign language in question.

1.3.3. Factors that influence on student motivation

There are many factors that contribute to the need for motivation in elementary schools. Today, teachers are in a constant struggle to get students motivated. An unmotivated student generally has a low sense of pride, avoids school, avoids adults due to lack of trust, has a limited view of the future, is behind in their academic skills, and has parents with low self-esteem (Conrath, 1986). Many times students that experience these feelings and repeated failures could potentially lead to a student's decision to drop out of school. Generally, these feelings start in elementary school and continue to worsen as they progress through their school career.

Internal factors: The internal factors include the feelings and wants that unmotivated students need to have met before they can become motivated to learn in school. Generally, these feelings and needs are not met at home or at school. These feelings and wants include a sense of competence, feelings of optimism, and a sense of belonging (Sagor & Cox, 2004).

The first feeling to be investigated is a sense of competence, to students, school is their job. "Students are asked to focus their attention and energy for six or seven hours per day at school with homework each night". When picturing school like this it is understandable why students who continually fail, withdraw from classroom activities. Most of the time, these students do not experience very many successes at home or at school, which creates a large number of students that lack the

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motivation to learn. Students need to feel that they can achieve some sort of success in order to help increase their motivation.

Another feeling that needs to be satisfied before a student can become motivated is a sense of belonging (Sagor & Cox, 2004). Students who do not belong do not want to come to school. No one would like to go to school or work knowing they did not have any friends and did not fit in with anyone. This would cause a person to feel inadequate and unwanted. If the child feels unwanted, then they are in no condition to learn something school related, especially if they fail at different classroom activities. One of the final internal factors contributing to the need for motivation in Elementary students is a positive outlook about school and their life. Sagor and Cox (2004), also state that “students who have been repeatedly told that they are failures, do not fit in, and they are not in control of their lives, will likely have a pessimistic view of their future” (p.7). Upon looking at this view, a child would not be motivated to succeed at school and feel that they would not amount to anything. According to Levine (2002), “Failure dampens motivation and lack of motivation makes continuing failure a mere certainty” (p. 263). This is why it is important to try to give unmotivated students some sort of success at school. Eventually, the successes will build, and it is hoped that these students will be able to create some sort of optimism and begin to improve their motivation.

External factors: The parent-child relationship can be complicated. There are many reasons why this relationship could affect a child's motivation. One way is when they are held to low expectations. Parents who set low expectations for their children do them a disservice. Generally, children who are held to low expectations do not try to achieve much which gives them the feeling that they cannot achieve much. Another way the student-parent relationship affects motivation is too many high expectations. This occurs when the parent holds such high expectations for their child that there is no way the child can reach those expectations. This makes the child feel like they are a failure because they cannot do what their parents want, which leads to a sense of failure and a lack of motivation. The final way the parent-child relationship affects motivation is by the amount of interaction a parent has with their child a young age. If a parent does not interact much with their child

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when they are young, then chances are, the child will have some difficulties in attaining high levels of education. In a study done by Flouri and Buchanan (2004), “parent involvement at age seven independently predicted educational attainment by age 20” (p.141). This shows that if a parent is not involved in their child’s life starting when they are young, they are at risk of low attainment levels in education and increasing a lack of motivation in their child.

1.3.4. Some characteristics of motivation that teachers should not overlook.

(W, M Paula, 2005) states a series of characteristics that in her opinion are to be kept in mind by every teacher , among them she cites:

***Success:** Students need to experience success. If tasks are too difficult for them to solve, their motivation will decrease. If on the contrary, they see they can successfully complete an assignment or task, they will be motivated to learn more.

***Concern:** if students are not concerned about what they are doing, no learning will take place, but if there is too much concern, they might get frustrated. That is why; students have to be held accountable for their work in the classroom or outside it. Homework has to be checked, deadlines should be met, and there should be clear standards for individual students, as we cannot expect that everyone will reach the same levels of achievement.

***Visibility:** If teacher moves about the class students will be more involved in the lesson as they will feel there is control at every moment.

***Consequences:** This refers to reward and punishment, (praising) but it is better to look at this point in terms of providing some intrinsic motivation for students say, some kind of reward when they do well (for example: phrases like: *OK, great, very good, excellent, you are excellent, you have been very good/ magnificent today*), all these phrases are great stimulus for learners to continue learning. However, punishment for not learning it is not a good method, it is not beneficial for learners, they might get frustrated, it only contributes to students feel afraid of making a mistake and it does not help that learning takes place in the classroom. Teachers

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just have to call students' attention if they are drowsy or lazy while they are learning.

***Time:** Whatever task teachers give to their students, it must have a time limit. When students know how much time they have to complete a task, they are more concerned about it, teachers should always take into account not to prolong the activities, mostly games, unnecessarily it only helps the students get entertained during the class.

***Help:** If students know they will be assisted in their tasks, their level of anxiety or concern will be reduced. But too much help can have a negative influence as students become dependent on the teacher, so help has to be provided when necessary, but students should be encouraged to try and solve the tasks on their own whenever possible.

The observation of these factors in the teaching and learning process is an element to be taken into account by any teacher who wants to be successful in achieving students' motivation, which will consequently bring about learning.

1.3.5. Stages of motivation,

Dörnyei, (2003), identified three main stages of motivation: ***preactional, actional, and postactional.*** **Preactional Stage:**

First, motivation needs to be generated, which helps the student select the goal or task to pursue and launches the student into action. The student's own initial goals, values and attitudes associated with the learning process, perceived likelihood of success, and the support the student gets (both mental and physical) can all influence this stage of motivation.

1. Actional Stage:

The motivation needs to be "maintained and protected" by the quality of the learning experience, by the nature of the classroom environment, by teachers, peers and/or parents, or by the student through self-regulation) during the particular action, which may be a classroom-based task or the long-term endeavor

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of learning the foreign language in the classroom. Dörnyei mentioned that this is especially important for classroom settings where students may be distracted by mitigating factors such as anxiety, competing interests (established by teachers, parents, peers, or the school), or even physical conditions (e.g., noise or poor classroom conditions).

3. Postactional Stage:

After the action is completed, at the postactional stage, the student retrospectively evaluates how things went to help determine the type and quality of activities he or she will be motivated to pursue next. Dörnyei (2005) noted that some of the main motivational influences on this stage of learning are grades and/or feedback obtained from teacher(s) and/or others and the student's own sense of what was learned, along with an introspective measure of his or her self-confidence and self-worth in relation to what was learned and how things went in the classroom.

Each of these three stages of motivation can be influenced, not only by the learner, but also by the environment external to the learner, including the classroom environment and all that it entails (classroom peers, classroom implementations of state mandates, parents, textbooks, teachers, etc.). Thus, there are pedagogical implications associated with learner motivation: students can not only employ self-motivating strategies throughout tasks, but teachers too can implement motivational strategies in the classroom to influence the quality and type of motivation that drives foreign language learning.

1.3.6. Some advice for teachers to promote motivation in the foreign language classroom.

Diverse are the criteria and many the ideas about how to promote motivation of the students to learn. Chambers (1998); for example, starts from the fact that "teachers carry an enormous burden of responsibility since they hold all the

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strings of the process, their approach to teaching, their personality, and power to motivate, make learning meaningful and provide something which pupils refer to as 'fun, 'and represent the real foundation upon which pupils' judgment of the learning experience is based. He then listed a set of recommendations for increasing student motivation that are to be taken into account when teaching the foreign language at any school level, among them he suggests the following:

1. Enhance the prestige of the foreign language in the school curriculum

Schools should make foreign language learning compulsory, diversify the range of languages offered and require proficiency goals to be obtained before graduation

2. Provide teachers with the necessary tools to be the key motivator

Teachers must have resources to access their students' views on their learning. He wrote that in-service training can help them teach autonomous and flexible approaches to learning. He commented that more planning time and classroom support (assistants, computers, books, etc.) will also help teachers be motivators.

3. Provide learners with non-traditional feedback.

Students value regular feedback on their performance, Chambers said, and so he suggested that feedback should be given in ways that differ from the traditional measure of giving out grades. Progress can be reported informally and frequently in a positive, conversational format, he wrote.

4. Emphasize culture more.

Chambers warned that teachers and schools need to prevent stereotyping and other prejudices that can be based on ignorance or mundane, out-dated materials. He recommended that "the country" should come to the students.

Dörnyei and Csizér's (1998) on their part, propose a series of commandments for motivating language learners which are to be observed by teachers, among them:

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- 1. Set a personal example with your own behavior:** They recommend that teachers prepare for lessons, be committed and motivated themselves, behave naturally, and be sensitive and accepting.
- 2. Create a pleasant, relaxed atmosphere in the classroom:** Teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions.
- 3. Present the tasks properly:** To present tasks properly, they recommend that teachers give clear directions, provide guidance about how to do the task, and state the purpose, or utility of every task.
- 4. Develop a good relationship with the learners:** This is a well-known principle that Dörnyei and Csizér let stand for itself basically, they say to make the students want to please you.
- 5. Increase the learners' linguistic self-confidence:** To make sure students experience success regularly. Teachers should also constantly encourage them, demystify mistakes (they are natural), and select tasks that do not exceed the learners' competence.
- 6. Make the language classes interesting:** They recommend that teachers select interesting, challenging, and a variety of tasks *and supplementary materials, vary the tasks; build on students' interests rather* than tests or grades as the learning impetus, and raise curiosity by introducing unexpected or exotic elements.
- 7. Promote learner autonomy:** Teachers are asked to encourage creative and imaginative ideas, encourage questions, and share responsibility by having students help organize the learning. They should also involve students in choosing the materials they wrote.
- 8. Personalize the learning process:** Teachers should try to fill the tasks with personal content that is relevant to the students.
- 9. Increase the learners' goal-orientedness:** Teachers can do this by helping the students develop realistic expectations about their learning and by helping them set up several specific learning goals. They suggested that teachers do a need analysis with the students, and help students design individual study plans.

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10. Familiarize learners with the target language culture: Teachers should use authentic materials, occasionally invite native speakers to the classroom, and help establish pen pals for the learners.

Motivation is a key factor in student success. It is something all our students bring with them in one form or another. It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also to teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge of it.

2. Needs assessment

2.1. Description of the sample.

The group 5thC from “Rafael Santana Castillo” Elementary School is composed of 20 students, 11 boys and 9 girls of approximately the same age (10-11) years old. They all live in Placetás. They are a respectful group of children who are generally healthy, about 50% of the group comes from families with divorced parents and live with their mothers, and in one case 1 student lives with his grandparents.

