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DIPLOMA WORK

TITLE:

**MOTIVATION IN THE ENGLISH LANGUAGE LEARNING IN EIGHTH
GRADE JUNIOR HIGH SCHOOL**

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**“Tell me and I forget
teach me and I remember
involve me and I learn”**

Benjamin Franklin (1950)

Résumé

Cette recherche qui est intitulée “La motivation vers l'apprentissage de la langue anglaise chez les étudiants de la 8^{ème} année” part d'un diagnostic réalisé aux étudiants de l'école secondaire de la municipalité La Sierpe, où on trouve la problématique reliée vers la motivation à l'école secondaire. Pour ça, on a appliqué de différents méthodes scientifiques comme : l'entrevue, l'épreuve pédagogique, et l'analyses de documents pour constater la magnitude du problème. Comme méthodes théoriques on a appliqué l'analyses théorique logique et la méthode analytique synthétique, pour expliquer du point de vue scientifique la recherche et le calcul du percent, pour pouvoir faire des conclusions et obtenir la validation des résultats. Ce projet de recherche approfondit dans différentes activités qui sont faciles d'accord aux caractéristiques psychologiques des étudiants du lycée à La Sierpe.

Summary

This research that has as title “Motivation in the English languages in eighth grade Junior High School” starts with a diagnostic applied to some eighth grade students from Nestor Leonelo Carbonell Junior High School at La Sierpe, where was found the problematic situation about the motivation toward the English language in Junior High School. In relation to the problematic situation, different empirical method as the interview, the pedagogical test, the observation guide, the survey and the documents analysis to note the magnitude of the problem were applied. As theoretical methods there are the historical-logical analysis and the analysis-synthesis, to explain the scientific point of view there is the mathematic and statistic methods with the descriptive analysis mainly the Perceptual calculation, to be able to arrive to the validation of the results. This research deepens on different activities that are easy taking into account the students’ psychological features from Nestor Leonelo Carbonell Junior High School at La Sierpe.

Introduction

Foreign language learning was one of the first elements to be taken into account when men began focusing on the opportunities this learning brought about. Ancient communities began trading abroad and learning the clients' language became a priority for them. The advantages this learning had over the ones who needed interpreters were clearly seen in the beginnings of the commerce development.

The territory expansion of the Romans imposed the learning of Latin, Rome was the empire, therefore they managed the goods of the colonized lands and Latin began being one of the first foreign languages to be learned. The method used was and it is named "the grammar translation method". This foreign language method gave birth to many methods and approaches in the teaching and learning foreign languages.

The grammar translation method based mainly on translating and vocabulary learning was not too effective. Memorization was needed to learn the language and the oral use was banned. Then other more advanced methods began emerging with the same purpose among them, the phonetic method which was based on learning to pronounce correctly, the reading method which was based on learning to comprehend written texts, and others that died out due to their ineffectiveness.

As men and society began evolving new methods with deeper scientific basis began being used among them the psychological method, the suggestopedy method, the audio-lingual, the direct method. These methods brought about new spectrums in foreign language teaching and learning and with the development of the technologies new approaches which were more axiomatic began emerging among them the communicative approach, the functional and notional approach, the lexical approach, the post communicative approach and others. The latter ones have proved to be more effective and learning is faster.

Though these approaches and methods proved to be effective, there are other factors that are needed to search about that are really entailed to their own development. Teaching and learning a foreign language is a difficult rather than an

easy task. Due to the scientificity of this field all over the world serious and respectful works on this field have been carried out.

Authors such as Bello, P. (1990), Celce-Murcia, M. (Ed.) (1991), Brown, H. D. (1994), Von Glaserfeld, E. (1995), Loveless, A., Devoogd, G. and Bohlin, R. (eds) (2001), Garibay, B. (2002), Trujillo, G. (2005), and Harmer, J. (2007, 2011), Casanova, C.A. (2011) Carvajal, Z. (2013) studied and understood the importance of teaching and learning a foreign language in early ages up to a certain level of motivation according the individual characteristics of every student to grow, develop and assure their knowledge.

The English lesson is an active process in which students face some difficulties: first, their experiences in the foreign language usage are usually very limited; second, they do not have the chance of interacting with native speakers, sometimes they have to listen to something in certain period of time to do any ordered activity. Finally, it is added that in many cases students are deprived of contextual elements, they cannot see the speakers, so they cannot appreciate gestures or facial expressions that would help the understanding or have to remember who the speaker or speakers are or the stage of the conversation or the place is taking place.

According to Carvajal (2013: vol.37:2), *“students in classroom in general do not receive the same exhibition or encouragement compared with those children with the same age who are outside school “being exposed” to the language. But, it does not mean that those who are inside a classroom cannot learn a language, if the appropriate conditions are given, as the motivation, the exhibition to the language and the possibilities of using the language”*.

Consequently, the elements according to the same author should be present in a class, to get more and better learning, are denominated ESA, according to their initials (Engage, Study, Activate).

Engage: this is the point of a teaching sequence where teachers try to wake up the students' interest, with the participation of their emotions. The activities and materials that frequently involve the students are games (depending on their age

and game type), music, discussion, stimulating images, their stories and amusing anecdotes.

Study: study activities are those in which it is asked to learners to be centered in the language (or in the given information) and how it is built. Students can study in a variety of different styles and study the evidence of the language to discover the grammar by themselves. Also, work in groups, study texts or reading vocabulary, where teachers can explain to them the grammar. But whatever be the style, the study will be any scene in which the construction of the language is the main focus.

Activate: this element describes exercises and activities that have been designed for students who use the language freely and "communicative" use it as much as they can. Students objective is not to be centered in the construction of the language and specific practice of the language (grammar patterns, vocabulary in particular or functions), but it can be used whenever should be appropriate for a situation or a certain topic.

On the other hand, besides the elements before signed, it is necessary to have some of the learning strategies that can be carried out in the class, for the development of the oral communication in a foreign language; according to Celce-Murcia (cited by Carvajal, Z. 2013: Education Journal vol.37:2) "*some of those learning strategies, are linguistic structure activities, execution activities, participative activities and observation activities*". Inside the linguistic structure activities can be mentioned the structured interview, where students ask to each other and answer using the English language, by this way they exchange real information and at the same time they repeat and reinforce specific structures. Execution activities refer to those in which students offer specific information to others, for example oral presentations. Participative activities are those where students participate in an oral activity in a natural scene, for example to record a spontaneous conversation with a native speaker. Lastly, observation activities are those activities in which a student observes or records a conversation between two English native.

The National System of Education of Cuba includes the foreign language teaching as a piece of the new generations' integral and harmonic formation. To review the

linguistic knowledge in the mother tongue and in a foreign language is one of the most important tasks of the today's Cuban school.

Nowadays, the motivational level is not taking the place it deserves. Teachers from Junior High school aim their attention to general skills and subskills of the language and not to the inner processes and elements these skills need to be reinforced to accomplish the aims in each and every academic year.

During the implementation of the research paper and mainly through the diagnose stage in a group of students of eighth grade from Nestor Leonelo Carbonell Junior High School. Some relevant and specific results were obtained, these outcomes show the strong and weak points found. Inside the **potentialities** can be mentioned that students attend classes, they are disciplined, they do the classroom activities with the teacher's supervision, some of them show interests to know words, phrases or songs about their personal interest, they participate in classes, they like to interact with technology and they possess acceptable levels in the language.

Among the **limitations**: students are not motivated to study the English language, they do not see it as a basic element for their future profession, they do not recognize the importance of learning the language for their professional scientific life, they do not give an utility focused in the learning to the technological means they possess.

Keeping in mind the importance of these limitations, the recently mentioned information and the great importance the educational system of Cuba gives to the teaching-learning of the English language, the following scientific problem is stated:

Scientific problem: How to contribute to foster the motivational level toward the English Language Learning in eighth grade students from Nestor Leonelo Carbonell Junior High School?

Objective: to apply teaching activities in the English language learning in eighth grade students from Nestor Leonelo Carbonell secondary school.

For a better organization of the work the following scientific questions and tasks are set:

Scientific questions:

1. What are the methodological, psychological and pedagogical backgrounds that support the motivation toward the English Language Learning in the Junior High School?
2. What is the current state of the motivation toward the English Language Learning in eighth grade students from Nestor Leonelo Carbonell Junior High School?
3. What characteristics should the teaching activities have to foster the motivation toward the English Language Learning from Nestor Leonelo Carbonell Junior High School?
4. How to evaluate the teaching activities applied?

Scientific tasks:

1. Determination of the methodological, psychological and pedagogical backgrounds that support the motivation toward the English Language Learning in the Junior High School.
2. Diagnosis of the current state of the motivation toward the English Language Learning of eighth grade students from Nestor Leonelo Carbonell Junior High School.
3. Application of the teaching activities to foster the motivation toward the English Language Learning from Nestor Leonelo Carbonell Junior High School.
4. Evaluation of the proposal.

To implement this work different research methods and **tools of the educational research** are used.

Among the **theoretical methods**:

1. **Historical and Logical analysis:** the study of the historical evolution and procedures of the motivation toward the English Language Learning in Junior High School is done.
2. **Analysis- synthesis:** to analyze the instruments employed and summarize the elements which were useful in the elaboration of the teaching activities elaborated.

Within **empirical methods** are used:

1. **Observation guide:** to determine the importance given to motivation in the English language teaching learning process.
2. **Pedagogical test:** to diagnose the problem, related to the motivation in the English language learning in Junior High School.
3. **Survey:** to state how useful motivation is in the English teaching learning process.
4. **Interview:** conducted with the objective of diagnosing the initial state of the sample in relation to know about what kind of activities students like.
5. **Document Analysis:** to consult different documents to know their potentialities toward the teaching-learning process related with motivation using ICTs in the English subject (Group' characteristic, English subject' syllabus and others)

Among the **mathematic and statistic methods**

1. **The descriptive analysis mainly the Perceptual calculation:** to present and analyze the obtained data in the application of the instruments and draw conclusive analysis, also to compare the initial and final outcomes of the work and perfect the teaching activities according to the results obtained.

