

University of Pedagogical Sciences

Captain: Silverio Blanco Núñez

Sancti Spíritus

Humanity Faculty

Foreign languages

Games to increase motivation for learning English in fourth grade students.

Author: Alexis Jesús Cañizares Díaz.

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Author: Alexis Jesús Cañizares Díaz

Tutor: PhD Francisco Joel Pérez González

THOUGHT:

Motivation plays an important role in the communicative activity, bearing in mind that this constitutes one of the basic psychological factor to achieve a good command of any foreign language.

Rosa Antich de León. (1980:101, language teaching methodology)

DEDICATION:

This investigation Major paper is dedicated to all the people who are somehow related to the educational process for having better results. Especially to my lord God almighty, my tutor PhD Francisco Joel Perez Gonzalez, my parents, son and wife for the inspiration to learn a foreign language. To our revolution which has given the opportunity of upgrading myself and to my entire family as well.

ACKNOWLEDGEMENTS:

To my family, for all their given devotion to me and my work. To all those persons who in any way or another have lent me a hand and their collaboration, Mostly, my tutor who has been my biggest support in this Major paper performance.

SUMMARY:

This Major paper has as objective to apply games to increase motivation in fourth grade students for learning English. In order to obtain some information to carry out this Major paper, some scientific methods were used, such as; empirical, theoretical and statistical ones, besides some other techniques with their respective instruments for the educational investigation were applied. The research process brought about a conceptual approximation of the studied topic and regularities derived from the diagnosis study, a background of the solution given and a description of the experimental results obtained during the experimental stage, what supported the effectiveness of the proposed games.

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INTRODUCTION

Motivation is the most important factor in learning a foreign language. In Cuba English is taught since children are in third grade, during their elementary education but as during these ages learning a foreign language is not yet an important subject to be studied, teachers have to find different ways to accomplish such goals.

During this ages children love games and learning from themselves, thus linking these two factors constitute the main aspects students enjoy and learn with.

The teaching - learning and educative process is subjected to on going changes for bettering the students learning. This research emerges from a profound analysis of the use of the revolution programs for teaching English in fourth grade. On account of the hardships and obstacles the use of such programs has found along the way, a proposal design becomes our main issue.

Such a proposal has fully to do with games of how to handle and treat English in fourth grade upon a revolution programmed foundation.

In order to have a certain solution of the problem, we surveyed and interviewed several fourth grade teachers of English who alleged that it resulted very hard for them to give the revolution program a way through the lessons. Surveys and interviews went down students- level in fourth grade. They asserted that the Revolution programs urge to research and it helps them to be socially and culturally bigger and that through such programs they get both instructions and education.

Cuban education insists on that we all use the revolution programs for teaching, but they do not guide us the way of how to do them. That is why, in this paper a proposal of games is presented and the results obtained in its application. Its outcome is minutely analyzed.

Through the application of different empirical methods, lack of interests in the English language appreciation of acknowledge was demonstrated and the lack of participation of the students in activities related to the language. So, the students were afraid of putting the language into practice. That is why, it was necessary to carry out these important set of games for stirring up the students motivation for learning English. All this looks forward to give solution to the following:

Problematic situation:

It was observed lack of interest and participation in the English lessons, on account of lacking of motivation through simple English lessons taught by teachers and the lack of the use of games on fourth graders syllabus. Students were also afraid of putting the language into practice as well.

Scientific problem: How to contribute to increase motivation for learning English in fourth grade students?

Objective: To apply a set of games to increase the motivation for learning English in fourth grade students.

Scientific questions:

1. Which theoretical basis supports the English learning process?
2. Which are the lacking and yielding that fourth grade students have for learning the English language?
3. Which games contribute to increase the motivation for learning the English language in fourth grade students?
4. Which outcomes are obtained through out the implementation of games in the pedagogical practice?

Scientific tasks:

1. Find out about theoretical foundation basis that support the English learning.
2. Diagnosis of the initial state of motivation of the fourth grade students.
3. Designing of the games to contribute to increase motivation for the English language.
4. Effectiveness evaluation of the games to increase motivation.

This first unit reviews, necessarily briefly, various interesting theoretical aspects of the topic of student motivation that have been studied and discussed in the literature.

Indicators that let the researcher corroborate 4th graders' motivation increase.

1. Responsibility before their school duties for learning English.
2. Implication when assuming learning tasks in the English lesson.

3. Steadiness on English knowledge acquisition.

4. Personal effort to learn English.

5. English lesson enjoyment.

Population:

The population is composed by: 62 students of fourth grade from Antonio Maceo Primary School, what represents the 100% of the students of fourth grade.