In the interview, most of the students stated that they would like to learn the language in order to be able to understand cartoons, songs and films. It is contradictory, though that they said they do not like the English classes, where they do not show much enthusiasm, they often feel drowsy or just do not pay attention to the TV lessons, they also show little concentration and usually play during the classes, or just decide to speak with their peers in Spanish when there is a pair or a group work activity. When the teacher interacts with them, they simply say they did not understand, that they would like to learn more, but they cannot because English is too difficult for them, so they cannot speak much in English, an element that discourages them from participating in classes and other activities related to the English subject.

2.1.2 Operationalization of the dependent variable (Annex 1)

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The theoretical views about motivation stated by different authors like Geen (1995), Williams & Burden (1997), Van Lier (1996), (Ryan & Deci, 2000) Jere Brophy (1987), Kanfer & Ackerman (1989), have been taken into consideration all through the research, but the authoress ascribes to Baloto's' definition (1996): *motivation is what makes act, it is a desire to work towards a goal or to reach an objective. If motivation is present, learning can be facilitated, but without it, effective learning becomes difficult*". This definition takes in a very important element, the almost direct relation between motivation and learning.

The following dimensions were selected:

1.Motivational dimension

2. Cognitive dimension

3. Attitudinal dimension

The indicators that conform the three dimensions of the **dependent variable** are the following:

For the motivational dimension:

The students' participation during the teaching and learning process of English.

- * The students' interests and learning goals.
- * Different behaviors acquired.
- * The students' willingness/ unwillingness to participate in activities.
- * Type of motivation shown. (intrinsic/ extrinsic).

For the cognitive dimension:

Knowledge of the English language, especially in the speaking abilities.

- * Their level of communicative competence.
- * Mastery of the grammatical structures studied.

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- * Level of development in the vocabulary areas studied.

- *Pronunciation.

- *Understanding during communication.

- *Transmission of message with fluency & accuracy

For the attitudinal dimension:

- *Attitudes of the students towards the teaching and learning process of the speaking abilities.

- * Students' creativity shown in different activities.

- * Students' behavior in classes.

- * The student's willingness/ unwillingness to enroll, and participate in activities.

- *Attention spans shown during different activities/ lessons.

In order to check the dimensions that conform the dependent variable the following ranks were set:

-High

-Medium

-Low

For the motivational dimension:

-High level: The students that belong to this category should have an active participation during the teaching and learning process of English, show a high level of interest for the subject, and willingness to enrol in the activities, as well as, to have well-established learning goals with respect to the learning of English.

-Medium level: The students that belong to this category, not always are able to have an active participation during the teaching and learning process of English, do not always show a high level of interest for the subject and ,in some occasions, are a little unwilling to participate in the activities during the classes. In some occasions, they have not established their learning goals.

-Low level: The students that belong to this category have a passive participation in the teaching and learning process of English, they rarely show interest for the

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subject, most of the times they are unwilling to participate in the activities during the classes and their learning goals are not well-established.

For the cognitive dimension:

-High level: The students that belong to this category should be able to show knowledge with respect to the English language, especially, in the oral abilities, they have a high level of development in the vocabulary areas studied as well as communicative competence. They use the grammatical structures studied correctly, and show good pronunciation, and understanding during communication as well as the transmission of the message with relative fluency and accuracy.

-Medium level: The students that belong to this category show a relative knowledge of the English language, especially, in the oral abilities, they not always are able to use the vocabulary studied. Their level of communicative competence and mastery of the grammatical structures studied is fair, and sometimes make pronunciation errors which do not affect communication, and show understanding during communication, but they need some help .They speak with limited fluency and accuracy, but usually meet their communicative goals.

-Low level: The students that belong to this category show little knowledge of the English language, especially, in the oral abilities. Their vocabulary is very limited and they are rarely able to use it and the grammatical structures studied in communicative situations. Their level of communicative competence is below the elementary level. They make various pronunciation mistakes which affect communication and show little understanding during communication.

For the attitudinal dimension:

-High level: These students show positive attitudes towards the learning of the foreign language and are usually willing to enrol in classroom activities. They always pay attention to classes and other activities.

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-Medium level: These students do not always show positive attitudes towards the learning of the foreign language and sometimes are unwilling to enrol in activities. They do not always pay attention during different activities or lessons.

-Low level: These students, in general, do not show positive attitudes towards the learning of the foreign language and most of the times are unwilling to enrol in classroom and other activities. They usually do not pay attention during different activities or lessons.

This operationalization allowed the elaboration and application of different instruments that helped to corroborate the real situation of the students' sample who were selected to diagnose the students' level of motivation and level of development of the oral abilities in English.

2.1.3 Analysis of the results obtained during the initial diagnostic .

The present research is based on a diagnostic which allowed to know the main tendencies in the development of motivation towards the oral abilities in English in the elementary school level. That element is taken into account as one of the factors that influence on the students' academic results.

The following methods from the **empirical level** were used:

Documentary analysis: (Annex # 2). It was used to determine the theoretical and methodological elements that underlie the teaching and learning process of English in Elementary School.

Pedagogical Test:(Annex # 4) *It was used* in order to evaluate the students' level of achievement of the main objectives of the grade with respect to the English subject.

Participant Observation (Annex # 5)*It was used* during all the investigation, initially to diagnose the level of students' motivation during the English lessons, to know the different factors that may promote motivation in the group, as well as to corroborate the students' level of achievement of the main objectives of the grade with respect to the English subject.

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Interview to students: (Annex # 6) It was used to know the students opinions, likes, dislikes and preferences, main weakness/strengths of the teaching and learning process of English in 5th grade as well as their level of motivation for the subject.

Survey to students: (Annex# 7) It was also used to know the students opinions, likes, dislikes and preferences for the teaching and learning process of English in 5th grade and their level of motivation for the subject.

Interview to teachers: (Annex # 8) It was used in order to corroborate if the problem of the little motivation for the subject of English existed in other groups and to share possible ways to solve the situation.

Triangulation of methods: It was used for the triangulation of the data and processing of the information gathered during the different stages of the process of systematization of the practicum, and establishes the regularities of the diagnostic.

Results of the analysis of documents (Annex # 2)

In order to corroborate the level of priority, as well as the kind of methodological treatment given to the development of the oral abilities in English in 5th grade some documents were analysed, especially the methodological guidelines, the contents of the TV lessons, the workbook and the suggestions offered in the booklet 'Un Acercamiento a la Enseñanza del Inglés en la Educación Primaria.

The analysis allowed the researcher to determine that there is not a well-structured and well-defined syllabus design for 5th graders, which should contain the system of objectives and the organization of contents to be taught in the grade.

The indications used were the ones proposed by Camacho P. (2007) in her master's thesis where she proposes the distribution of the English TV lessons as well as the methodological guidelines and general objectives of the English subject for 5th graders. That document offers the treatment to the oral abilities from the statement of the general objectives, but lacks the definition of the specific objectives for each TV lesson. There is also a general demonstration of some basic procedures to work with the different components to develop the oral abilities, but fails to allot enough time for the systematization of the contents .See (Annex 3)

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In the booklet "Un Acercamiento a la enseñanza del Inglés en la Educación Primaria" by O'Farril and Pulido Diaz (2006) a series of methodological guidelines for the development of the teaching and learning process of English are offered, and is especially aimed at the achievement of a developing class, the work with the three main stages of the TV lessons, the educative software and some learning strategies aimed at a better learning of the students. Most of these aspects are taken into account in the design of the solution to the problem proposed.

In the TV lessons observed the use of pictures, cartoons, fragments of films as well as the presentation of songs is a regularity, but the activities included in them are neither varied, nor enough to contribute to oral interaction of the students, they are not always motivating since they do not actually meet the students' needs and interests or are not graded according to their level of communicative competence in the foreign language. These factors affect the quality of the teaching and learning process and the consequent development of the oral abilities, even when the TV lessons' potential of usability as a teaching aid, and the many advantages that the use of audio-visual aids bring to the students are known.

Most of the exercises proposed in the workbook are aimed at reinforcing and practicing the contents of the TV lessons, there are some games, role plays, but most of them only present or practice vocabulary in situations that do not allow for oral practice in general. There is not a logical sequencing of the contents and the relation between them and the students' needs with respect to the ability of speaking is not well-established.

Results of the Pedagogical test (Annex # 4)

The results of the pedagogical test applied to the sample (Annexes # 9 and 11) show that 2 students which represent a 10% of the sample have a high level in the cognitive dimension, (graphic #1) 6 students are in a medium level (30%), and 12 are in a low level (60%).

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The results obtained in the Pedagogical test, confirmed that in the cognitive dimension, the low level predominates, which means that most of the students that conform the sample of this research do not reach the indicators established for this dimension.

In order to corroborate the results obtained in the Pedagogical test, as well as to diagnose the level of students' motivation during the English lessons, and to know the different factors that may promote motivation in the group some lessons were subjected to observation. (Annex # 5)

Results of the Observation (Annex # 5)

The observation showed that 2 students have a high level in the cognitive dimension, 10%, 6 are in a medium level 30% , and 12 are in a low level 60%, see (Annex 5), for the parameters.

These results are similar to the ones obtained in the pedagogical test, since most of the students are in the low level (Annex 10) It allows to affirm that in an initial state, the dependent variable (motivation towards the learning of the speaking ability was truly affected in 60% of the students' sample.

In the motivational dimension, 3 students have a high level, (15%) (Annexes # 10 and 11) (graphic 2) which means that they have an active participation during the teaching and learning process of English, they show a high level of interest for the subject, and willingness to participate in the activities during the classes, as well as established learning goals. 5 were in a medium level 25%, since they not always have an active participation in English, do not always show a high level of interest for the subject and, in some occasions, are a little unwilling to participate in the activities during the classes, they do not have established their learning goals. 12 students were in a low level,60% since they have a passive participation in the teaching and learning process of English, they rarely show interest for the subject, most of the times they are unwilling to participate in activities during the classes, and do not have established their learning goals.

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In the attitudinal dimension 2 students have a high level which represents a 10% of the sample (Annexes #10 and 11) (graphic 3) which means that they show positive attitudes towards the learning of the foreign language and are always willing to enrol or participate in activities, and pay attention during different activities or lessons, and finally 5 students were in a medium level (25%), 13 were in a low level (65%), since they do not show positive attitudes towards the learning of the foreign language and are unwilling to enrol in activities, and usually do not pay attention during different activities or lessons.