The **population** is a total of 58 students in 8th grade at Nestor Leonelo Carbonell Junior High School. The **sample** is composed of 31 students from group number one in 8th grade, 12 females and 19 males. There are 16 slow learners, 10 average

learners and 5 fast learners. This **sample** is intentionally selected and it is important to remark that 28 students (90.32%) have Android cell phones, 2 (6.45%) have tablets and 3 (9.67%) have laptops for the purpose of the work.

This research paper has as **scientific newness** the teaching activities that contribute to the fostering of the motivation, mainly in 8th grade students at Nestor Leonelo Carbonell Junior High School. The teaching activities are characterized by being dynamic, motivational, systematic, systemic, accessible, attainable and adaptable. Also, by means of these teaching activities students foster their motivation toward the English language learning. These teaching activities are to be developed by using technological means students possess (mentioned previously) also using **applications software** such as **dictionaries, zapyá, illustrated English grammar books, games, songs, pictures and videos.**

1. Methodological, psychological and pedagogical backgrounds that support the motivation in the English language learning.

In this chapter an analysis is done in relation to the English language learning and the motivation in the foreign language teaching from different stand points deepening into the most important theories that support this research.

Nowadays results indispensable to learn the English language. Every day it is used more in almost all the areas of the human knowledge and development. Practically it can be affirmed that it is the current world language. It is, in the era of the globalization, the great international language that has rebounded in all the non-Anglo-Saxon countries, included Spain, and affects more or less directly to the diverse fields and professions. Their possession cannot be used as a luxury, but rather as an evident necessity.

It is the tool that allows the communication between people from different countries in the global world where we live in. It is unquestionable that English has become the global language of communication per excellence, one of the more used in the world. English is official language or has a special status in about 75 territories in the whole world.

Recent estimates suggest that about 402 million people speak English as their first language, as well as it is used nowadays for more than 1.200 millions of non native speakers. And this number will continue growing at least up to 2018, year in which, on the other hand, about 1.400 million people in the world could be learning the language, as it is concluded in the recent report of the British Council.

Any way, in one decade the language will be spoken by 3000 million people, and that means the half of the humanity. The consequences of the linguistic tide advance are incommensurable. Around a few generations and for the first time in the history of the "homo sapiens", most of our species will be able to communicate in a single language. It is the biggest blow to the civilization, at world level, during the last century.

In almost the whole world the majority speaks at least a little of English, in almost anywhere, the one who knows it, would survive. This expansion supposes a true earthquake in the human being's history, one of the most important facts that have happened to the humanity since the birth of the language. Any language before had reached the universality, neither had arrived so far, neither so quick. It is the first time in History that is possible to point out a language as the predominant one. In the 2001, a consultation was made to 189 countries members of the United Nations about the language wanted for a better communication among embassies. More than 120 chose English (among them, Vietnam, countries that formerly formed the Soviet Union and most of those belonging to the Arab world), 40 selected French, and 20 decanted for the Spanish. That status has been conferred to this language thanks to the political, economic and military dominion, mainly during the last two centuries, by the United States.

In the economic field, the industry, the business, the international trade, the whole productive universe is written, spoken and read in English. The main air lines, for example, they have adopted it as official language. If someone knows the language, it will be opened practically all world doors and the improvement of opportunities, from an employment, with half wage until the highest levels executives. A clear example is found in the offers of work of the main newspapers. There are already many people who have been worth day by day of it, not only to communicate with directive, also in positions of smaller responsibility their knowledge can become an essential competition (the machines, the used techniques, the books are mainly in that language).

1.1. Motivation's Theories.

All the above-mentioned is right and illustrative but there is an important element that English learners need to really interact with this or any other language and has been underestimated by many professionals, without this element is useless to take time teaching or learning a language.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second foreign language learning. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In his seminal work, Gardner (1996:37) emphasizes that, *“Although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect”*.

Second foreign language motivation has been the target of a great deal of research during the past decades. Until the 1990s this research had been largely dominated by a social psychological approach inspired by the influential work of Robert Gardner, Wallace Lambert, Richard Clement and their Canadian associates (notably Peter MacIntyre and Kim Noels). The 1990s brought a marked shift in thought on a second foreign language motivation as a number of researchers in various parts of the world attempted to reopen the research agenda in order to shed new light on the subject. This renewed interest has led to a flourish of both empirical research and theorizing on motivation; while this is a welcome phenomenon, the broadening of the theoretical scope has also led to the adoption of a range of new scientific terms and concepts (often taken over from mainstream motivational psychology) without sufficient discussion of their interrelationship.

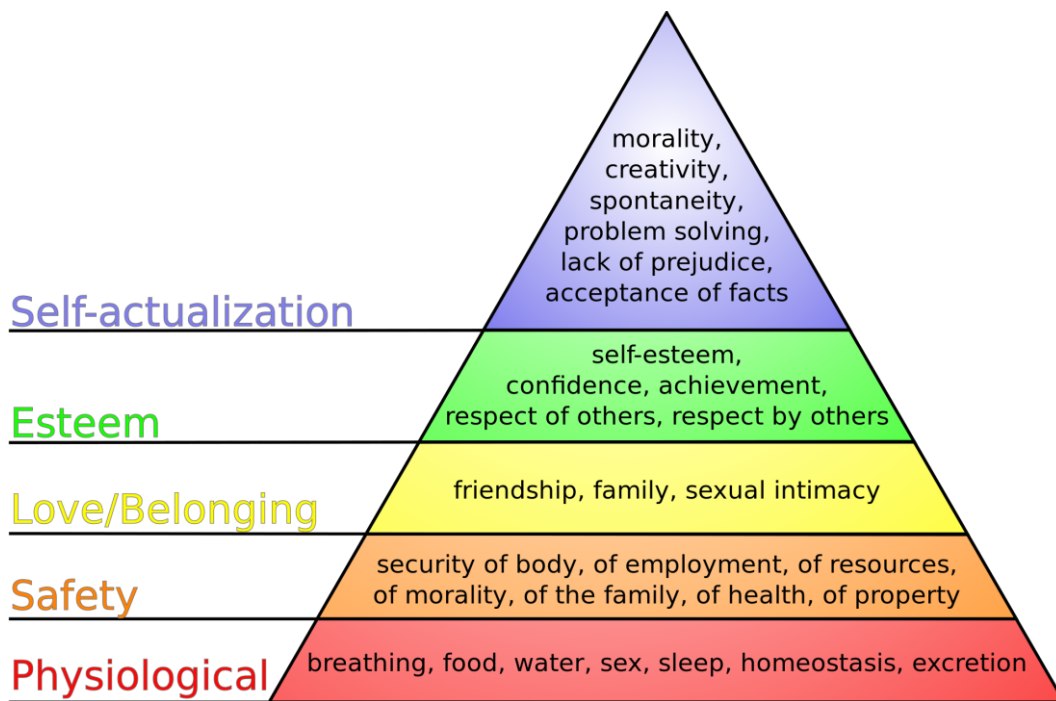
Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept. Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher. This diversity is, of course, no accident; as Dörnyei (1996:100) points out, *“motivation theories in general seek to explain no less than the fundamental question of why humans behave as they do, and therefore it would be naive to assume any simple and*

straightforward answer; indeed, every different psychological perspective on human behavior is associated with a different theory of motivation and, thus, in general psychology it is not the lack but rather the abundance of motivation theories which confuses the scene”.

Maslow's hierarchy of the needs:

Some behaviors are completely learned; in fact, society goes molding partly the personality. We are born with an instinctive biological body but, culture goes molding our behavior and creating our needs. Moral norms, laws, customs, ideologies and religion, also influence on human behavior and those influences are expressed in different ways. In any of such cases, those external social influences combine with the person's internal capacities and contribute to individual's personality integrity although, in some cases and under special conditions, can also cause the individual's personality disintegration.

The American humanist psychologist Maslow, designed a motivational hierarchy in five levels that, according to him, explained the human behavior determination.



Source: <https://en.wikipedia.org>

This motivational hierarchy is a psychological theory created by Maslow in his work in 1943 "A theory about human motivation", later on enlarged. Maslow, formulated

a hierarchy of human needs and his theory defends, as it is satisfied the basic needs, human beings develop higher needs and desires.

The hierarchy of needs is described like a pyramid which consists of 5 levels. The first four levels are related as deficit needs; the highest level is denominated as being's necessity. "The difference consist on while the deficit needs can be satisfied, being's needs are a continuous ruling force". The basic idea of this hierarchy consists on with the highest needs who only occupy our attention once inferior needs have been satisfied in the pyramid. The growth' forces give place to a movement up in the hierarchy, while the regressive forces push the superior needs down in the hierarchy.

Each pyramid' level has a very defined content:

- Physiological needs: they are the most important, they have to do with the needs of staying alive, to breathe, to eat, to drink, to sleep, to carry out sex, etc.
- Safety's needs: linked with the needs of feeling sure, without danger, order, security, to conserve what they have.
- Social Belonging's needs: needs of human relationships with harmony, to be integral in a group, to receive love and affection from family, friends, people of the opposite sex.
- Esteem's needs: necessity to feel worthy, respected, with prestige, influence, also included those of self-esteem.
- Self-actualization's needs: they are also denominated needs of growth, include the realization, to take advantage of the whole own potential, spontaneity and creativity. It is related with Esteem's needs. In this work is mentioned the autonomy, the independence, the auto-control.