Sample: 21 students of fourth grade, group A, which represented the 33, 8 percent of the grade.

Empirical methods:

Observation: it was used to obtain information about the way students behave in English lessons.

Survey to students: it was used to determine the level of motivation students have towards the English language.

Study of documents: it was used to look for information about the methods used to increased motivation in the students.

Theoretical methods:

Analysis-synthesis: it permitted learning the essence of the problem as well as its permission and determination.

Induction-deduction: it made possible focusing on the essence of the problem.

Historical-logical: it permitted having correct information about the course of the problem beginning with the logical analysis.

Statistical methods:

Percentage calculation: it permitted processing the results of the application of the methods and arriving at some conclusions.

Novelty:

The scientific novelty is given by the way the proposal of games is presented (They go through the ordinary steps a game takes but they have a local nuance

and they do not only reward knowledge acquisition but the student's implication and personal effort)..

DEVELOPMENT

In this chapter, the ground work that was carried out by the author to support a proposal of games for motivating children for learning English is presented.

The teaching learning process at the primary school.

Before 1959, education resulted among the poorest sector all country over illiteracy boomed beyond a 70% of the population and circumstances were far from counting with personnel who could reduce it, a task that turn much harder since then, in addition schools and materials were few.

After 1959 the sector of education boosted little by little. Literacy brigades webbed through all walks of our territory, even the most intricate places of our country began to see the light. This happened to be one of the most important pioneering programs the revolution undertook. It meant undoubtedly giant stride forward.

From the 1960s onward education has undergone a substantial development. The formation of teachers became top priority; hereafter every youngster enjoyed the right of a place at school. This, of course, was meant to be the eradication of illiteracy and birth a world educational potency.

After the endeavor of alliterating people teacher-forming schools started being built, the first one minas de Frio Granma municipality where the first primary school graduates were formed. A second one opened at Topes de Collante and further the idea spread all country over. Education, this way, grew considerably. Schools, teachers and school materials increase and reached a climax in the 80s.

By the first half of the 90s the down fall of the USSR and the socialist world befell, tough and rough times sparkled in Cuba; the so called "special period" held sway and stayed a while.

Such span of time brought about a shortness of textbooks, workbooks, pencils and all sports of school material, alongside collateral hindrances that strained the preparation of our youth from advancing and it was due to the outgrowth of the revolution programs that handicaps were overcome.

The Revolution programs embroidery has permitted education to occupy an elevated level in our society. There were sound changes in primary and secondary schools syllabi, and a serious stride toward transforming senior teaching is, too ministry priority. The contribution, insertion and use of programs

such as: the liberty Editorial, computers TVs and video viewings, dictionaries and encyclopedias which help the students to enlarge and reach a higher level on their cultural insight.

It is for the sake of systematizing the utilization of the Revolution Programs in fourth grade English teaching that this research has been projected.

Motive is what stimulates carrying out an action. The learning of a foreign language can be conditioned by cognoscitive motive, which is the desire to speak a foreign language, to read its literature, to know its culture etc. This sort of motive can guide learning to success even when there is a methodological deficiency in teaching.

Motivation plays a very important roll in the development of the communicative activity, taking into account that it is one of the fundamental psychological factors to achieve the mastery of a foreign language; that is why it is said that it is teachers' responsibility the awakening of cognoscitive of the students by motivating them towards learning. Being also a permanent condition in the Educational process, motivation is composed of a great number of psychological and educative impulses while must be present throughout lessons and the course. Motivation allows the development of positive attitudes in the students towards language, this attitude should turn into a permanent trait of personality, meanwhile it implies his/her disposition to use the language on behalf of the socialist society.

In a language lesson the best way in which the students feel especially motivated, is the contextualization of the linguistic material of each unit of the program. That is to say those linguistic elements should be presented in situations and ways in which they are really used, and regarding unit contents, they must be related to really motivating aspects for students such as sports, movies, music. It is also necessary the communicative practice of each matter and a communication demanding situations.

Another distinction, perhaps more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher's influence. Intrinsic motivation is in its turn associated with what has been termed 'cognitive drive' — the urge to learn for

its own sake, which is very typical of young children and tends to deteriorate with age.

A third distinction which has been made is that between 'global', 'situational' and 'task' motivation: the first is the overall orientation of the learner towards the learning of the foreign language; the second has to do with the context of learning (classroom, total environment); and the third with the way the learner approaches the specific task in hand. As regards situation for our purposes, we assume it is the classroom but the other two may vary and be influenced by teachers' action. Global motivation may seem mainly determined by previous education and a multitude of social factors, but it is also affected by the teacher's own attitudes conveyed either unconsciously or through explicit information and persuasion. And the third is probably where most of our effort is invested in practice: in making the task in hand as attractive as possible, and in encouraging our students to engage in it, invest effort and succeed.