Results of the interview to students (Annex # 6)

Eight out of the 20 students interviewed, (40%) stated that they like the subject and 12 students, (60%) that they do not like it. With respect to the importance that they give to English, and their motivation for it, only 3 students (15%) agree that English is an important subject, 5 students (25%) think it is difficult and 12, (60%) state that it is boring; only 3 students (15%) are motivated for the subject, 5 students (25%) manifested being little motivated and the rest, 12 students (60%) stated being completely unmotivated for learning the English language, especially the oral abilities, 8 students agree that it is important to know English with the purpose of communicating with other people, and the rest 12, (60%) do not give importance to learn the language for that purpose.

Most of the students coincide that they would like to learn the language, 20 students (100%) stated that the activities they enjoy the most in the classroom are games, 14 students (70%), prefer to work in groups, teams, and in pairs and only 6 students (30%) prefer to work individually.

All the students, in a way or another, agree that the TV lessons are not always motivating since they do not actually meet their needs, and are not graded according to their level of communicative competence in the foreign language. That affects the quality of the teaching and learning process and the consequent development of the oral abilities because they do not contribute to oral interaction of the students, one of the main reasons why they do not pay attention to the

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activities included. Most of the students do not feel motivated with the English video lessons and prefer to receive the English classes in a different way.

As a general result of this interview we can get to the conclusion that most of the students were unmotivated towards the teaching and learning process of the speaking ability. (Annex11graphics 1, 2, 3)

The results obtained in the interview are close to the ones obtained in the observation related to the motivational and attitudinal dimensions, since most of the students are in a low level. It allows to affirm that, in an initial state, the dependent variable was truly affected which respectively represented a 60% and a 65% of the students' sample (Annex11graphics 2 and 3).

The three dimensions of the dependent variable were truly affected with similar results; in the case of the cognitive and motivational dimensions the results obtained were almost the same, which speaks for the direct relationship that exists between cognitive and motivational factors (see Annex 11 graphic 1 and 2).

Another instrument applied was a survey to the students, which was aimed at identifying the students' motivational levels and preferences with respect to the English subject within the 5th grade curriculum, and to the kind of activities they would like to have more often. It is contradictory that 17 students (85%) stated that they would like to learn English, and only 3 (15%) stated that they might as well learn it or not, but when they were asked to place English in a scale of preferences, only 4 students (20%) ranked it first, 4 ranked it 2nd, 5 ranked it 3rd and the other 7 students marked different levels of preference.

There is an almost complete coincidence about the topics they would like to speak about in English, being the family, games, animals and toys the most recurrent ones. (15 students, 75 %), the rest of the students show different preferences, but none of them state that they don't like any topic. In spite of the fact that most students didn't show much enthusiasm for the subject after the instruments were applied, all the students, in a way or another, stated that they would like to have other activities in classes, like games, being able to speak with

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their friends and perform in English, which is a sign of the potentialities to help them increase their motivation for the subject if the activities are changed or improved.

Results of the interview to teachers. (Annex 8)

The 5 teachers interviewed (100%), agree that they do not like to work with the English video lessons, since their students do not always pay attention to them and are unwilling to do the activities. They consider the treatment given to the oral abilities in 5th grade insufficient, and coincide that the students are not motivated towards the learning of the speaking ability. They also consider the quality and quantity of teaching aids that exist in the school for English teaching, especially to motivate the students as well as to work with the oral abilities is not the best. The 5 teachers (100%) agree that the students are not always motivated, since these TV lessons do not actually meet their needs and are not graded according to their level of communicative competence in the foreign language, with the consequent failure in dealing with individual differences, an element that affects the quality of the teaching and learning process, and the logical development of the oral abilities. Another factor to be considered is the fact that these classes do not contribute to the oral interaction of the students.

Four teachers,(80%) consider games as one of the best activities, since they are really motivating for children, 3 teachers (60%) stated that they have actually used different activities and teaching aids to work in their classes in order to motivate the students to learn, and 2 teachers (40%) stated that they only use some warm-up activities for motivation at the beginning of the class, before they present contents, while 3 of the teachers (60%) stated that they used different activities to motivate the students in every part of the lessons to present contents and to practice them.

The diagnostic of necessities allowed to determine the following weaknesses and strengths:

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Weaknesses:

- There is not a well-structured and well-defined syllabus design for 5th graders.
- The distribution of the English TV lessons lacks the definition of the specific objectives for each TV lesson, and fails to allot enough time for the systematization of the contents.
- The time allotted for different activities is not enough for children to practice and incorporate some of them like songs, chants, poems and games to their repertoire.
- The activities included in the TV lessons are neither varied, nor enough to contribute to oral interaction of the students
- The students are not always motivated, since the TV lessons do not actually meet their needs, interests and are not graded according to their actual level of communicative competence in the foreign language.
- The students' lack of motivation and interest towards the English language, especially towards the teaching and learning process of the speaking ability.
- The low levels of development of the speaking ability in the students.
- The insufficient quality and quantity of teaching aids that exist in the school for teaching English, especially to motivate the students as well as to improve the work with the oral abilities.
- Most of the exercises in the TV lessons and the workbook only present or practice vocabulary in situations that do not allow for oral practice in general
- .In the TV lessons and the workbook there is not a logical sequencing of the contents and the relation between them and the students' needs with respect to the ability of speaking is not taken into account.

Strengths:

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- Teachers at school have the distribution of the English TV lessons proposed by Camacho P. (2006) in her master's thesis, as well as the methodological guidelines and general objectives of the English subject for 5th graders, what allows for a planned and organized distribution of the contents.
- There is also the booklet "Un Acercamiento a la enseñanza del Inglés en la Educación Primaria" by O'Farril and Pulido Díaz (2006) where a series of methodological guidelines for the development of the teaching and learning process of English are offered, and is especially aimed at a developing class, the work with the three main stages of the TV lessons, the educative software and some learning strategies aimed at a better learning of the students.
- The TV lessons have a great potential of usability as a teaching aid due to the advantages that the use of audio-visual aids bring to the students.

2.1.4. Regularities

The instruments and techniques used during the diagnostic allowed to determine the following regularities:

- 1) Most of the students have a low level of motivation towards the English subject, especially towards the teaching and learning process of the speaking ability expressed in their passive participation in classes, their little interest for the subject, unwillingness to participate in the activities during the classes. Their unestablished learning goals, negative attitudes towards the learning of the foreign language, and the little attention shown during different activities or lessons.
- 2) The low development level of the speaking ability in the students, expressed in their limited use of the vocabulary and grammatical structures studied, and frequent pronunciation mistakes which often affect communication resulting in a low level of communicative competence

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3) The activities included in the TV lessons are neither varied, nor enough to contribute to oral interaction of the students.

4) The students are not always motivated since the TV lessons they receive do not actually meet their needs, interests and are not graded according to their level of communicative competence in the foreign language.

5) The time allotted for oral practice is not enough to develop their speaking skills.

These regularities confirm the problematic situation that is present in this scientific investigation. This state of affairs let the authoress of this study to propose a system of activities to try to transform the reality of the low motivation towards the oral abilities in English in “Rafael Santana Castillo” elementary school.

3 .The proposal of activities

3.1. Foundations of the proposal:

The proposal consists of a system of activities to enhance motivation towards the teaching and learning process of the speaking ability in English in the 5th graders from Rafael Santana Castillo Elementary school.

The authoress ascribes to the concept of system given by a staff of teachers from the CECIP at the UCP “Félix Varela” which define a system as a pedagogical and scientific result as an analytical construction supported by theoretical principles which aims at the optimization of a pedagogical system and the achievement of certain results in the educative practice and the improvement of the existing ones.....a system emphasizes on the static and structural aspects of the object of study without altering its dynamic aspect, and as a scientific and pedagogic result, a system must meet the general characteristics of all systems: completeness, centralization, hierarchism and integrity.

The proposal of activities meets the pedagogical and scientific principles considered in the definition given above, since it aims at increasing motivation towards the oral abilities in English, which will consequently improve the students'

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learning, all based on the scientific and theoretical principles of Pedagogy in general, as well as those principles and psychological processes of communication inherent to Communicative Language Teaching in particular.

The proposal is grounded on Marxist-Leninist philosophy which summarizes and enriches prior knowledge taking in positive aspects and deleting negative ones, considering *practice as the evaluative criterion of truth* as one of its main components. In the system proposed, the students are given as much communicative practice as possible. The activities and exercises suggested in the teaching materials are enriched and adapted to the communicative needs of the students, and are linked to their everyday activities in which they must aim at solving real, or similar-to real life communicative situations in English, in which they put into practice what they have learned.

Communicative Language Teaching considers two of its stages devoted to **practice** in the teaching and learning process (controlled and free practice) being the latter that in which learners materialize what they know and what they can do with the language. "To learn it, do it" Morrow K, (1989).

The proposal takes into account L. S. Vygotsky's psycho-pedagogical foundations whose theoretical and methodological bases praise on the students' learning possibilities more than on their weaknesses. Vygotsky sees the individual as possessing two levels of development: the zone of *actual development* and the zone of *potential development* in the mid of which there is a zone called zone of *proximal development*, defined as the distance between the zone of actual development, characterized by the possibility of the students to solve learning problems under an adults' guidance and the interaction with peers who may be at their own or a higher level; the potential level is the next level of development that learners must reach. Learning must always be a step forward in the development. Vygotsky considers *learning as a social process in which teachers can make emphasis on the students' strengths and the abilities they have reached, more than on their weaknesses* (Richard-Amato. P,1996). The influence of these principles is taken into consideration in the proposal of activities in which all the

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students are supposed to learn at their own rate, solving real problems that take place during actual communication, either with their peers or with the teacher as guide and monitor of their learning.

3.1.2. About the proposal of the system of activities.

The proposal consists of a system composed of 10 activities aimed at enhancing motivation towards the teaching and learning process of the speaking ability. The activities are in correspondence with the contents of the TV lessons, and are graded according to the students' characteristics, age, interests, needs and level of communicative competence in the foreign language, level of complexity of the contents among other factors.

The activities go from the less complex to the more complex contents. They include other elements such as the methods and material aids used for its implementation in the educative practice, its ways of evaluation as well as the role of the students and teachers during the realization of the activities.

The system of activities proposed is conceived mainly for the after viewing stage.. The activities are designed for the 15-minute time they are given after each of the TV lessons. An average of 1 activity is proposed for each TV lesson with a total of 10 exercises.

Most of the activities proposed consist of linguistic games that generally meet the students' interests and needs, age. Linguistic games have a great importance in the teaching and learning process of a foreign language in children due to the fact that lessons become dynamic and interesting for them, they help to develop positive attitudes in the students such as collectivism and emulation, as well as their imagination and creativity.