Diverse characteristics can be pointed out in this theory:

- Physiological needs are born with the person; the rest of needs arise with the course of the time.
- Only the non satisfied needs influence on people behavior, those satisfied necessity does not generate behavior.

- When the person is able to control its basic needs then appear superior order gradually needs, not all the individuals feel auto-realization needs due to the individual conquest.
- The highest needs do not arise according to the lowest go being satisfied. They can be concomitant but the basic ones will prevail over the superiors.
- The basic needs require a relatively short motivational cycle for their satisfaction in comparison to the superior needs that require a longer cycle.
- The basic needs are satisfied at one relatively shorter time than the superiors.
- Membership and respect needs satisfied through being part of a group, with affection and friendship.
- Recognition, stimulus and duties feedback will satisfy the respect needs.
- People will be motivated by the most important necessity for them.
- Each necessity should be satisfied, at least, before wishing a superior one.

Maslow defined in his pyramid the basic individual' needs in a hierarchical way, placing the most elementary or simple needs in the pyramid base and the most outstanding or fundamental in the pyramid top, as the needs go being satisfied or achieved others from superior or better level arise. In the last phase it is found the auto-realization that is not more than a level of full happiness or harmony.

Maslow also discovered two additional needs, for people with the satisfied previous five (which are present in a very few people according to him), called cognitive:

- Necessity to know and to understand: related with the desires to know and to understand the world that surrounds him and the nature.
- Necessity of aesthetic satisfaction: referred to the needs of beauty, symmetry and art in a word general sense.

Motivation has two big sources. It can emanate from the individual's internal needs or it can arise starting from the pressures and the external incentives. As a result there is the existence of two motivation classes: the extrinsic one and the intrinsic one.

Extrinsic motivation: originated by the expectations of obtaining external sanctions from the own behavior. Expect the attainment of a reward or avoid a punishment or any rejected consequence. In other words, the behavior becomes instrumental: becomes a means to catch up an end. It can be, for example, obtaining an economic, social or psychological reward (a bonus, the approval from their partners or recognition from their parents or tutor). Also avoid unpleasant consequences (the rejection from their partners or trust loss from the tutor or teacher).

Intrinsic motivation: originated by the derived bonus from the own behavior execution. The behavior is expressive: it is simultaneously half and end. The realization, for example, of a defiant task in which someone has the necessary aptitudes, does the activity be satisfactory.

Reeve (1994:192) summarizes the difference: "*With the intrinsically motivated behavior the motivation emanates from the internal needs and the spontaneous satisfaction the activity provides; with the extrinsically motivated behavior the motivation arises from incentives and consequences that become contingent to the observed behavior.*"

1.2. Motivation in English Language Teaching.

Motivation has been called the neglected heart of language teaching. Furthermore, motivation to learn a second language presents a particularly complex and unique situation even within motivational psychology, due to the multifaceted nature and roles of language itself. Language is at the same time: (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organization embedded in the culture of the community where it is used. Therefore, the motivational basis of language attainment is not directly comparable to the mastery of other subject matters, in that knowing a second language also involves the development of some sort of second language

identity and the incorporation of elements from the second language culture. Dörnyei (1998:118)

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (cited by Dörnyei, 1998:118) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: V) conclude, *“Explanations of behaviour have moved away from stimuli and reinforcement contingencies and instead emphasise learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations”*. Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is viewed, in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various mental processes that lead to the initiation and maintenance of action; as they define it, *“Motivation is the process whereby goal-directed activity is instigated and sustained”* (1996:4).

The original impetus in second language motivation research came from social psychology. This is understandable since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question. The starting point in Gardner's theory (1985:6) is, therefore, that *“students' attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language”*. This means that, unlike several other school subjects, a foreign language is not a socially neutral field. In Williams's words (1994:77):

“...There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules,

or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner..."

Teachers must not forget that most nations in the world are multicultural and world people majority speak at least one second language, which underscores the importance of the social dimension of second language motivation.

Gardner (1985:10) defines second language motivation as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity'; more specifically, motivation is conceptualized to subsume three components, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. Thus, according to Gardner's theory, 'motivation' refers to a kind of central mental 'engine' or 'energy-centre' that subsumes effort, want/will (cognition), and task-enjoyment (affect). Gardner argues that these three components belong together because the truly motivated individual displays all three; as he contends. This can lead to a mixture which is necessary to adequately capture what is meant by motivation' (Gardner, 1995:100), and 'it is the total configuration that will eventuate in second language achievement' (Gardner, 1985:169).

Clement et al. (1994:419) examined Hungarian English Foreign Language learners who studied English in a school context without any substantial contact with members of the second language community. The analysis of the data pointed to the existence of a tripartite motivation construct amongst these learners, consisting of integrativeness, linguistic self-confidence, and the appraisal of the classroom environment.

Dörnyei (1994:280) who attempted to synthesize various lines of research by offering an extensive list of motivational components categorized into three main dimensions, the Language Level, the Learner Level, and the Learning Situation Level.

- Language Level: Integrative and instrumental motivational subsystem.

- Learner Level: Need for achievement, Self-confidence (language use anxiety, perceived second language competence, casual attributions and self-efficacy)
- Learning Situation Level:
 - Course-Specific: interest, relevance, expectancy, satisfaction
 - Teacher-Specific: affiliative motive, authority type, direct socialization of motivation (modeling, task presentation, feedback)
 - Group-Specific: goal-orientedness, norm and reward system, group cohesion, classroom goal structure.

The most elaborate part of the framework is the learning situation level, which is associated with situation-specific motives rooted in various aspects of language learning in a classroom setting. Course-specific motivational components are related to the syllabus, the teaching materials, the teaching method and the learning tasks, and can be well described within the framework of four motivational conditions proposed by Keller (1983:403) and subsequently by Crookes and Schmidt (1991:487) *intrinsic interest; the relevance of the instruction to the learner's personal needs, values, or goals; expectancy of success; and satisfaction in the outcome of an activity and the associated intrinsic and extrinsic rewards.* Teacher-specific motivational components concern the teacher's behavior, personality and teaching style, and include the affiliative motive to please the teacher, authority type (authoritarian or democratic teaching style), and direct socialization of student motivation (modeling, task presentation, and feedback). Finally, group-specific motivational components are related to the group dynamics of the learner group and include goal-orientedness, the norm and reward system and classroom goal structure (competitive, cooperative or individualistic).

Another comprehensive attempt of the motivational components that are relevant to a second language instruction was made by Williams and Burden (cited by Dörnyei, 1998:126) as part of a larger overview of psychology for language teachers. The authors are among the few second language motivation researchers who provide an elaborate definition of motivation (Williams & Burden, 1997:120)

“Motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals).”

After reviewing a wide range of relevant motivational theories, Williams and Burden draw highly detailed the motivational factors in the second language learning.

Internal Factors:

- Intrinsic interest of activity:
 - arousal of curiosity
 - optimal degree of challenge
- Perceived value of activity:
 - personal relevance
 - anticipated value of outcomes
 - intrinsic value attributed to the activity
- Sense of agency:
 - locus of causality
 - locus of control R E process and outcomes
 - ability to set appropriate goals
- Mastery:
 - feeling of competence
 - awareness of developing skills and mastery in a chosen area
 - self-efficacy
- Self-concept:
 - realistic awareness of personal
 - strengths and weaknesses in skills required
 - personal definitions and judgments of success and failure
 - self-worth concern learned helplessness.
- Attitudes language learning in general:
 - to the target language
 - to the target language community and culture
- Others affective stage:
 - confidence

- anxiety, fear
- Developmental age and stage
- Gender

External Factors:

- Significant others:
 - parents
 - teachers
 - peers
- The nature of interaction with significant others:
 - mediated learning experiences
 - the nature and amount of feedback
 - rewards
 - the nature and the amount of appropriate praise
 - punishments, sanctions
- The learning environment:
 - comfort
 - resources
 - time of day, week, year
 - size of class and school
 - class and school ethos
- The broader context:
 - wider family networks
 - the local education system
 - conflicting interests
 - cultural norms
 - societal expectations and attitudes

This is similar to Dörnyei 's list in which does not offers any directional relationships between the listed items, but some aspects of it (e.g. external, contextual factors) represent the most detailed treatment of the particular issue in the second language literature. It is also clear when looking that the authors used primarily

mainstream rather than second language motivational theories as their sources, which places their work very much in line with the 'paradigm-seeking spirit' of the reform movements in the 1990s.

With motivation being as important factor in learning success, teacher skills in motivating learners should be seen as central to teaching effectiveness. Although the educational-oriented motivation articles in the 1990s typically contained summaries of relevant classroom-specific motives, these did not offer a sufficiently serviceable guide to practitioners: they helped second language teachers understand what was going on motivation wise in their classrooms, but the lists of motives themselves were not readily applicable. What teachers usually want to know is how they can intervene, that is, what they can actually do to motivate their learners. Although the above may sound self-evident, until the mid-1990s there were absolutely no attempts in the second language literature to design motivational strategies for classroom application. Recently, a number of publications have analyzed and described motivational techniques, yet the amount of research devoted to motivating learners has been rather meager relative to the total amount of research on second language motivation. The same tendency can be noted if teachers look at general motivational psychology: far more research has been conducted on identifying various motives and validating motivational theories than on developing techniques to increase motivation. As Good and Brophy (1994:212) summarize, *"motivation (in the classroom) did not receive much scholarly attention until recently, so that teachers were forced to rely on unsystematic 'bag-of-tricks' approaches or on advice coming from questionable theorizing"*. There has, however, been some valuable exceptions to this generalization; examples include Brophy's (1987) synthesis of research on motivational strategies, Raffini (1993, 1996), Good and Brophy (1994), Burden (1995), McCombs (1994), a highly accessible summary of how to motivate hard-to-reach students by McCombs and Pope (1994), Jones and Jones (1995), the comprehensive overview of motivation in education by Pintrich and Schunk (1996) already mentioned, sponsored by the American Psychological Association. Reflecting on the potential usefulness of motivational strategies, Gardner and

Tremblay (1994:360) emphasize that *“intuitive appeal without empirical evidence is not enough to justify strong claims in favor of the use of such strategies from a scientific point of view”*. They therefore recommend that such strategies be considered hypotheses that could be tested, and they also highlight possible pitfalls to avoid in such research. Until very recently, teachers had been aware of only one study (and even that is unpublished), by Reilly (1994:22), that attempted to verify the usefulness of second language motivational strategies by means of an experimental research design. Reilly's results indicated that intrinsic goal orientation did indeed increase in the experimental group that received motivational treatment.