They are pedagogical answers to resolve apprenticeship problems. Not to resolve all problems but to use them as support tools in the teaching learning process.

As educative tools, participatory techniques have their own characteristics, their reach, limitation, for their use is necessary to know them and to know how to use them. When? Why? What for? These are some of the questions that teachers have to take into account if they are going to apply any techniques.

Participatory techniques are the instruments, the ways teachers have to provoke the students' participation, to make them learn more and better.

They pick up facts, situations, contents, concepts, values; they show reality of different aspects and/or the interpretations that we have about them.

1.2 What are different types of motivation?

Gardner and Lambert (1959, 1972) have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation:

- 1) **Instrumental motivation:** the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc.
- 2) **Integrative motivation:** the desire to learn a language in order to communicate with people from another culture that speak

that language; the desire is also there to identify closely with the target language group.

2. Instrumental motivation vs. integrative motivation.

A distinction has been made in the literature between 'integrative' and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for the purpose of study or career promotion. Gardner and Lambert (1959, 1972) showed that success in a foreign/second language is likely to be lower if the underlying motivational orientation is instrumental rather than integrative. But research since then has cast doubt on the application of this claim to foreign language learners in general. In any case, at least one other study (Burstall et al., 1974) has indicated that it may be impossible in practice to distinguish between the two. (Penny Ur (2005) *A course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press.p.276).

Another distinction, perhaps more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives).

The urge to engage in learning activity for its own sake (intrinsic motivation) is distinguishable from the urge to learn for the sake of some external reward (extrinsic motivation). Do you think there is any difference between children and adults in the degree of influence of these two kinds of motivation?

Various studies have found that motivation is very strongly related in the achievement of a foreign language learning (e.g. Gardner and Lambert, 1972; Gardner, 1980). The question then needs to be asked: which is the cause and which is the result? In other words, does success in language learning breed its own motivation (Burstall *et al.*, 1974; Khan, 1991) or does previous motivation lead

To success or both? Another question for which there is no conclusive research-based evidence is whether motivation is more, or less, important than a natural aptitude for learning (languages), though at least one well-known study (Naiman *et al.*, 1978) tends towards the claim that motivation is ultimately more important (see below).

The significant message of research in this area for teachers is the sheer importance of the factor of learner motivation in successful language learning.

Other questions raised in the above paragraph are arguably academic. The uncertainty as to which comes first, motivation or success, does not entail any particular problems for teaching: it simply means that among other things we do to increase our students' motivation, strategies to increase the likelihood of success in learning games should have high priority and as to the question whether motivation is more or less important than language aptitude:

Motivation is not measurable, and even language aptitude is apparently much more difficult to assess than was once thought, so that the question is probably unanswerable. In any case, perhaps it was not a very helpful one in the first place: our job is to do all we can to encourage the development of ability and enhance motivation, on the understanding that each one will contribute to the other.

Different kinds of motivation

A distinction has been made in the literature between 'integrative' and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for purposes of study or career promotion. Gardner and Lambert (1972) introduced these concepts and claimed that integrative motivation was more influential among learners of French in Canada; but research since has cast doubt on the application of this claim to foreign language learners in general. In any case, at least one other study (Burstall *et al.*, 1974) has indicated that it may be impossible in practice to distinguish between the two.

Another distinction, perhaps more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence. Intrinsic motivation is in its turn associated with what has been termed 'cognitive drive' — the urge to learn for its own sake, which is very typical of young children and tends to deteriorate with age.

A third distinction which has been made (Brown, 1987) is that between 'global', 'situational' and 'task' motivation: the first is the overall orientation of the learner towards the learning of the foreign language; the second has to do with the context of learning (classroom, total environment); and the third with the

way the learner approaches the specific task in hand. As regards situation: For our purposes, we assume it is the classroom, but the other two may vary and be influenced by teacher action. Global motivation may seem mainly determined by previous education and a multitude of social factors, but it is also affected by the teacher's own attitudes conveyed either unconsciously or through explicit information and persuasion. And the third is probably where most of our effort is invested in practice: in making the task in hand as attractive as possible, and in encouraging our students to engage in it, invest effort and succeed.

Extrinsic motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an external exam, or peer-group influences. However, other sources are certainly affected by teacher action. Here are some of them.