The complexity of the activities is graded according to the students' level of development of the oral abilities. The activities are varied and allow the oral interaction of the students giving them the chance to work in pairs, in groups and in small teams, taking into consideration the individual differences, their level of development in the foreign language, their attitudes towards the learning of the

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foreign language as well as their interests, needs and motivation. The activities proposed also give ample opportunities to practice the language, provide a relaxed, friendly, cooperative classroom atmosphere and allow the students to have an active participation in the teaching and learning process of the foreign language, while the role of the teachers is that of being facilitators going around the classroom providing the students with some help when necessary, orienting the activities and correcting their mistakes, making the necessary suggestions to guarantee effectiveness of the activities.

Finally, the proposal is characterized by being interesting, motivating, profitable and based on real and simple situations according to the students age. Besides, it favors the students' collective and systematic work, their enjoyment, their active participation and their exchange of ideas, feelings, experiences and opinions as well as their security and confidence through the communication acts, which contributes to form values of solidarity, responsibility, respect for their peers, affection, politeness, kindness, modesty, and others.

3.1.3. The system of activities

General objective: To enhance motivation towards the teaching and learning process of the speaking ability in the students from 5th grade at "Rafael Santana Castillo" Elementary School.

Activity # 1 Hi, Peter

Video lesson # 1: *Greetings*

Objective: The students should be able to reproduce the communicative functions *greeting someone, asking how someone is, and saying good bye* in formal and informal communicative situations by means of teacher-students interaction, pair work activities, manipulating the verb to be in the present tense, along with the personal pronouns, in order to express attitudes of courtesy and respect.

Level: Reproductive.

Stage: Controlled practice

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Main communicative functions: greeting someone, asking how someone is, saying good bye.

Material aids: cards, pictures.

Organization: Pair work.

Procedure:

Tell the students to assume the role of the characters in the dialogue regardless their sex; it is OK if they want to change the name of the characters or use their own names.

Instructions:

The following is a dialogue between Peter and Alice, but it is disorganized. Can you match the expressions in column A and B to make up the dialogue? Then practice the dialogue with your partner and dramatize it. The pair that finishes the fastest and can dramatize the dialogue correctly will be the winner.

A	B
1) I am fine, thanks	- Good bye, Peter
2) See you	- I am ok, thanks. How are you?
3) Bye	- Hi, Peter
4) Hello, Alice .How are you?	- Well, Peter see you later

Possible dialogue

A: Hi, Peter

B: Hello, Alice .How are you?

A: I am ok, thanks. How are you?

B: I am fine, thanks

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A.: Good bye, Peter

B: Bye

A: Well, Peter, see you later

B: See you

Activity #2: What time is...?

Video lesson# 2: What time is it?

Objective: The students should be able to reproduce the communicative function *asking for and telling the time by* means of pair work activities, manipulating the verb to be in present tense along with the question patterns, so as to develop values of cooperation and responsibility.

Level: Reproductive.

Communicative Functions: asking for the time, telling the time.

Material aids: slips of paper or cardboard.

Organization Form: Pair work

Student A:

A ti te gusta mucho la televisión y siempre ves el programa *Tele Avances*, pero hoy no pudiste. Te enteraste que habrá algún cambio de horario en la programación por celebrarse hoy una fecha especial, por lo tanto no sabes a qué hora será alguno de tus programas favoritos. Llama por teléfono a tu amigo y pregúntale para qué hora cambiaron los programas.

Student B:

Tu viste el programa *tele avances*. Tienes la cartelera de los programas de televisión que se transmitirán hoy. Tu amigo no pudo verlo pero se enteró que ha

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habido cambios de horario y quiere saber a qué hora se transmite alguno de ellos. Respóndele sus preguntas sé amable y cortés.

Example:

A: Hi, John. Can you tell me at what time starts ‘‘Dora the explorer’’?

B: Yes, It is at 5:30 pm

A: OK, thanks.

Another variant of this activity is that the student A will have a slip of paper with the name of various TV programs and the hour at which they broadcast. The other student will only have the name of the program (without the hour).

Example:

Student A:

List of programs	Hours
-Dora the explorer	5:30 pm
-Mickey Mouse	4:45 pm
-Peanut, Butter and Jelly	5:00 pm
-Pinocchio Film	6:00 pm
-Sleeping Beauty	7:30 pm

Student B:

List of programs

-Dora the explorer

-Mickey Mouse

-Peanut, Butter and Jelly

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-Pinocchio Film

-

-Sleeping Beauty

Students B should ask students A at what time these programs start.

Activity # 3, Game. 2 Rows

Video lesson 3: What day is today?

Objective: The students should be able to reproduce the communicative function *asking for someone's birthday* and by working in teams manipulating the verb to be in present tense along with the question and answer patterns, so as to develop values of friendship.

Controlled Practice Lesson.

Level: reproductive.

Communicative Functions: asking for someone's birthday

Material aids: cardboard, almanacs

Organization Form: group work (team work)

The teacher asks the students to stand in lines as they usually do, then he /she, splits each line into two smaller ones of approximately the same number of students in each. Students are then asked to make new lines ,this time by organizing themselves taking into account their date of birth . The first student in each line will be the one whose birthday is the nearest to January the first .The students will have to ask their partners for their birthday. The winner will be the line that can organize the fastest.

Activity # 4: Guessing

Video lessons 6 and 7: What do Mum and Dad do?

Level: Reproductive

Development

Communicative Functions: *Talking about jobs, describing someone physically and morally.*

Material aids: pictures

Organization Form: pair work

Objective: The students should be able to use the communicative function *talking about occupations, and describing someone physically and morally by* means of teacher-students interaction and pair work, manipulating the verb to be in the present tense to ask and answer yes/no questions and the vocabulary studied so as to develop values of responsibility and industry, and enlarge their cultural level.

The teacher brings to class some pictures of well-known personalities, famous actors, actresses, singers, sportsmen, writers, dancers, etc., and selects 10 students to which he/she attaches a picture on the back. Each student should have a partner which should guess who he/she is by asking them questions that inquire about sex, age, nationality, physical description, personality traits, occupation, etc.

For example:

A: Are you a man or a woman?

B: I am a woman

A: Are you old or young?

B: I am old

A: Are you thin or fat?

B: I am thin

A: Are you Cuban?

B: Yes, I am

A: Are you a singer?

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B: No, I am not.

A: Are you a dancer?

B: Yes, I am

A: Are you Alicia Alonso?

B: Yes, I am

Activity # 5: Happy twins

Video lesson 14:

Controlled Practice Lesson

Objective: The students should be able to reproduce the communicative function talking about clothes and its colors by means of pair work activities, manipulating the verb to be in present tense along with the adjectives, so as to show attitudes of responsibility among classmates.

Level: reproductive.

Communicative Functions: talking about clothes and its colors

Material aids: pictures either from magazines or drawn, envelopes, written instructions.

Organization Form: pair work and group work

Procedure:

The teacher must make enough pairs of pictures for each learner to have one picture. If she/ he has 20 students in the classroom he /she must have 10 pairs of pictures. The teacher can easily get 10 small drawings on one sheet of paper which she /he can then photocopy to get a pair. He/she cuts the sheets of paper up and will have 20 drawings. The teacher gives each learner one picture. Each student must then find which other learner has the same picture guided by his/her partner's descriptions. If the drawings are all similar it will produce more discussion.

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For example: In one picture there is a woman wearing a black hat, a red blouse, a black skirt, a red pair of shoes and a pink umbrella ; on another picture there is a woman wearing a black hat, a red blouse, a black skirt, a red pair of shoes ,but she has no umbrella.

Activity # 6 Game. Who really are you?

Video lesson 19: She is very intelligent

Controlled Practice Lesson

Objective: The students should be able to reproduce the communicative function *describing people physically and according to their personality traits* by means of pair work or group work (game), manipulating the verb to be in present tense along with the adjectives, so as to show values of courtesy and respect.

Level: reproductive.

Communicative Functions: describing people physically and according to their personality traits

Material aids: cards, pictures, video sequence fragments, TV set, slips of paper.

Organization Form: group work and/or pair work.

The teacher presents the students some fragments of different cartoons or films like:

Snow White

Beauty and the Beast

Sleeping Beauty

Choose your favorite film and do the following:

- a) Answer these questions.
 - b) Share the answers with your parents
- 1) How many characters appear in every film?
 - 2) Mention all the characters
 - 3) Say who your favorite character is? Why? Refer to his/her personality traits and physical appearance.

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4) Say who the worst character is. Why? Refer to his/her personality traits and physical appearance.

A variant of this activity could be the following:

The teacher divides the classroom into three groups/teams. The teacher or any student from the opposite teams takes three slips of paper or cardboard with the name of a character of a cartoon. He/ she will stand in front of the cardboard without showing the paper. Then, in turns, a member of each team will ask questions about his/ her physical description etc. that will help to identify the identity of the character.

No direct questions like *what is your name?* can be asked, but they can ask yes or no questions like:

Are you tall/ short?

Are you thin/ fat?

Are you young/ old?

Do you have black/ blond hair?

Do you have blue eyes?

Are you X.?

If the student decides to ask for the person's identity and he/ she does not guess, he / she loses and has to give the chance to someone else.

Activity # 7 Game. What is it?

Video lesson 22: Let's practice

Controlled Practice Lesson

Objective: The students should be able to reproduce the communicative function *talking about toys and games* by means of teacher- students interaction, pair work and group work activities, manipulating the verb to be in present tense, so as to show values of solidarity, courtesy and friendship.

Level: reproductive.

Communicative Functions: talking about toys and games

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Material aids: Cards, magazine pictures, toys and games

Organization Form: pair work and group work

Activity 1: Predicting pictures

Preparation

Class, pair work and group work

The teacher collects 15-20 pictures of toys or games from a catalogue or magazine. Alternatively he/she may draw them and mount his/her pieces of card which are all the same size.

Procedure:

The learners should first familiarize themselves with the pictures on the cards. Then mix all the pictures, and lay them in a pile, face down.

The learners take it in turns to try to predict the next picture, if they are right they take it and if they are wrong they place it at the bottom of the pack.

Example:

Learner 1: It is going to be a (ball)

No, it is not. It is a rope.

Learner 2: It is going to be a (chessboard)

No, it is not. It is a doll.