1.3 Definition of Motivation.

In this paper, the researchers discuss the definition of the concept and the importance of motivation, review the specific approaches for generating motivation, explain the distinction between integrative and instrumental motivation, elaborate the distinction between intrinsic and extrinsic motivation, mention the factors influencing motivation and finally state the adoption of motivational teaching practice.

As teachers, often forget that all learning activities are filtered through the students' motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class. When teachers learn to incorporate direct approaches to generating student motivation in teaching, teachers will become happier and more successful teachers.

The success of any action usually depends on the extent in which individuals strive to attain their purpose, only with their desire to do something. In general people have come to refer to this psychological factor, the impulse that generates the action, as motivation. As the term itself indicates, it is a motive force, something that prompts, incites or stimulates action.

This idea is reflected in the definition given by M. Williams and R. Burden (1997:44) who see motivation *“as a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”*. Thus intellect and affect combine with volition and perseverance to result in what is known as motivated behavior.

The same idea is conveyed in different words by Gardner (cited by Modern Education and Computer Science, 2012:9-10) who seems to explain the term with the precision of mathematical demonstration: *“motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished”* (...) *“To be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner’s reasons for another language could vary from achieving a sense of success, fulfill other’s expectations or being able to buy a new car through getting a better job due to command of the target language”*.

Teachers around the world find that some learners learn more and/or faster than others. Some learners do might want to learn the target language, though, not all. Regardless of the many positive reasons that can be given for learning another language, individuals may perceive things in a different way. There are teachers trying to find ways of making their learners want to learn the target language; thinking of ways to motivate them.

Motivated learners are every teacher’s dream, they 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, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, educators all know that the motivation behind the learners’ learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. As teachers can generally see who is motivated and who is not,

and often they may wonder how or even if they can harness the motivation of some and spread it out to others.

Dörnyei (1998:40) states that *“motivation energizes human being and provides direction”*. Crookes and Schmidt (1991:41) identify motivation as *“the learner’s orientation with regard to the goal of learning a second language”*.

According to MacIntyre, MacMaster and Baker (2001:487), motivation is defined as *“an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task”*. This goal-directed behavior shows itself through distinct actions of the motivated individual.

Dörnyei (2001:21) described this explicitly when he wrote the following: *“Tapping into motivation is crucial for language teachers because teachers know that motivation is one of the key factors driving language learning success (...) The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force”*.

In Dörnyei (1998:57) taxonomy, motivation is comprised of three levels: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching method and learning tasks. In intrinsic motives, teacher concerns the motivational impact of the teacher’s personality, behavior and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task.

The issue of motivation, particularly in English Foreign Language settings, is so important that other considerations about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners. *“All of the conditions that are known contribute to successful second language learning are lacking in most English Foreign Language contexts: there just is not enough English input in the environment, there probably are not enough opportunities for interaction with English speakers, there usually are not enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language”.* Rost (cited by Modern Education and Computer Science, 2012: 10).

There are three levels of motivation in language learning that are operational or accessible to direct influence by the teacher. To the extent that a teacher can tap into any or all of these levels, he or she is more likely to become a motivating teacher.

The first level or the central core of motivation is what might be called finding your passion. All successful learning is somehow connected to a learner’s passion. Passion means a person’s central goals in life, the things the learner cares about most, the things that move him or her emotionally. It does not mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life, Rost (cited by Modern Education and Computer Science, 2012:10).

The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing hot elements in the classroom, music, movies, fads, current topics, personalities, games, and so on, in order to trigger learners’ real interests. The teacher can use these triggers to build a class culture. If teachers introduce or allow the learners themselves to bring in, samples of current songs, clippings of famous people, or photos or video clips, they invite greater engagement in the classroom. Another way of helping learners find their passion is

by organizing class activities around the theme of self-expression. There are a number of approaches as personalized tasks, idea journals, speaking circles, interactive questionnaires. When learners realize that the content of the class is their personal lives, and the teacher responds to them as people, not just as language learners, teachers invite a deeper level of commitment and motivation. A third way of generating passion is through the psychological principle of immediacy, using themselves as a model of enthusiasm and motivation for learning.

In every language learning setting, but particularly in English Foreign Language settings, learners cannot make sufficient progress in the second language because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input or meaningful interaction or opportunities for serious output. A typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress. Even if this estimate is not true for all learners, it is clear to most English Foreign Language teachers that learners need more language instruction than teachers can provide in their classrooms. Learners need more quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning.

“Motivation is a major part of teachers’ job to help learners find opportunities for engaging learning tasks outside the classroom. Helping learners find quality homework is essential to maintain quality learning in the classroom. The ideas are endless: direct learners to quality language learning websites, make available quality audio, video, and multimedia learning sources, develop a small library of accessible readers and supplementary materials and self-access quizzes, worksheets and games. Spending classroom time to help learners select, share, and evaluate their out-of-class work with English is just as important as covering a lesson in the textbook. Helping learners, change their reality means moving them toward seeing language learning in a different way. It means helping them take simple, self-directed steps to make choices about learning. The first step is the

most important, because it's the one that can ignite this level of motivation", Rost (cited by Modern Education and Computer Science, 2012:11)

Connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities they prepare, yet they often fail to take concrete steps that will lead to better connection. Here are a few connecting principles that can be used in teaching materials, such as:

- Use personalized warm ups to lead into an activity. This creates relevance, an essential condition for memory to work effectively. Aim to get all learners involved in the warm up.
- Make each learning activity as vivid and tangible as possible. Use provocative topics. Include visual aids (pictures, charts) and tangible references (games, boards, index cards) to engage students' attention. Provide variety in learning activities so that learners can try out different learning styles (interpersonal, kinesthetic, musical, etc.). Make sure that each learner is involved, and everyone has an intention in every activity. Assign roles in pair and group activities.
- Include inductive learning in lesson. Be sure that learners have an opportunity to discover things on their own: grammar points, pragmatic patterns, new vocabulary. Give learners a chance to reflect. It is always easier to teach deductively through direct presentations, but discovery learning is more meaningful and more permanent.
- Provide feedback on all levels of language progress. Progress in language involves more than just gradual mastery of grammar and vocabulary. Give feedback on elements of performance that affect learners' motivation: their success in an activity and their level of engagement.

The construct of intrinsic and extrinsic motivation theory is defined by Dörnyei (1998:76). *"Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental end, such as, earning a reward or avoiding a punishment"*. This internal-external

distinction is one that has played a significant part in many current theories of motivation.

According to Brown (cited by Modern Education and Computer Science, 2012:12), who distinguishes five separate dimensions that are considered to comprise motivation, each of which is defined by an intrinsic and extrinsic pole, these concepts have been used to explain differences in motivation between different learners. However, it is hard to consider motivation as something that is either simply internal or external to the learner. For example, learners who study hard to learn a second language may be intrinsically or extrinsically motivated or many have a mixture of both intrinsic and extrinsic reasons prompting them.

Just as motivation is certainly important for any learning operation, so it is important to attempt to find out some acceptable answer to the question of relative contributions (both materials writers and trainers of teachers) need to know what aspects of motivations are amenable to manipulation and when and where and how.

Naturally the sociological factors affecting language learning situations which Schumann (1976:138) refers to as *“creating social distance play an important role here. The language teacher, who finds himself caught between possibly hostile cultures, has immense problems in coping with these intangible pressures. In what follows, attention is directed more to the motives that appear to play an immediate role in the learning process, than to the socio-cultural background, although the distinction is difficult to draw precisely”*.

There are, however, some dangers inherent in the blanket term “motivation”. For example, some inexperienced teachers may confuse the generating of enthusiasm, undoubtedly an important motivational element, with the whole task of motivating the students to undertake and persevere with work. There is also the danger, in assessing motivation on the basis of questionnaires and interviews, of expecting actual behavior to be entirely predictable from expressed attitudes. These are perhaps marginal and uncommon dangers; more serious is the tendency to use the term “motivation” as a general cover term –a dustbin– to include a number of possibly distinct concepts, each of which may have different origins and different

effects and require different classroom treatment. There is thus an obvious pedagogic problem. There is also a problem of extrapolation, because the findings in the psychology of motivation will often be difficult to extrapolate justifiably to the pedagogic situation, unless the resemblance of the experimental situation to the teaching one is very close.

For example, one should distinguish at least between:

- a) energy
- b) willingness to learn
- c) perseverance
- d) interest
- e) enjoyment of lessons
- f) incentives
- g) benefits of knowing the language.

Many more detailed, distinctions could be drawn. The origin of any of these variables for any particular learner may well be different from that of other learners. The classroom treatment they can be given also differs. Willingness to learn may be related to parental encouragement or to happy learning experiences in other subject, or to some temperamental trait. Interest may be original to the student, or it may have come via a parent, another relative, another student, a visit, or a television show. Interest is often regarded as being a major element in the teacher's store of motivational tactics: if the pupil's interest is aroused perseverance, and so on, may be increased. Rewards, incentives, variety of classroom activity are further tactics available to the teacher, but their effects on success will depend on their quality, and on the pupils' own scale of values, which in turn may have been partly formed by the effectiveness of the other motivational tactics.