Learner 3: It is going to be a (kitchen set)

Yes, it is

Activity # 8: Game

Video lesson 23: Let's eat

Controlled practice lesson

Objective: The students should be able to reproduce the communicative function *talking about food* by means of teacher-students interactions, pair work

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and group work activities, manipulating the verb to be in present tense, so as to continue increasing their vocabulary.

Level: reproductive.

Communicative Functions: talking about food

Material aids: cards

Organization Form: pair work and group work

Activity 1: Filling with nouns

Procedure:

The object of this game is to fill in each list with nouns. The students should write one noun that begins with each letter of the alphabet, if possible. The nouns must belong to the category of the list. The game can be played adding other lists. When the students finish the list, count the number of nouns in their list and that is their score.

Example:

List (things you eat or drink)

(Food /fruit)

A apple,

B banana

C coconut

D doughnut

E egg plant

F French fries

G guava, grapefruit

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H ham

I ice-cream

The game can be done with a time limit in class (3 or 5 minutes) it can be played with the students filling out the lists individually or in groups. An easier variant which would serve the purpose of increasing their vocabulary with respect to kinds of foods and fruit, would be to give them some menu cards with the names of some foods and fruit from where they can take the answers.

Activity 2: Game

- 1) Name kinds of food that begin with the letters s, p, t
- 2) Name kinds of fruit that begin with the letters p, b, a
- 3) Name toys that begin with the letters a, c, d
- 4) Name games that begin with the letters b, s, and h
- 5) Name clothing that begins with the letters b, s, t and h
- 6) Name colors that begin with letter b.

The winner will be the student who completes the 6 lists the fastest, correctly and mentions more nouns which belong to each category.

Activity #9 Listen and draw.

Video lesson 25: My house is a zoo

Controlled Practice lesson

Objective: The students should be able to reproduce the communicative function *talking about animals* by means of, pair work and group work activities (game), manipulating the verb to be in present tense, so as to continue increasing their vocabulary and developing an environmental awareness that allows them to protect and care for animals.

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Level: reproductive.

Communicative Functions: talking about animals

Material aids: magazine pictures or line drawings, paper and pencils

Organization Form: pair work and group work (game)

Procedure:

The teacher describes an animal saying as much information as he/ she can about the animal, but does not describe its function or name it. The learner tries to draw the animal as it is described and may ask some questions to improve the representation.

Example:

It is a domestic animal. It lives at people's houses. Everybody loves it; it is small, brown, young, has big, beautiful brown eyes, it's loyal, friendly and funny. It is known as man's best friend. It is a lovely pet.

It is a mammal, but lives in the sea, it eats fish, swims very fast, and is a very intelligent animal. Its name begins with a D. What is it?

Draw or ask a learner to draw an animal on the board. Now ask another learner to draw a copy of the first drawing on the other side of the board. As he/she does so, encourage the class to make helpful comments.

Example: Its head is big.

Its neck is too short

Its body is too fat

Its face is too ugly

It is not so large.

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At the end of the activity, the teacher can complete the animals' descriptions encouraging the students to give as many details as possible.

Activity #10 Game. I am the king of the jungle

Video lesson # 26 A visit to a Zoo.

Objective: The students should be able to reproduce the communicative function *talking about animals* by means of, pair work and group work activities (game), manipulating the verb to be in present tense, so as to continue increasing their vocabulary and developing an environmental awareness that allows them to protect and care for animals.

Level: reproductive.

Communicative Functions: talking about animals

Material aids: magazine pictures or line drawings, paper and pencils

Organization Form: pair work and group work (game)

The teacher will say a characteristic of an animal and the rest of the students should say the name of the animal and if it is a wild or a domestic animal, the game can be played in teams and the winner team will be the one who answers the fastest and correctly.

Salta de rama en rama

El rey de la selva

Tiene manchas en su piel

Tiene listas en su piel

Tiene el cuello largo

Tiene trompa larga

Su boca es muy grande

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Que rica leche me brinda

Posee dos elevaciones en su lomo

Le gusta la zanahoria

Cuando canta en la mañana me despierta

A very exciting variety of this game is to mimic or imitate the sound produced by an animal by a member of each team while the others have to say the name of it and some characteristics of it.

4. Evaluation of the proposal by specialist's criterion.

After the proposal of communicative activities was designed, and previous to its incorporation in the educative practice, it was submitted to the criteria of various specialists who were selected taking into account the following indicators: (Annexes 12 and 13)

- Having enough experience in the teaching of English(10 or more years of experience)
- Having a B.A in education or a Master's degree.
- Having the category of instructor or assistant professor

The specialists were given a list (annex 13) containing the aspects to be taken into account in their evaluation. The following are their criteria about each of the aspects.

1-Feasibility of the proposal to enhance motivation

All the specialists consulted (9) consider that the proposal **is feasible** to be applied in the educative practice to enhance students' motivation, 7 consider that it is **very feasible**, and 2 that it is **feasible**. (Annex 14)

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2- Contribution of the proposal to increase the quality of the teaching and learning process of the speaking ability in English.

In this aspect 6 specialists consider it **very appropriate** and 3 consider it **appropriate** to contribute to the increase of the quality of the teaching and learning process of the speaking ability in English. All the specialists agree that the proposal is suitable to meet the students' needs.(Annex 14)

1. Evaluation of the proposal taking into account:

- a) Positive aspects
- b) Negative aspects
- c) Interesting aspects
- d) Aspects to be improved /changed /eliminated from the proposal.

As to the positive aspects all the specialists consulted stated that the proposal is characterized by being interesting, motivating, profitable and based on real and simple situations according to the students age. Besides, it favors the students' collective and systematic work, their enjoyment, their active participation and their exchange of ideas, feelings, experiences and opinions as well as their security and confidence through the communication acts, which contributes to form values of solidarity ,responsibility, respect for their peers, affection, politeness, kindness, modesty, and others.

They did not mention any negative aspect in their evaluation, but suggest that the proposal be enlarged as to the number of activities to be applied out of the classroom or in any spare time the students may have.

The general quality of the proposal is evaluated as excellent by 8 specialists and 1 evaluates it good. (Annex 14).

As a summary, it can be stated that the activities proposed in this epigraph meet the objective of the research of enhancing motivation towards the teaching and

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learning process of the speaking ability and are aimed at eliminating the weaknesses found in the diagnosis, and are congruent with the theoretical and methodological bases stated on Epigraph 1.

5. Results obtained before and after the implementation of the system of activities. (Annexes 22 and 23)

For the evaluation of the results obtained before and after the implementation of the proposal in the educative practice the cognitive, the motivational, and the attitudinal dimensions were considered.

Before the implementation of the proposal, the cognitive dimension was characterized by a predominant **low level**, 60% of the sample, (12 students) were in that level; a similar situation was present in the motivational and in the attitudinal dimensions which showed a 60 %, and a 65% respectively.

The high level was only present in 2 students in the Cognitive and Attitudinal dimensions (10%), while the motivational dimension showed a 15% (3 students) belonging to it.

After the proposal was applied in the educative practice, the students were given a final pedagogical test, and a final observation (annexes 15 and 16) and the results changed for the better (annexes 19 and 20). In the cognitive dimension 9 students (45%) were in the high level of achievement, 7(35%) in the medium level, and only 4 (20%) in the low level.

As to the motivational dimension a final interview and a final survey (Annexes 17 and 18) were applied and the results obtained show that 10 students (50%) were ranked in the high level, 8 in the medium level (40%), and only 2 students representing a 10 % were in the low level.(annexes 20 and 21)

The attitudinal dimension also showed a raise in its results since there are 9 students (45%) in the high level, 8 (40%) in the medium level, and 3 students (15%) in the low level (Annexes 20 and 21)

It is evident that the final objective of the research was achieved; an enhancement of motivation towards the teaching and learning process of the speaking ability in English, and even though the results are much higher, there is still a small number of students upon which we need to continue influencing in order to obtain better results .

Development

Conclusion

Conclusions:

- 1) The enhancement of motivation towards the teaching and learning process of the ability of speaking in English in group 5 C is based on a communicative perspective which implies the ascription to the theoretical and methodological principles of the communicative approach to language teaching, and to the diverse criteria, studies and theories in the field of motivation in general, and towards the teaching and learning process of English in particular.
- 2) The present situation regarding the students' from group 5thC at “Rafael Santana Castillo” Elementary School in relation to their motivation towards the teaching and learning process of the speaking ability is not the best. The syllabus, and teaching materials generally harmonize with the communicative language teaching requirements, but fail to take into account, both in their design, and in their implementation, a series of factors and activities to increase the students' motivation. This results in low motivational levels towards the ability of speaking and the consequent low level of development of the oral abilities.
- 3) The system of activities proposed to enhance the students' motivation towards the teaching and learning process of the speaking ability in the students from group 5th C generally meets the requirements of the communicative approach to language teaching, agrees with, and respects its principles, and adjusts to the kinds of activities aimed at enhancing motivation in the elementary school level.
- 4) The specialists consulted consider that the system of activities proposed in this research is appropriate, suitable, profitable, varied, and original. They also agree that it is a scientific novelty for the elementary school level taking into account that, besides the fact that it meets the students' needs and interests, adjusts to and considers their capabilities and potentials to learn the foreign language, it is the first time that a proposal of activities has so deeply taken into consideration the enhancement of motivation towards the teaching and learning process of the ability of speaking as an important element to meet the objective of having the students actually speak the foreign language.

Conclusion

5) The implementation of the proposal contributes to the enhancement of higher levels of motivation in the students from group 5th C which resulted in a more dynamic and enriching teaching and learning process of the ability of speaking, an element that turned into better outcomes in the cognitive, motivational and attitudinal dimensions.

Recommendations

Recommendations:

- It is recommended that the results of this proposal be applied in other groups from 5th grade.
- To continue working on the topic of motivation because of its importance in the teaching and learning process of the ability of speaking and in order to improve and enrich the system of activities proposed.

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Annex 1

Operationalization of the dependent variable

Dimensions	Indicators and some parameters	Evaluation (Grading)	Techniques, instruments and methods used
Cognitive	The knowledge that the students show with respect to the English language, especially in the oral abilities areas. Level of development in the vocabulary areas studied.	high : 2 -10% medium : 6-30% low:12-60%	Observation Pedagogical Test
	Communicative competence as well as the grammatical structures studied, pronunciation, understanding during communication transmission of message with fluency & accuracy		
Motivational	The students' participation during the teaching and learning process of English. The students' interests.* Different behaviors acquired The students' willingness/ un willingness to participate in activities The students' learning goals. Type of motivation shown. (Intrinsic/ extrinsic)..	high : 3-15% medium : 5-25% low:12-60%	Observation 10 wishes Interview

Attitudinal	<p>Attitudes of the students towards the teaching and learning process, of the foreign language, The students' willingness/unwillingness to enrol, to participate in activities, attention spans shown during different activities/ lessons. Students' creativity shown in different activities. Students' behavior in classes.</p>	<p>high : 2-10% medium : 5-25% low:13-65%</p>	<p>Observation Interview</p>
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Annex 2

Documentary analysis

Objective: To analyze the contents included, as well as the methodological treatment given to the oral abilities in the main documents of 5th grade with respect to the English subject.