So far, research has concentrated on general physiological views of motivated behavior in educational contexts, but very little of this work has been directly concerned with language classes. There are, however, special problems in language learning. Achievement in language learning is many-sided: some students wish to become linguistics, translators, interpreters and so forth;

others to get prestigious jobs; others to survive on others courses taught in the new language (perhaps in competition with native speakers); others, in some parts of the world, to identify with the other language community. Moreover, the relationship between interest in a language and its speakers and achievement in is complex, and here the instructor has an important role to play as a manager of cultural contact. But, as in most other fields, the incentive value success is the most important variable. In this connection the instructor, his handling of the materials and his treatment of individual students' success or failure play an all-important role in engineering continuing success: and they have already seen how complex the effects of success on different individuals can be. But success is not simply a matter of being told "that's right". Success automatically brings certain benefits, or rewards, in terms of the material learned.

2. Analysis of the results obtained during the initial diagnosis stage.

In this chapter an analysis is done in relation to the initial diagnosis stage of the sample and their motivational level toward the foreign language learning, specifically English.

With the employment of an **observation guide (Annex 1)**, a **pedagogical test (Annex 2)** and an **interview (Annex 3)**, students' initial stage was corroborated related to the motivational level students had in the English subject. It was also made an analysis of their strengths, potentialities and weaknesses toward the language and the use of the ICT.

In the **pedagogical test** to state the motivational level toward the English subject, the result of the first item related to the need of the ICTs' use to interact with the English language was that thirteen students (41.93%) have the need to interact with the ICTs, eighteen students (58.06%) do not have the need.

In the second item related to if they have aptitudes for English language' use the result was that nine students (29.03%) matched yes and twenty-two students (70.96%) matched no.

In the third item related to their participation in English lessons the result was that fourteen students (45.16%) do not have any participation, six students (19.35%) have low participation, six students (19.35%) have reasonable participation and five students (16.12%) have high participation.

In the fourth item related to if they have the need to know the English language three students (9.67%) matched yes and twenty-eight students (90.32%) matched no.

In the fifth item related to if they have the need to understand the English language three students (9.67%) matched yes and twenty-eight students (90.32%) matched no.

In the sixth item related to if they expect to learn the English language twelve students (38.7%) matched yes and nineteen students (61.29%) matched no.

In the seventh item related to if they realize all the homework voluntarily the result was that five students (16.12%) realize always all the homework and twenty-six students (83.87%) do not realize the homework.

In the eighth item related to if they do self-study before go to English lessons the result was that four students (12.9%) do self-study and twenty-seven students (87.09%) do not do self-study.

In the ninth item related to if they have another way to learn English language out of the classroom the result was that two students (6.45%) matched yes and twenty-nine students (93.54%) matched no.

In the tenth item entailed to making efforts to learn the English language the result was that five students (16.12%) matched yes and twenty-six students (83.87%) matched no.

In the item number eleven related to if they are satisfied about the English lessons the result was that twenty-three students (74.19%) matched yes and eight students (25.8%) matched no.

In the item number twelve related to if they show themselves cooperative with the teacher and their classmates the result was that seven students (22.58%) matched yes and twenty-four students (77.41%) matched no.

In the item number thirteen related to if they are curious in English lessons the result was that eight students (25.8%) matched yes and twenty-three students (74.19%) matched no.

In the item number fourteen related to if they want to improve their English' knowledge the result was that seven students (22.58%) matched yes and twenty-four students (77.41%) matched no.

In the item number fifteen related to if they know the need to learn the English language the result was that six students (19.35%) matched yes and twenty-five students (80.64%) matched no.

In the **interview** to determine the motivational level toward the English subject using ICTs the result of the first item related to if they feel motivated to learn English was that ten students (32.25%) said yes and twenty-one students (67.74%) said no.

In the second item entailed to if they consider English as an important subject the result was that six students (19.35%) said yes and twenty-five students (80.64%) said no.

In the third item entailed to if they like English songs the result was that thirteen students (41.93%) said yes and eighteen students (58.06%) said no.

In the fourth item asking about if they like games in the English lessons regarding the subject units the result was that twenty-eight students (90.32%) said yes and three students (9.67%) said no.

In the fifth item entailed to if they have technological devices as cell phones, tablets or computers the result was that twenty-eight students (90.32%) have cell phones, two students (6.45%) have tablets and three students (9.67%) have laptops.

In the sixth item asking about if they use some of those previously mentioned devices to study and the result was that nineteen students (61.29%) said yes and twelve students (38.7%) said no.

In the seventh item entailed to if they have some kind of programs to learn English the result was that two students (6.45%) said yes and twenty-nine students (93.54%) said no.

In the eighth item entailed to if they have applications or games which contain English as main language the result was that two students (6.45%) said yes and twenty-nine students (93.54%) said no.

In the ninth item entailed to if they would like to use those previously mentioned devices in English lesson and the result was that thirty-one (100%) student said yes.

In the tenth item entailed to if the lesson would be more enjoyable and educational if the teacher could make use of those devices the result was that thirty-one (100%) student said yes.

Finally, there was applied a **survey** to students with the objective to determine the activities most motivate students in the English lessons. The result was that twenty-eight students (90.32%) exposed the ICTs use, videos, songs and games. The rest of the sample, three students (9.67%) declared the ICTs use and group' work. All these showed that students create interests to learn the English language starting with the use of the new ICTs.

3. Teaching activities in the English language learning theoretical background. Proposed teaching activities characteristics. Teaching activities to foster motivation in students from Nestor Leonelo Carbonell Junior High School. Analysis between the initial and final comparative result of the research.

In this chapter an analysis is done in relation to the teaching activities and their relation with the motivation fostering in foreign language learning, specifically English. Also, the research provides teaching activities applied during the researching development and an analysis is done related to the initial and final stage of the research.

In the teaching activities are considered the negotiation of knowledge between teachers and students, and the social context in which these negotiations take place. The use of computer software designed to randomly generate students' interactions through teaching activities propitiates an increase on students' motivation and enhance learning.

The use of teaching activities in lesson sessions concerning the communicative approach bring about the reinforcement of the foreign languages skills and sub-skills and psychologically assure the motivation of the students in the fulfillment of the wanted goals. Check list against the Standards for Qualified Teacher Status in England:

“At times, it seemed that teaching activities mediate the work on two different objects (student teachers' learning and the quality assurance of partnership processes) so that, in effect, teacher and student participate in two different activity systems simultaneously (Ellis et al., 2011:19)”

Students use the language as a great deal through communicative activities such as games, role plays, and problem-solving tasks remembering things quicker and better. Arstanov (1982:29) set out that *“many teachers often look, from the high thing, the fact that in a relaxed atmosphere the real learning takes place, and students use the language to which they have been exposed and have practiced earlier”*. A better support comes from Zdybiewska (1994:6) who believes in games and activities: *“to be a good way to practice languages, because provide a model for students to use the language in real life in the future”*.

Students will be more motivated to study a foreign language since they would start feeling they are learning to do something useful with the language.

Activities stimulate, entertain and promote fluency. It is a fact that activities have advantages and effectiveness in the educational English learning in the diverse forms. First of all, activities bring relaxation and amusement for students. By this way it helps them learn and retain new more words easily. By the other hand, playing usually enlarges the friendly competition and maintains students interested. These create the motivation for English's learning, make students to get involved and participate actively in the educational activities. However, English learning

activities bring a really worldwide context in the classroom, and they enhance the use of English in a more flexible and more talkative way.

Consequently, the paper of the activities in the educational English learning cannot be refused. *"The activities are amusing and students like to enjoy and have fun, through the activities students feel, discover, and interact in their atmosphere"*. Zayas (1999:56). Activities add variation for a class and motivation increases. Through the activities, students can learn English in the same way in which they learn their mother tongue without being aware of it, without nervous tension, learning the enough.

Teachers often appeal to activities in the English lesson to increase the motivation in the teaching of a second language. Activities in the classroom have been very demonstrated and justified to the students by its benefits through diverse ways. These benefits go from cognitive aspects of the language to the most cooperative dynamics. The most general benefits in the activities are the affective, which promotes the creative and spontaneous use of the language, promote talkative competition, motivate and gain fun from them. Cognitive reinforce fun and increase the focus on communication and grammar. Another benefit is the dynamics, in which the student is the main character and the teacher acts as facilitator, it foments the whole participation of the classroom, promotes healthy competition, uses the four abilities, precise minimum preparation after the peak and easily adjusted for the age, level and interests.

According to Nunan's study "The Design of Teaching Activities for the Talkative Class" (cited by Rojas B.P. 2013:49), the concept of teaching activities is defined as *"any activity type in the classroom that involves students in the understanding, production and interaction of the studied language, focused on the meaning more than in the form. The activity should bear the realization sense whose objective is the act of communicating"*.

According to Willis's study "Framework for Task-Based-Learning" (cited by Rojas B.P. 2013:49), the basic principles teaching activities have on learning are:

- The student is focused firstly on the meaning of the words.

- Activity objective is to use the language in question to communicate real and significantly.
- Teaching activities that will be assigned to the student will be based on real contexts and needs fulfilling communicative objectives.
- Teaching activities will promote students use all their abilities and linguistic resources to solve them.
- The language in question to be studied comes from the student's needs to acquire it. From there will be determined the type of teaching activities that will be carried out in the classroom to obtain the wanted goal.
- Linguistic abilities of the language (writing, reading, audition comprehension, speaking), they have to be integrated in teaching activities that would be carried out.
- Using teaching activities in learning, these can be adjusted to different types of learning styles that students have in question.
- With the use of teaching activities students have more possibilities to increase their fluency and grammatical precision in the language.
- Different learning approaches can be used during teaching activities in the classroom.
- Teaching activities carried out in the classroom by students allow them to develop themselves as autonomous students in the learning of languages.

As Fred Genesee (1994:264), a well-known psychology professor and specialist on second languages acquisition, affirms:

“Use teaching activities in a foreign language classroom is an indispensable element in the own teaching-learning process of a language, specially in their first stages since it introduces us certain necessary abilities for the current society from a didactic prism”.

Numerous psychologists and psycho-teachers have carried out studies about this topic making special reference to cognitive, affective, social and linguistic values that are developed with the practice of this didactic tool; all of them highlight the importance of introducing teaching activities foreign language lessons, mainly

during Primary and Secondary Education, where students have to learn the first knowledge and acquire the idea of being expressed naturally.

Putting into practice what it is defended in this work, an atmosphere much more interesting in class can be created in which participation and motivation arise spontaneously, where students feel comfortable and trust on their partners. Taking into account children, any topic that is outlined as a game will make all of them to collaborate and show enthusiasm to carry out the activity.

It is fundamental when teachers outline an activity, should start from a didactic objective that seeks to get, as well as to foresee the different educational aspects or not that also intervene inside the own activity.

Following the idea that students do not lose the motivation and the security by themselves, Julia Martín (2014:7), in her work, defends that *"a game is an activity with rules, an objective and an important element of amusement"*. Therefore, it is necessary to treat activities as a game in which children are not afraid of making mistakes. It is necessary to make stress in one of the foreign language main objectives which is to get students use the second language naturally; that is why communicative success is prefixed to mistakes correction in English.

The way they participate (teacher and students) will depend on the school context and the situation in which are carrying out the activity. That is why, the professor's intervention is not always the same one, it will depend on the moment the activity is proposed, activity type and activity structure.

About much more dynamic activities which is not accustomed in the formal education, is necessary the order reigns during the activity attainment, taking into account the small difference between noise and chaos, because it can become an activity that seemed interesting and attractive, as an authentic recess. To avoid that kind of circumstances happens the professor's participation is primordial, his function during the development of the activity cannot be like a mere observer, but should intervene constantly, to repeat in different moments what already was said before beginning (goal, rules...) and even be another participant more.

To set up what kind of activities from a certain class can be interest for children; teachers will keep in mind, the psycho-evaluative characteristic and every student interests. This way, will be able to do an optimum teaching-learning process.

To apply a methodology in agreement to student's characteristics and the uses of teaching activities as basic elements of formal education, will promote the concept assimilation in a much more interesting way than a conventional one.

One of the most important aspects for not losing an activity pedagogic function is to introduce it in the classrooms, in all the didactic units as an activity more to be carried out. It is a mistake to use improvised activities as a complement of a bad session programming or for a simple fact as being days before vacations. To carry out an activity in a lesson, would be necessary minutely thought and designed to catch up the required objectives. Therefore, the aspects to keep in mind in a teaching activity are: the approach of the activity, the necessary teaching aids, the language will be used and the kind of activity starting on it purpose.

- Approach of the activity: teachers should be aware of the reality of their lesson and know how to join students to guarantee a good communication among them.

Individual activity	If the interaction is carried out between the student and the teacher, it is advisable to carry out it with reduced groups to all students can participate and do not get bored. In this type of didactic activities, the teacher is the guide and controller of the activity. Every student has to establish a relationship with the rest of the group, they are the main characters and the teacher he is only a support and a mediator if it would be necessary.
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Partners activity	<p>The whole group works for partners asking between themselves about the proposed topic in a way they can help among them if it is a topic related with the theory of the didactic unit, or meet more among them about their personal life. The teacher will have supervisor's paper and will evaluate expression, comprehension and students' pronunciation while he/she supervises all partners.</p>
Group Activity	<p>The division in groups of four or five people is one of the most motivational activities that energize the class and all students participate and get more close with the rest of the group.</p> <p>One of the problems this activity can cause is that students communicate in Spanish instead of English, that is why the teacher can name a responsible of the group who makes this function completed. The teacher will also supervise all groups and make the variants he sees pertinent, as making a competition to motivate students, or to arrive to a concrete objective to conclude the teaching activity.</p>

Source: Julia Martin (2014:9-10) Types of activities according to the grouping

- Teaching aids: it is fundamental to choose the resources and didactic materials appropriately before carrying out the activity. They are fundamental tools for the development of the teaching-learning process.

Not all the activities need materials, but all the materials need to have a didactic approach; conform a learning tool to they could influence in a good way in the children formation and development. There are diversity of materials to be carried out by the editorials, by students and even those that, with the experience, each teacher make for their different lessons.

- The language should be used when putting into practice an activity inside the classroom must be known beforehand by students to get a dynamic activity and do not have to explain more than the necessary.

Beginning of the activity	<p>“Let’s get started!”</p> <p>“Close your eyes and listen...”</p> <p>“Does everyone know the rules?”</p> <p>“One, two, three, listen to me!”</p>
Development of the activity	<p>“Now, it’s the turn of...”</p> <p>“To continue you have to answer all the questions!”</p> <p>“Come on! Time flies, pupils!”</p>
End of the activity	<p>“Who is the winner?”</p> <p>“Stop! The time has expired”</p> <p>“Your team has got 20 points”</p> <p>“Have you finished”?</p>

Source: Julia Martín (2014:9-10) Language proposal to use in the development of a teaching activity

Active learning favors the autonomy development process and therefore, the quality of learning experience. Julia Martín (2014:17) also affirms that on-line significant learning is active, authentic and cooperative.

Information and Communicative Technologies give the opportunity to use the new vocabulary in authentic contexts. Through the use of multimedia and visual

elements students can process better the information, a text combined with images in movement is for example, much more effective than a traditional one with static images; in this type of resources it is necessary to avoid the animation presents too much information or attractive elements because this fact could mislead the student and weaken the vocabulary acquisition process.

On the other hand, teachers' dedication is indispensable because these activities need an organization and previous selection. Also, thanks to the tools of ICTs and the available educational resources, teachers can offer an individual and personalized orientation to their students, and those students who have some particular problem have a great help.

3.1. Proposed teaching activities characteristics

These teaching activities are made taking into account the school and students' characteristics, to improve and increase their learning and motivational level. The proposed teaching activities are designed based on English subject units of eighth grade. Some of the proposed teaching activities can be used in the same unit. The teaching activities are structured by: **unit, type of lesson, content, time, title, objective, teaching aids, procedures, control of the activity, activity evaluation**. The use of **ICTs** is another characteristic in the teaching activities carried out by both students and teacher, for example, the use of **cell phones** to record other students' assessments in order to increase, develop, work and check their knowledge. The use of **zarya** to exchange information, task answers, **applications, documents, videos** and **pictures** among students and the teacher. As general characteristic these teaching activities play the main role in the beginning of a lesson taking into account the concordance between the teaching activity and the unit, awaking students' interest and securing the teaching-learning process.

3.2. Teaching activities to foster motivation in students from Nestor Leonelo Carbonell Junior High School.

Activity 1

Unit: Back to school

Type of lesson: Free practice

Content: Personal information

Time: 38 minutes

Title: Ice Breaker

Objective: to motivate the students to ask and give personal information.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher brings to the lesson a video show with a man and a woman interacting where can be seen some physical and moral characteristics. Then students act out conversations based on what they saw. After this the teacher gives students different communicative situations as an interview acting like they could be in the news, or maybe a dialogue between two persons referring to a third person where they have to film themselves acting out conversations. The students after being filmed zapya their videos to the others.

Control of the activity: the teacher walks around the classroom and checks what students are doing and also films some pairs acting out conversations according to the given situations.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 2

Unit: Back to school

Type of lesson: Free practice

Content: Personal information

Time: 30 minutes

Title: Repeat the previous

Objective: to motivate the students to ask and give personal information.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: with the group prepared in a circle, the first student introduces his/her name (e.g. I'm Carlos), the next one repeats the colleague's name and introduces his/her name too (e.g. He is Carlos and I'm María). The dynamics continues (e.g. He is Carlos, she is María and I'm Pablo), until the last student who has to present all of the class. Meanwhile one student is in charge of filming each of them.

Variante 2: To review members of the group. Example: This is Mary. Mary is tall, Mary is tall and thin, Mary is tall, thin and pretty and the rest make gestures related to the characteristics mentioned, filming the activity by a member.

Variante 3: To review colors, professions and objects. Example: I am a nurse. She is nurse and I'm a waiter. She is a nurse, he is waiter and I'm a doctor.

Control of the activity: the teacher records and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 3

Unit: A visit to a museum

Type of lesson: free practice

Content: talking about the past

Time: 20 minutes

Title: Making a story

Objective: to motivate students to create a story and review past tense.

Teaching aids: Pictures or videos containing actions in past.

Procedures: the professor provides pictures and videos to each student and they begin relating stories where they revive the pictures and videos as a lived experience. Each student will go adding elements to the story using the received picture or video. The last student has to finish the story. A student is selected to film.

The selection of pictures or videos will be determined by the unit in which they are working or have studied in class. The pictures or videos are related to a topic or randomized to stimulate the creativity obtaining a more amusing result. The verbal tense is also be determined by what they have seen in class.

Control of the activity: the teacher walks around the classroom and checks what students are doing and also films some pairs acting out conversations according to the given situations.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 4

Unit: Let's have a party!

Type of lesson: Free practice

Content: talking about food

Time: 30 minutes

Title: My kitchen's book

Objective: to motivate students to ask and give information about food.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher will zapy different pictures and videos containing traditional food from different countries including Cuba, then the teacher sets the students in groups of five to discuss the given pictures and videos. One member of the group films the discussion.