Aspects to observe:

Methodological guidelines

- Treatment given to the teaching of speaking in 5th grade.
- Quality of the methodological orientations to work with the ability of speaking.
- Ordering and quantity of contents included.
- Time allotted for different activities and oral practice.
- Kinds of activities suggested.

Video lessons

- Presence of video lessons in the English subject.
- Kind of activities in the video lessons.
- Video fragments used.
- Kind of material shown in the video lessons.
- Time allotted for the students' independent work during the video lessons.
- Quality & variety of the activities.

Workbook

- Kind of exercises proposed.
- Type of exercises aimed at the developing of the speaking ability.
- Level of difficulty of the exercises.
- Correspondence with the main contents of the grade.

DOSIFICACION DE LOS CONTENIDOS DE LAS VIDEO CLASES DE QUINTO GRADO. SUGERENCIAS PARA EL MAESTRO PRIMARIO NOESPCIALISTA

OBJETIVOS DE LA ASIGNATURA INGLES 5TO GRADO

1. Demostrar una conducta social ciudadana y responsable en el intercambio con sus compañeros en las actividades que se realizan en clases y fuera del contexto escolar al:

- Reproducir mensajes sencillos con ayuda de modelos proporcionados por el profesor o video profesor.
- Preguntar y responder a un nivel elemental sobre información básica: saludos, preguntar y decir la hora, los números del 1 al 20, días de la semana y meses del año, hablar sobre el clima, hablar sobre rutinas, hablar sobre prendas de vestir, ocupaciones, información personal, descripción física y moral de personas, descripción de objetos, hablar de gustos y preferencias(juguetes, juegos, animales), nombrar animales, expresar existencia, hablar de los miembros de la familia.

2. Asumir una actitud responsable ante su propio aprendizaje al

- Expresar con una pronunciación y entonación aceptable los contenidos trabajados a través de la repetición.
- Comprender mensajes orales sencillos escuchando atentamente al video profesor y los segmentos de video y participando en las sesiones de repetición y tareas docentes.

3. Demostrar hábitos y habilidades de trabajo independiente mediante la realización de tareas asignadas por el video profesor.

4. Fortalecer lazos de amistad y solidaridad con otros pueblos, fundamentalmente con los países de habla inglesa al conocer sobre su idioma y cultura

DOSIFICACION DE LAS VIDEO CLASES DE QUINTO GRADO

SEMANA	CLASE	TITULO	VIDEO CLASE	CONTENIDO	VOCABULARIO	GRAMATICA
1	1	Bienvenido	1	Países de Habla Inglesa. Saludos	Hello, hi, good morning, good afternoon, good evening	Verbo be(am, is are)
2	2	¿Qué horas?	2	Preguntar y decir la hora, los números del 1 al 20 y las centenas hasta el 60	Los números del 1 al 20 y las centenas hasta el 60	Verbo be(am, is are)
3	3	¿Qué día es hoy?	3	Preguntar y decir los días de la semana, los meses del año.	<u>Días de la semana:</u> (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday) <u>Meses del año</u>	Verbo be(am, is are)
4	4	Estaciones del año	4	<u>Estaciones del año.</u> <u>Adjetivos derivados de las estaciones del año:</u>	winter, summer, autumn spring, hot, cold, windy, season, favourite, flowers	Verbo be(am, is are)
5	5	A Practicar	5	Saludos, fecha, hora, meses del año	Meses del año	Ve(ser o estar: am, is, are) verbo be

6	6	¿Qué hace mamá?	6	ocupaciones	Diferentes profesiones	Verbo be, adjetivos
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					s	posesivos his/her
7	7	¿Qué hace papá?	7	ocupaciones	Diferentes profesione s	Verbo be, adjetivos posesivos his/her
8	8	Yo quiero ser	8	ocupaciones	Diferentes profesione s	Verbo be, uso de los artículos a y an
9	9	¿Qué hago durante el día?	9	Actividades de la escuela	Verbos de acción: do, read, write, play, practice sports	Presente simple
10	10	Después de la escuela	10	Actividades diarias	<u>Verbos de acción:</u> Watch, listen, do, visit, play, have. <u>Adverbios de frecuencia:</u> never, sometimes , often, always, usually	Presente simple
11	11	Practica	11	Adverbios de frecuencia	<u>Adverbios de frecuencia:</u> never, sometimes , often, always, usually	Presente simple
12	12	Me gusta estar a la moda	12	Prendas de vestir	Shoes, jeans, cap, socks, skirt, blouse, pullover, t- shirt, dress, band hair, cap	Presente progresivo

Annex 4

Pedagogical Test:

Test applied to the sample of students selected to diagnose their level of development of the oral ability and motivation to do the activity.

Objective: To diagnose the students' speaking abilities while asking for and giving personal information in English.

Activity: Role play

Student A:

Imagine this is the first day of the school year; there is a new student in the classroom that you have not seen before. He/she seems to be a foreigner. Ask him/ her about personal information. You should ask for:

- Name
- Age
- Nationality/occupation
- Telephone number
- Favorite color, animal, food.

Student B:

You are a foreigner this is your first day at a new school in Cuba. A student approaches you and wants to know more about you. Be ready to answer all his/her questions and ask him/her the same questions. Be polite.

Annex 5

Observation guide

Objective: To corroborate the level of students' motivation during the English lessons, as well as the students' level of achievement in the main objectives of the grade with respect to the English subject, especially asking for and giving personal information.

Aspects to observe:

The students' participation during the teaching and learning process of English.

- * The students' interests and learning goals.
- * Different behaviors acquired.
- * The students' willingness/ unwillingness to participate in activities.
- * Type of motivation shown. (Intrinsic/extrinsic).

The knowledge that the students show with respect to the English language, especially in the oral abilities areas.

- * Level of development in the vocabulary areas studied.
- * Communicative competence as well as the grammatical structures studied.
- * Pronunciation
- * Understanding during communication
- * Transmission of message with fluency & accuracy

Attitudes of the students towards the teaching and learning process, of the foreign language.

- * The students' willingness/ unwillingness to enroll, to participate in activities
- * Attention spans shown during different activities/ lessons.
- * Students' creativity shown in different activities.
- * Students' behavior in classes.

Annex 6

Guía de entrevista a los estudiantes

Objetivo: Constatar las opiniones de los estudiantes de 5to grado acerca de la motivación hacia el aprendizaje de la habilidad oral.

Tipo: Grupal, integradora, informativa.

Querido estudiante:

El departamento de Lenguas Extranjeras de la Universidad de Ciencias Pedagógicas “Félix Varela” está realizando una investigación sobre la enseñanza del inglés en la Educación Primaria. Nos interesa conocer sus opiniones y recibir información que será de gran valor para la investigación. Te solicitamos cooperación, seriedad y sinceridad en tus respuestas y te adelantamos nuestro agradecimiento.

- 1) ¿Te gusta el inglés? ¿Por qué?
- 2) ¿Te sientes motivado para aprender la asignatura? ¿Por qué?
- 3) ¿Consideras el inglés una asignatura importante, interesante o aburrida?
Fundamenta tu respuesta.
- 4) ¿Consideras importante saberte comunicar en Inglés con otras personas?
- 5) ¿Te gustaría aprender a comunicarte en este idioma?
- 6) ¿Cuáles son las actividades que más disfrutas en las clases de inglés?
- 7) Durante las clases de inglés ¿Cómo prefieres trabajar en el aula: en parejas, en grupos o de manera individual?
- 8) ¿Qué opinas sobre las tele clases de Inglés? ¿Te sientes motivado con ellas? Fundamenta tu respuesta.
- 9) ¿De qué otra manera te gustaría recibir las clases de inglés?

Annex 7

Guía de encuesta a los estudiantes

Objetivo: Constatar el nivel de motivación de los estudiantes hacia el aprendizaje de la habilidad oral en inglés y sus preferencias en cuanto a los tipos de actividades utilizados en las clases de inglés.

- 1) ¿Te gustaría aprender el inglés?
-Si - No - Me da igual

- 2) De las asignaturas que recibiste en 4to grado y de las que recibes en 5to grado. Marca con un número del 1 al 7 según las prefieras.
 - Matemática
 - Español
 - Historia de Cuba
 - Ciencias Naturales
 - Computación
 - Educación Física
 - Inglés

- 3) ¿Sobre cuál de los siguientes temas te gustaría saber hablar en inglés?
 - Sobre la familia
 - Sobre los nombres de diferentes juguetes y juegos infantiles.
 - Sobre los nombres de diferentes animales
 - Sobre los distintos tipos de música
 - Sobre los meses del año, los días de la semana y las estaciones.
 - Sobre la hora
 - Sobre los diferentes tipos de comida y fruta.
 - Sobre lo que haces todos los días.
 - Sobre ninguno, no me interesa

- 4) ¿Qué actividades de las siguientes te gusta hacer en inglés? Marque con un número según te guste.
 - Hacer ejercicios del cuaderno de trabajo
 - Responder preguntas.
 - Solo ver el video y copiar si me da tiempo

Completar oraciones.

Trabajar con mis amiguitos en parejas o en grupos y poder hablar en inglés

Actuar en inglés frente al aula.

Solo copiar, traducirlos significados de las palabras.

Hacer juegos en inglés

Otros. ¿Cuales?

Annex 8

Guía de entrevista a los profesores.

Objetivo: Corroborar la existencia del problema científico en una muestra de profesores

Tipo: Grupal, integradora, informativa.

El departamento de Lenguas Extranjeras de la Universidad de Ciencias Pedagógicas “Félix Varela” se encuentra realizando una investigación con el objetivo de mejorar el proceso de enseñanza –aprendizaje de la asignatura Inglés en La Educación Primaria. Quisiéramos hacerles algunas preguntas para conocer sus criterios acerca del trabajo con la asignatura que ustedes imparten. Todas sus opiniones serán valoradas para la consecución de nuestros objetivos. ¡Gracias!