Control of the activity: the teacher walks around the classroom and checks what students are doing. Also gives feedback.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 5

Unit: Preparing for the Olympic Games

Type of lesson: Free practice

Content: talking about parts of the body.

Time: 15 minutes

Title: Do what I say but not what I do

Objective: to motivate students to use the language related to the parts of the body.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher will display different pictures and videos containing part of the body, then after being watching the information, the teacher starts talking about some sports competition and what part of the body they need to strengthen to win the competition. And also they have to compare the competitors. One member of the group films the discussion.

Control of the activity: the teacher watches the activity and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 6

Unit: What do you like?

Type of lesson: Free practice

Content: talking about likes and dislikes

Time: 20 minutes

Title: Word's game

Objective: to motivate students to ask and give information about likes and dislikes.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher divides the classroom in two groups. Each group will need to do a list of words which start with the letter showed by the teacher. The teacher plays some music and orders not to speak the words higher to avoid infiltrating words to the other group. The vocabulary would be determined by what they have seen in class. Students will do the activity making use of digital dictionaries or applications they have on tablet, cell phones or computer. One member of the group films the discussion.

Control of the activity: the teacher walks around the classroom and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 7

Unit: A visit to a museum

Type of lesson: Free practice

Content: talking about past events

Time: 45 minutes

Title: My favorite part was...

Objective: to motivate students to discuss a film and saying their favorite part and why.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher gives students a movie to be watched before coming to class. Then students will choose the part they liked and disliked the most and create a sequence saying what their favorite part of the movie was. The teacher gives feedback. One member of the group films the discussion.

Control of the activity: the teacher watch and walks around the classroom and checks if students are paying attention to the movie.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 8

Unit: What do you like?

Type of lesson: Free practice

Content: talking about likes and dislikes.

Time: 35 minutes

Title: Pantomime' theater.

Objective: to motivate students to ask and give information about likes and dislikes.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: Every student is going to elaborate some sentences about their likes and dislikes. Then one by one will be in front of the class mimicking the sentences they wrote and the rest of the class will be guessing what the action is. One member of the group films the discussion.

Control of the activity: the teacher walks about the classroom and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 9

Unit: Planning a weekend trip

Type of lesson: free practice

Content: listening comprehension

Time: 35 minutes

Title: A song' puzzle.

Objective: to motivate students to develop their listening comprehension.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher divides the classroom into four groups, then the teacher zapyas the randomized song' lyrics. Every group must work with their earphones and organize the song. The first group who finishes will sing the song in front of the classroom to verify if it is correct. One member of the group films the discussion.

Control of the activity: the teacher walks about the classroom and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

Activity 10

Unit: At the hospital

Type of lesson: free practice

Content: talking about illnesses, diseases and cures.

Time: 45 minutes

Title: Doctor please, help me!

Objective: to motivate students to ask and give information about illnesses, diseases and cures.

Teaching aids: Computer applications, tablet applications, cell phones applications.

Procedures: The teacher gives a situation as a patient who is really tired and sick, the patient goes to the hospital to talk with the doctor if he/she can help him/her. Students will work in pairs or maybe in trio and dramatize the situation. One member of the group films the discussion.

Control of the activity: the teacher walks about the classroom and checks what students are doing.

Activity evaluation: the teacher stores all the videos in a pc and in the next class students check their own footages and try to correct their own mistakes, according to their self correction the teacher gives them their marks in good, regular and bad category.

3.3. Result analysis: initial and final comparative result of the research.

In the **final pedagogical test** to state the motivational level toward the English subject, permitted the author of this work determine that in the **initial stage** the result of the first item related to the ICTs' use to interact with the English language was that thirteen students (41.93%) have the need to interact with the ICTs, eighteen students (58.06%) do not have the need. After the teaching activities' employment eighteen students (58.06%) decided that ICTs are very interesting, eleven students (35.48%) matched the ICTs as interesting, two students (6.45%) matched ICTs as a little interesting and nobody matched the bored option. The activities designed for the employment of the ICTs in the English subject showed their effectiveness and relevance due to the increasement of the sample' motivational level.

In the second item related to if they feel they have aptitudes to use the English language the result in the **initial stage** was that nine students (29.03%) matched yes and twenty-two students (70.96%) matched no. After the teaching activities' employment twenty-one students (67.74%) matched yes and ten students (32.25%) matched no. The activities intended to motivate students toward the English language showed that the students are able to use and learn the language feeling motivated by using the technology.

In the third item related to their participation in English lessons the result in the **initial stage** was that fourteen students (45.16%) do not have any participation, six students (19.35%) have low participation, six students (19.35%) have reasonable participation and five students (16.12%) have high participation. After the teaching activities' employment twelve students (38.7%) had high participation, eleven students (35.48%) had reasonable participation, four students (12.9%) had low participation and four students (12.9%) had not any participation. The activities designed to motivate students through the use of the technology toward the

English language made changes on students' participation involving the majority of them in the English lessons.

In the fourth item related to if they feel the need to know the English language the result in the **initial stage** was that three students (9.67%) matched yes and twenty-eight students (90.32%) matched no. After the teaching activities' employment fourteen students (45.16%) felt the need to know the language and seventeen (54.83%) do not felt the need to know the language. The activities intended to motivate students toward the English language showed the need of working with the motivation through the use of the technology in English lessons to involve students in the language.

In the fifth item related to if they feel the need to understand the English language the result in the **initial stage** was that three students (9.67%) matched yes and twenty-eight students (90.32%) matched no. After the teaching activities' employment fourteen students (45.16%) felt the need to understand the language and seventeen students (54.83%) do not felt the need to understand the language. The activities intended to motivate students toward the English language showed the need of working the motivation through the use of the technology in English lessons to involve students in the language.

In the sixth item related to if they expect to learn the English language the result in the **initial stage** was that twelve students (38.7%) matched yes and nineteen students (61.29%) matched no. After the teaching activities' employment eighteen students (58.06%) expected to learn the language and thirteen students (41.93%) do not expected to learn the language. The activities designed to motivate students toward the English language showed that students' majority want to learn more the language through the use of the technology

In the seventh item related to if they realize all the homework voluntarily the result in the **initial stage** was that five students (16.12%) realize always all the

homework and twenty-six students (83.87%) do not realize the homework. After the teaching activities' employment eleven students (35.48%) realized always all the homework, ten students (32.25%) realized the homework frequently, nine students (29.03%) seldom did the homework and one student never did the homework. The activities designed to motivate students toward the English language showed effectiveness involving students in the homework fulfillment through the use of the technology.

In the eighth item related to if they study before go to English lessons the result in the **initial stage** was that four students (12.9%) do self-study and twenty-seven students (87.09%) do not do self-study. After the teaching activities' employment nine students (29.03%) always study before classes, fourteen students (45.16%) study frequently, six students (19.35%) seldom study and two students (6.45%) do not study. The activities designed to motivate students toward the English language showed that the English lessons fulfilled the research's objective involving students to want to prepare themselves through the use of the technology toward the English subject.

In the ninth item related to if they use the ICTs to learn English language out of the classroom the result in the **initial stage** was that two students (6.45%) matched yes and twenty-nine students (93.54%) matched no. After the teaching activities' employment twenty-four students (77.41%) matched always, six students (19.35%) matched frequently, one student matched seldom and none matched never. The activities designed to motivate students toward the English language showed the importance and relevance of the ICTs in the English subject to develop and help students in their knowledge through the use of the technology.

In the tenth item intertwined to making effort to learn the English language the result in the **initial stage** was that five students (16.12%) matched yes and twenty-six students (93.87%) matched no. After the teaching activities' employment twenty students (64.51%) matched yes and eleven students (35.48%) matched no. The

activities designed to motivate students toward the English language showed that the English lessons are effective due to the increase on the sample' motivational level.

In the item number eleven related to if they enjoy the activities in the English lessons the result in the **initial stage** was that twenty-three students (74.19%) matched yes and eight students (25.8%) matched no. After the teaching activities' employment thirty students (96.77%) really enjoy the lessons and one student (3.22%) does not enjoy the lessons. The activities designed to motivate students toward the English language showed that the English lesson fulfill with the research' objective involving students toward the English subject through the use of the technology.

In the item number twelve related to if they feel motivated to participate in class the result in the **initial stage** was that seven students (22.58%) matched yes and twenty-four students (77.41%) matched no. After the teaching activities' employment thirty-one students (100%) matched yes and none matched no. The activities designed to motivate students toward the English language showed that the English lesson fulfill with the research' objective involving students to toward the English subject through the use of the technology.

In the item number thirteen related to if they are curious in English lessons the result in the **initial stage** was that eight students (25.8%) matched yes and twenty-three students (74.19%) matched no. After the teaching activities' employment sixteen students (51.61%) matched yes and fifteen students (48.38%) matched no. The activities designed to motivate students toward the English language showed that the English lesson fulfill with the research' objective involving students toward the English subject through the use of the technology.

In the item number fourteen related to if they want to improve their English' knowledge the result in the **initial stage** was that seven students (22.58%)

matched yes and twenty-four students (77.41%) matched no. After the teaching activities' employment eighteen students (58.06%) matched yes and thirteen students (41.93%) matched no. The activities designed to motivate students toward the English language showed that the English lesson fulfill with the research' objective involving students toward the English subject through the use of the technology.

In the item number fifteen related to if they know the importance to learn the English language the result in the **initial stage** was that six students (19.35%) matched yes and twenty-five students (80.64%) matched no. After the teaching activities' employment eleven students (35.48%) matched the subject as very important, nine students (29.03%) matched the subject as important, six students (19.35%) matched the subject as a little important and five students (16.12%) did not considered the subject as important. The activities to motivate students toward the English language showed that students' majority want to learn more the language through the use of the technology for their future profession.

Conclusions

The bibliographical analysis permitted to sustain the theoretical backgrounds in relation to the students' motivation from eighth grade toward the English language learning. The bibliographical analysis also allowed to state important and relevant precepts and definitions in regards to the development of the motivational level and the use of ICTs in early ages to learn the English language. Besides, it permitted the theoretical study of different trends, sources and positions related to this topic.

The diagnostic study employed to students from the group one in 8th grade at Nestor Leonelo Carbonell Junior High School, about their English motivational level development proved that students have strength, weaknesses and potentialities to fulfill and develop the motivation toward the English language through the use of ICTs and that the problem lies mainly on the few work at school to develop the objective of this research.

The teaching activities are made taking into account the school and students' characteristics, to improve and increase their learning and motivational level. Also are characterized by being dynamic, motivational, systematic, systemic, accessible, attainable and adaptable. The use of **ICTs** is the main characteristic of these activities carried out by both students and teacher. These activities are structured by: **unit, type of lesson, content, time, title, objective, teaching aids, procedures, control of the activity, activity evaluation.**

After the application of the final pedagogical test the indicators selected showed important differences from the beginning with lower per cents in the initial stage toward the final stage with higher per cents. The result analysis also allowed the significance and pertinence of the activities created. This stage also permitted to sustain the importance of the use of the new technology in the English lessons for this new generation which are native technological users.

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Observation Guide

Objetivo: Determinar los niveles de motivación de los estudiantes en las clases de Inglés.

Marque con una (X) la respuesta que según su criterio sea la correcta:

1. Muestran necesidad de interactuar en el idioma con el uso de las Tecnología de la Informática y las Comunicaciones (TICs):
Si___ No___
2. Muestran aptitud hacia el uso del idioma: Si___ No___
3. Su modo de actuación es activo en las clases de Inglés: Si___ No___
4. Evidencian la necesidad de conocer el idioma: Si___ No___
5. Evidencian la necesidad de entender el idioma: Si___ No___
6. El aprender el idioma es su expectativa: Si___ No___
7. Su participación en clases es:
baja___ alta___ moderada___ ninguna___
8. Muestran voluntad en la realización de ejercicios y tareas: Si___ No___
9. Se preparan con antelación: Si___ No___
10. Muestran necesidad por aprender la lengua: Si___ No___
11. Poseen potencialidades individuales para aprender el idioma: Si___ No___
12. Se esfuerzan por aprender: Si___ No___
13. Muestran deseos de lograr pasar el grado: Si___ No___
14. Evidencian satisfacción en la clase de Inglés: Si___ No___
15. Se muestran cooperativos en las clases: Si___ No___
16. Muestran curiosidad por aprender: Si___ No___
17. Se anticipan: Si___ No___
18. Muestran deseos de perfeccionar sus habilidades en la lengua:
Si___ No___
19. Desean ser competentes en el uso de la lengua: Si___ No___
20. Están concientes de la necesidad de aprender la lengua: Si___ No___

Inicial Pedagogical Test

Objetivo: La presente encuesta a estudiantes se realiza con el objetivo de perfeccionar el proceso de enseñanza-aprendizaje del idioma Inglés en la Secundaria Básica. Por lo que necesitamos de su sincera colaboración. De antemano gracias por su participación.

Marque con una (X) la respuesta que según su criterio refleja su realidad:

1. Usted tiene necesidad de interactuar en el idioma Inglés con el uso de las TICs:
Si___ No___ No sé___
2. Tiene aptitudes para el uso del idioma Inglés: Si___ No___
3. Su participación en las clases de Inglés es:
Baja___ Alta___ Moderada___ Ninguna___
4. Tiene necesidad de conocer el idioma Inglés: Si___ No___
5. Tiene necesidad de entender el idioma Inglés: Si___ No___
6. Usted espera aprender Inglés en clases: Si___ No___
7. Realizas todas las tareas de forma voluntaria de la asignatura Inglés:
Si___ No___
8. Realizas auto-estudio antes de ir a las clases de Inglés: Si___ No___
9. Utilizas otra vía fuera de la clases de Inglés para aprender el idioma:
Si___ No___
10. Te esfuerzas por aprender el idioma: Si___ No___
11. Estás satisfecho con las clases de Inglés: Si___ No___
12. Cooperas con el profesor y tus compañeros en la clase de Inglés:
Si___ No___
13. Eres curioso en las clases de Inglés: Si___ No___
14. Tienes deseos de perfeccionar el Inglés que conoces: Si___ No___
15. Conoces la necesidad de aprender el idioma Inglés: Si___ No___

Interview

Objetivo: Determinar el grado de motivación de los estudiantes hacia clases de Inglés con el uso de las TICs.

1. ¿Te sientes motivado a aprender inglés?
2. ¿Consideras importante hablar en inglés?
3. ¿Te gusta las canciones en inglés?
4. ¿Te gusta que el profesor realice juegos en clase con los contenidos de las unidades del idioma inglés?
5. ¿Tienes celular, tablet o computadora para uso personal?
6. ¿Utilizas alguno de estos medios tecnológicos para estudiar?
7. ¿Tienes algún programa para aprender inglés?
8. ¿Tienes aplicaciones o juegos que tengan como idioma el inglés?
9. ¿Te gustaría utilizar tu celular, tablet o computadora en las clases de Inglés?
10. ¿Crees que las clases de Inglés serían más amenas e instructivas si empleáramos estos medios tecnológicos?

Survey

Objetivo: Determinar las actividades que más les motivan a los estudiantes en las clases de Inglés.

Enumere por orden descendiente de preferencia (1 el máximo y 10 el mínimo) lo que le gustaría tener en las clases de inglés:

__Diálogos

__Juegos para practicar los contenidos

__Chistes

__Dibujos

__Actividades con el uso de las TICs (celulares, computadoras, tablets)

__Solución de ejercicios del cuaderno.

__Dramatizar historias cortas

__Videos

__Actividades con trabajo en grupo

__Canciones

Final Pedagogical Test

Objetivo: Determinar el grado de motivación alcanzado de los estudiantes hacia las clases de inglés con el uso de las TICs después del implemento de la novedad científica.

Marque con una (X) la respuesta que según su criterio refleja su realidad:

1. Valoro los contenidos del trabajo con las TICs como:
 Muy interesantes ____ Interesantes ____
 Poco interesantes ____ Aburridos ____
2. Sientes que tienes aptitudes para usar idioma: Si ____ No ____
3. Su participación en las clases de Inglés es:
 Baja ____ Alta ____ Moderada ____ Ninguna ____
4. Sientes necesidad de conocer el idioma Inglés: Si ____ No ____
5. Sientes necesidad de entender el idioma Inglés: Si ____ No ____
6. Usted espera aprender Inglés en clases: Si ____ No ____
7. Realizo las tareas: Siempre __ Frecuentemente __ Pocas veces __ Nunca __
8. Estudio antes de ir a las clases de Inglés:
 Siempre __ Frecuentemente __ Pocas veces __ Nunca __
9. Utilizo las TICs para aprender el idioma fuera de clases:
 Siempre __ Frecuentemente __ Pocas veces __ Nunca __
10. Te esfuerzas por aprender el idioma: Si ____ No ____
11. Disfrutas con las actividades en las clases de Inglés: Si ____ No ____
12. Te sientes motivado para participar en las clases de Inglés: Si ____ No ____
13. Eres curioso en las clases de Inglés: Si ____ No ____
14. Sientes deseos de perfeccionar el Inglés que conoces: Si ____ No ____
15. Importancia de la asignatura Inglés para su futura profesión:
 Muy importante ____ Importante ____
 Poco importante ____ Ninguna importancia ____

Final Observation Guide

Objetivo: Determinar los niveles de motivación de los estudiantes en las clases de Inglés una vez aplicada las actividades.

Marque con una (X) la respuesta que según su criterio sea la correcta:

1. Muestran necesidad de interactuar en el idioma con el uso de las Tecnología de la Informática y las Comunicaciones (TICs): Si___ No___
2. Muestran aptitud hacia el uso del idioma: Si___ No___
3. Su modo de actuación es activo en las clases de Inglés: Si___ No___
4. Evidencian la necesidad de conocer el idioma: Si___ No___
5. Evidencian la necesidad de entender el idioma: Si___ No___
6. El aprender el idioma es su expectativa: Si___ No___
7. Su participación en clases es:
baja___ alta___ moderada___ ninguna___
8. Muestran voluntad en la realización de ejercicios y tareas: Si___ No___
9. Se preparan con antelación: Si___ No___
10. Muestran necesidad por aprender la lengua: Si___ No___
11. Poseen potencialidades individuales para aprender el idioma: Si___ No___
12. Se esfuerzan por aprender: Si___ No___
13. Muestran deseos de lograr pasar el grado: Si___ No___
14. Evidencian satisfacción en la clase de Inglés: Si___ No___
15. Se muestran cooperativos en las clases: Si___ No___
16. Muestran curiosidad por aprender: Si___ No___
17. Se anticipan: Si___ No___
18. Muestran deseos de perfeccionar sus habilidades en la lengua:
Si___ No___
19. Desean ser competentes en el uso de la lengua: Si___ No___
20. Están concientes de la necesidad de aprender la lengua: Si___ No___

Indicators

- Needs to interact with the ICTs use toward the English Language.
- Aptitude toward the English Language.
- Participation in English lessons.
- Needs to know the English Language.
- Needs to understand the English Language.
- Students' expectative.
- Acting mode.
- Homework realization.
- Students' self-study.
- Needs to learn the English Language.
- Learning strategies.
- Learning efforts.
- Desires to achieve the fulfillment of the lessons and the objective of the grade.
- English lessons satisfaction.
- Cooperativism among students.
- Curiosity to learn the English Language.
- Students' anticipation.
- Desires to improve the English Language abilities.
- Proper use of the English Language.