- 1) ¿Les gusta trabajar con las clases de inglés? ¿Por qué?
- 2) En su opinión, ¿Qué lugar ocupa el desarrollo de las habilidades orales dentro de las clases de inglés?
- 3) ¿Considera suficiente el tratamiento que se le da a las habilidades orales en inglés en 5to grado?
- 4) ¿Considera usted que los estudiantes están motivados hacia el aprendizaje de esta habilidad. ¿Por qué?
- 5) ¿Cree usted que existen suficientes medios de enseñanza en la escuela para trabajar con la habilidad?
- 6) ¿Cuál es su opinión acerca de las clases de Inglés (favorecen la motivación de los estudiantes y ofrecen a los estudiantes oportunidades suficientes de interactuar y comunicarse oralmente?
- 7) ¿Qué tipos de actividades considera más motivantes?
- 8) Ha experimentado usted trabajar con algunas de estas actividades o medios de enseñanza en sus clases? ¿En qué etapa de la clase los utiliza con más frecuencia

Annex 9

Chart 1: Results of the initial Pedagogical Test.

Group	Students	High	%	Medium	%	Low	%	
5th C	20	2	10%	6	30%	12	60%	

[illegible]

Annex 10

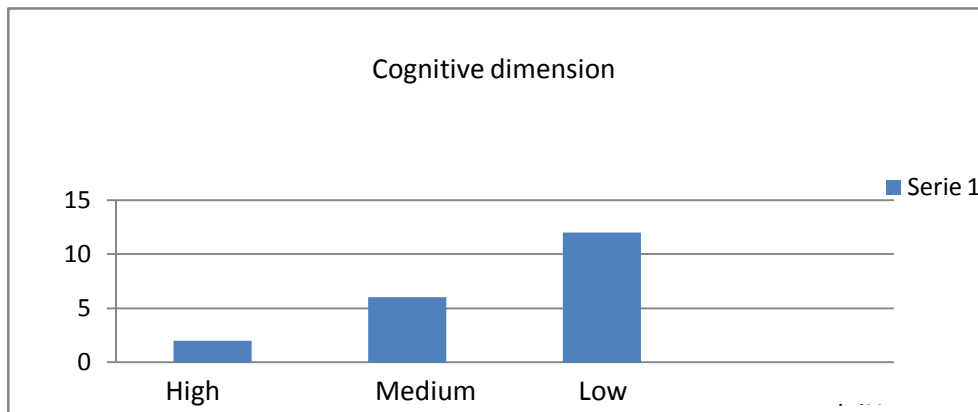
Chart 2: Results of the initial observation

Dimension	Level	Students	%		
Cognitive	High	2	10%		
	Medium	6	30%		
	Low	12	60%		
Motivational	High	3	15%		
	Medium	5	25%		
	Low	12	60%		
Attitudinal	High	2	10%		
	Medium	5	25%		
	Low	13	65%		

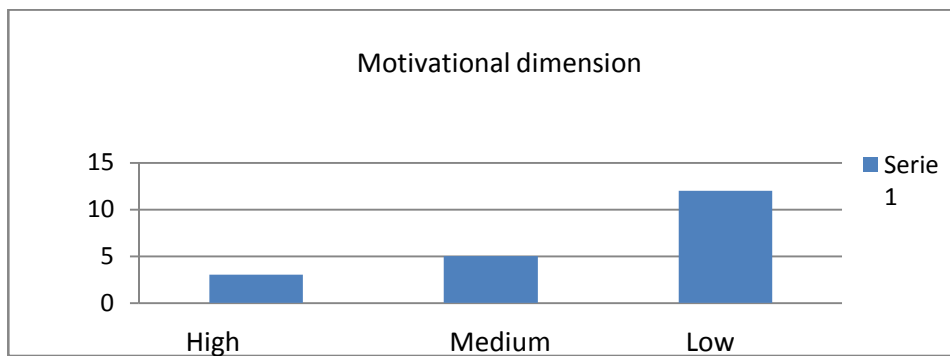
Annex 11

Initial results obtained of the dependent variable.

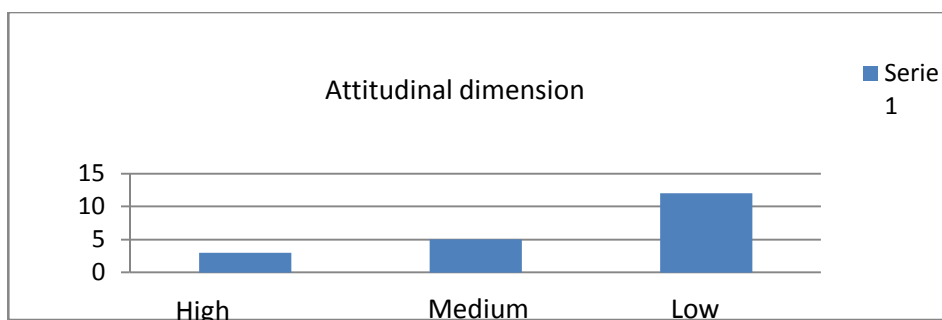
Graphic 1



Graphic 2



Graphic 3



Annex 12

Tabla 3. Caracterización de los expertos que evaluaron la propuesta

Nombre y apellidos	Años de experiencia	Nivel en que trabaja	Titulación	Centro laboral y cargo	Categoría docente
Carlos Manso	21	Pre universitario	Master en Ciencias	Eduardo René Chivaz	Auxiliar
Angélica Hernández Padrón	29	Primario	Licenciada	Escuela Primaria Rafael Santana	Instructora
Maida Rosa Valdivia León	28	Primario	Master en Ciencias	Escuela Primaria Rafael Santana	Auxiliar
Beatriz Martín Rodríguez	18	Superior	Licenciada	Sede de Salud Coordinadora	Auxiliar
Pablo Delgado Guerra	40	Superior	Master en Ciencias	UCP Félix Varela	Asistente
Luis Antonio González Pérez	22	Superior	Master en Ciencias	UCP Félix Varela	Asistente
Marianela García Castillo	32	Secundaria Básica	Licenciada	ESBU 13 De Marzo	Instructora
Caridad Álvarez Carvajal	25	Secundaria Básica	Licenciada	ESBU 13 De Marzo	Auxiliar
Marcos A. Beltrán Dorta	10	Pre universitario	Licenciado	Eduardo René Chivaz	Auxiliar

Annex13

Encuesta a especialistas.

Objetivo: Valorar el sistema de actividades elaborado en cuanto a su contribución al logro de la motivación hacia el proceso de enseñanza y aprendizaje de la habilidad oral en los estudiantes de 5to grado.

Estimado compañero (a): Nos dirigimos a usted con el propósito de conocer sus valoraciones sobre la posible contribución de la propuesta de actividades elaboradas en cuanto al logro de la motivación hacia las habilidades orales en inglés en los estudiantes de 5to grado. Su opinión resultará de valiosa importancia en la culminación de esta investigación, que pretende ser valorada con su ayuda, pues usted fue seleccionado como especialista por su preparación profesional. En este sentido necesitamos que responda las siguientes interrogantes.

Muchas gracias.

Datos generales:

Nombre y apellidos.

Especialidad

Categoría docente

Título

Ocupación

Enseñanza

Años de experiencia

Se solicita que usted tenga en cuenta los siguientes aspectos para emitir su criterio.

1-Sobre la propuesta de actividades

Evaluación

Observaciones.

2-Su factibilidad para lograr la motivación

Evaluación

Muy aceptable

Aceptable

Poco aceptable

No aceptable

Observaciones

3-Su contribución a la elevación de la calidad del proceso de enseñanza aprendizaje relacionada con el desarrollo e de la habilidad oral en el idioma inglés

Evaluación

Muy aceptable

Aceptable

Poco aceptable

No aceptable

Observaciones

4-Valorar lo positivo, negativo y lo interesante de la propuesta.

Positivo

Negativo

Interesante

5-Algunas sugerencias que deben tenerse en cuenta para ser mejorada.

Annex 14

Criterio de especialistas

Chart 4: Resultados de los criterios emitidos por los evaluadores externos.

Indicadores	Muy aceptable	Aceptable	Poco aceptable	No aceptable
Estructura	6	3	0	0
Factibilidad	7	2	0	0
Calidad	8	1	0	0

Annex 15

Pedagogical Test:

Test applied to the students' sample selected to corroborate if the students' level of development of the oral ability and their motivation to do the activity have increased after the implementation of the proposal of activities.

Objective: To check whether the students are able to ask for and give personal information.

Activity: Role play

Student A:

Situation

A: Imagine you are a young journalist. You do not have much experience on your work so you want to write your first article about a famous person around the world. Interview him/her and ask questions about:

Name	Age	Nationality	Telephone number	Birthday
Favorite season and color		Occupation		

B: You are a famous person around the world. A journalist wants to write his/ her first article about your life. Be ready to answer all his /her questions about your personal life like:

Name	Age	Nationality	Telephone number	Birthday
Favorite season and color		Occupation		

Annex 16

Observation guide

Objective: To corroborate the level of students' motivation during the English lessons, as well as the students' level of achievement in the main objectives of the grade with respect to the English subject, especially in the functions *asking for and giving personal information*. All this after the implementation of the proposal.

Aspects to observe:

The students' participation during the teaching and learning process of English.

- * The students' interests and learning goals.
- * Different behaviors acquired.
- * The students' willingness/ unwillingness to participate in activities.
- * Type of motivation shown. (Intrinsic/extrinsic).

The knowledge that the students show with respect to the English language, especially in the oral abilities areas.

- * Level of development in the vocabulary areas studied.
- * Communicative competence as well as the grammatical structures studied.
- * Pronunciation
- * Understanding during communication
- * Transmission of message with fluency & accuracy

Attitudes of the students towards the teaching and learning process, of the foreign language.

- * The students' willingness/ unwillingness to enroll, to participate in activities
- * Attention spans shown during different activities/ lessons.
- * Students' creativity shown in different activities.

Annex 17

Guía de entrevista a los estudiantes:

La presente entrevista tiene como **objetivo** constatar las opiniones de un grupo de estudiantes de 5to grado con relación a los resultados alcanzados en su desenvolvimiento con la implementación de las actividades, durante el desarrollo del proceso de enseñanza aprendizaje del inglés.

Tipo: Grupal, integradora, informativa.

Le rogamos exprese sus opiniones y que sea lo más sincero posible al responder las siguientes preguntas, sus respuestas nos serán de gran ayuda.

Muchas gracias.

- 1) ¿Crees que ha cambiado tu opinión con respecto a la asignatura inglés?
- 2) ¿Cómo te sientes con la implementación de las actividades en las clases de inglés(más o menos interesado que antes por la asignatura.)Fundamenta tu respuesta.
- 3) De las actividades realizadas en las clases de Inglés ¿Cuáles te han gustado más y han sido de tu interés. Argumente.
- 4) ¿Consideras en estos momentos aún más importante o necesaria la practica oral en el aprendizaje del Inglés? Argumente.
- 5) ¿Te sientes más motivado y preparado para expresarte en Inglés?
- 6) ¿Consideras que has avanzado al menos un poco en el aprendizaje del Inglés, así como has logrado desarrollar un poco más tus habilidades orales en este idioma?

Annex 18

Guía de encuesta a los estudiantes

Objetivo: Corroborar si el nivel de motivación de los estudiantes hacia el aprendizaje de la habilidad oral en inglés ha mejorado después de la implementación de la propuesta de actividades.

1) De las asignaturas del grado. ¿Cuál prefieres?. Marque con un número del 1 al 3

Consideras que has aprendido inglés. ¿Cuánto?.

-Bastante

-Poco

-Casi nada

-Mucho

2) Consideras que tus habilidades para hablar y entender en Inglés.

- Han mejorado un poquito

- Se mantiene igual

-Han mejorado bastante.

3) ¿Qué sabes hacer ahora en inglés que antes no sabías?

-Cuando trabajo con un compañerito soy capaz de hablar sobre lo que me dicen.

-Entiendo más rápidamente las instrucciones que me dan los profesores.

-Ya no tengo que hablar tanto en español cuando hago algún ejercicio.

Annex 19

Chart 1: Results of the final Pedagogical Test.

Group	Students	High	%	Medium	%	Low	%	
5th C	20	9	45%	7	35%	4	20%	

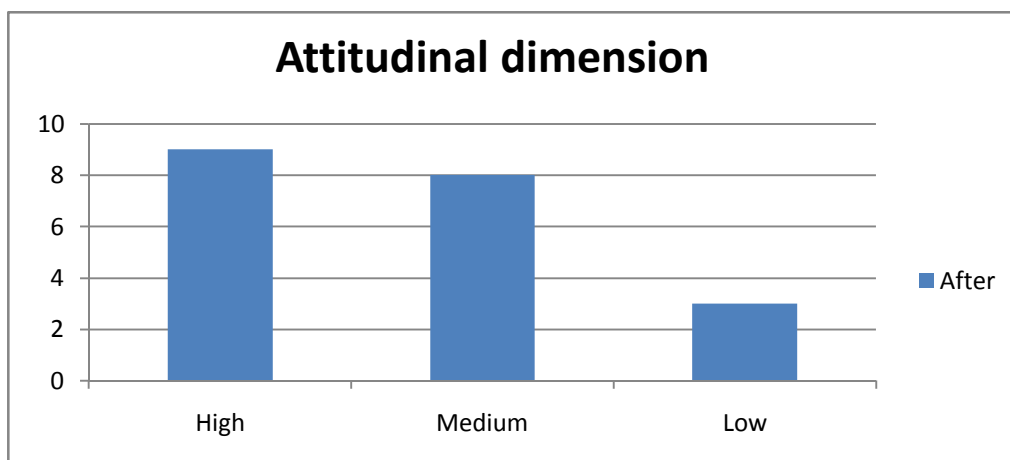
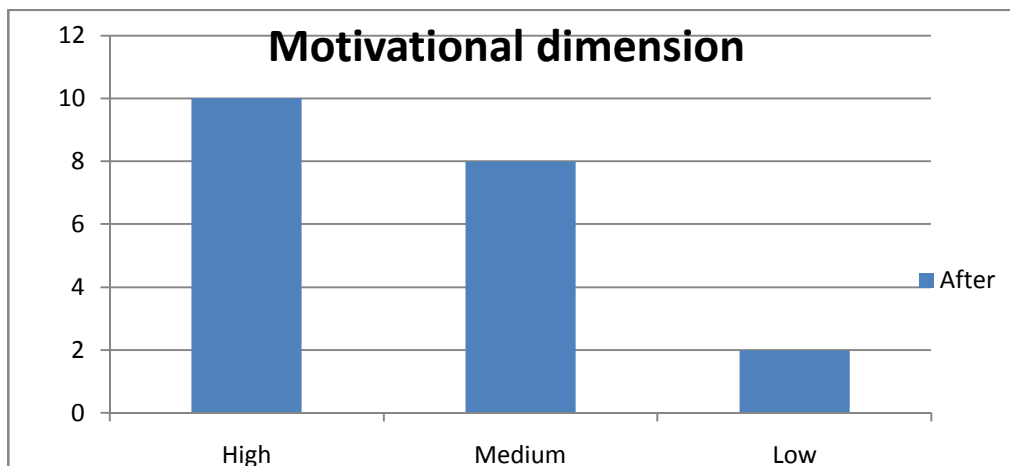
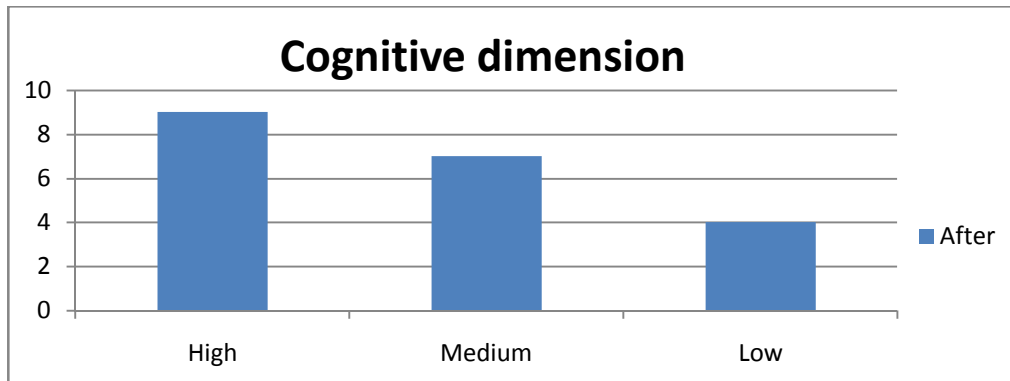
Annex 20

Chart 2: Results of the final observation

Dimension	Level	Students	%		
Cognitive	High	9	45%		
	Medium	7	35%		
	Low	4	20%		
Motivational	High	10	50%		
	Medium	8	40%		
	Low	2	10%		
Attitudinal	High	9	45%		
	Medium	8	40%		
	Low	3	15%		

Annex 21

Final results obtained of the dependent variable.



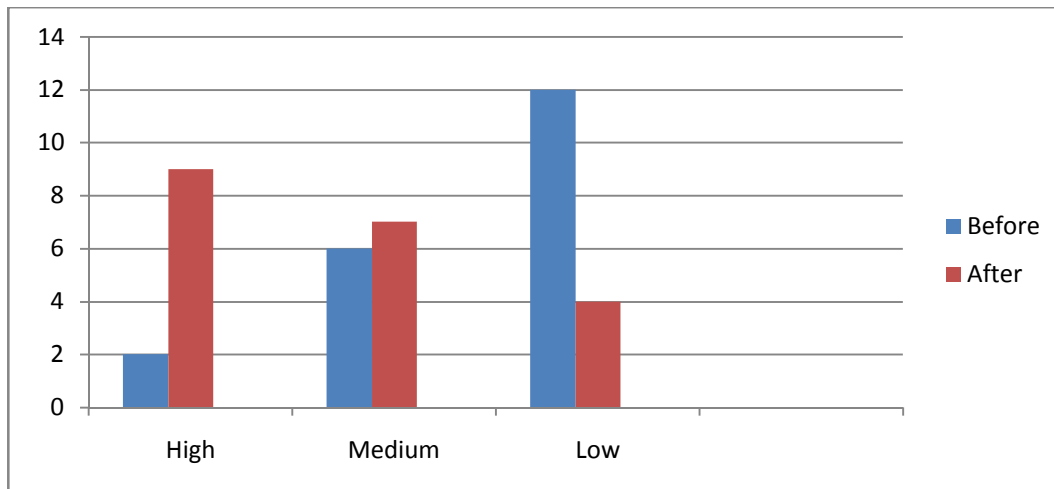
Annex 22

Chart 4: Results obtained before and after the implementation of the system of activities.

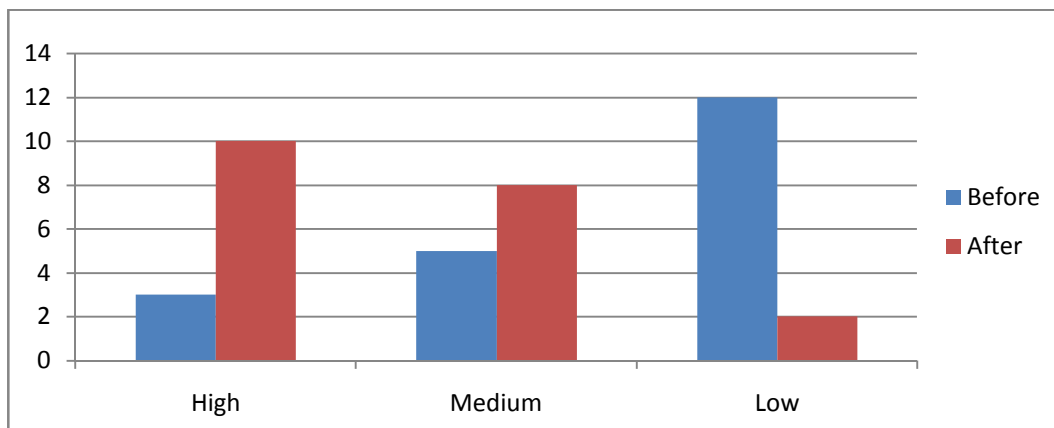
Dimensions	Before	%	After	%	
Cognitive	High	2/10%	High	9/45%	
	Medium	6/30%	Medium	7/35%	
	Low	12/60%	Low	4/20%	
Motivational	High	3/15%	High	10/50%	
	Medium	5/25%	Medium	8/40%	
	Low	12/60%	Low	2/10%	
Attitudinal	High	2/10%	High	9/45%	
	Medium	5/25%	Medium	8/40%	
	Low	13/65%	Low	3/15%	

Annex 23

Graphic 1: Cognitive dimension. Before and after



Graphic 2: Motivational dimension. Before and after



Graphic 3: Attitudinal dimension. Before and after