Intrinsic motivation and interest

Global intrinsic motivation — the generalized desire to invest effort in the learning for its own sake — is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and its cultural, political and ethnic associations. However, you can certainly help to foster these attitudes by making it clear that you share them, or by giving further interesting and attractive information about the language and its background.

Such global motivation is important when the course is beginning, and as general underlying orientation during it; but for real-time classroom learning a more significant factor is whether the task in hand is seen as interesting. It is in the arousing of interest, perhaps, that teachers invest most effort, and get most immediate and noticeable pay-off in terms of student motivation.

3 What are characteristics of motivated students?

The author of a classic study of successful language learning (Naiman et al., 1978) came to the conclusion that the most successful learners are not

necessarily those to whom a language comes very easily; but they are those who display certain typical characteristics, most of them clearly associated with motivation:

- Positive task orientation
- Ego involvement
- Need for achievement
- High aspirations
- Goal orientation
- Perseverance
- Tolerance of ambiguity

This sort of intrinsic motivation can lead us to succeed in learning although there are methodological differences in teaching. But also, can be found intrinsic reasons as well, for example the necessity of examining the language as subject. In this way the student aren't interested for commanding the language. They lack of the intrinsic motivation that must exist into the foreign language study process.

No motivated learning of the communicative activity destroys the activity objective and it loses psychological content. That's why; motivation plays an important role in the communicative activity performance, bearing in mind this constitutes one of the fundamental factors to achieve the commanding of a foreign language. The teacher is the top responsible of stirring up the cognitive interests of the students' motivation for their own learning.

Motivation that is a steady condition of the teaching process, it is constituted for a great number of psychological and educative impulses that must be presented through out the lesson and course. Motivation provides to the student a positive attitude toward the language. Attitude that should become in a steady quality of his/ her personality, at the same time it implies their disposition to use the foreign language for the benefit of socialist society. (Rosa Antich de Leon)

4. The use of games to increase motivation Donn Byrne (1999) pointed out: Games as a form of play governed by certain rules or conventions. They are meant to be enjoyed-wherever they are played. In the language classroom, however games are not only a diversion, a break from routine activities. They must also contribute to language proficiency in some way by getting the learners to use language in the course of the game.

These games can be more or less complex so that they correspond to the characteristics of the different groups of students.

The degree of complexity can be given for:

- a) The reasoning processes that demand;
- b) The types of relationships that they should settle down;
- c) The content that is selected;

The phenomenon of the game has fascinated through its history to philosophers, educators, psychologists and anthropologists who have revealed in their investigations, its meaning and its role in the life of the human beings.

José Martí also pled for the use of games in the life of every person since their born; he gave an extraordinary importance to this, each person lives when they play and playing learns how to live.

The game is a way of the student's intellectual development, of its language, imagination, trials and conclusions of there the high value educational and big possibilities that game offers for the learning.

According to the Msc. Lázara Anais Granado Guerra (2007: 83) criterion the games is the most common and spontaneous that child carries out as a mean for learning and coping with life. The game as the most important child's activity allows them to acquire knowledge, handles situations indirectly and to express feelings among them while making games the children free their impulses spontaneously. Games also allow children to transform what exist for the new and original things.

5. What is the role of the teacher in foreign language teaching?

In the second language classroom environment, what undoubtedly influences students' learning outcomes is their interpretation of interpersonal teacher behavior. So, in language learning, the teacher plays the main role.

According to Mickey Nasiri, General Manager at Cambridge Silicon Radio:

"For the drivers in my city, it is obvious how bad the pedestrians behave. They walk on the roads, slow down the traffic, and they don't even care about their own safety.

The drivers have to honk to make the pedestrians aware of the danger they put their lives in. For the pedestrians in my city, it is obvious how bad the drivers

behave. Drivers don't let the pedestrians cross the roads and they honk and pollute the city.

A simple psychometric test shows that hyped self-perception is a widespread human trait. A good leader is aware of this myth and surrenders to the belief that "people are like me, and they try to do the best job they can" which helps in effective delegation.

This belief makes the good leader wonder why one succeeds and the other fails.

If understanding the concept of 'hyped self-perception' is a foundation for effective delegation, the answer to the above question, 'condition', is the heart of motivational skills.

Although everyone tries one's best, the conditions are different. The obstacles in one's condition could de-motivate the individual, and de-motivated people are normally not successful.

A good leader works for creating the condition conducive to success for people around him/her.

People do the best they can; the leader just needs to remove the biggest obstacles. Now, if the good leader's belief in people would lead to less honking cars, well, that is also positive for the reduction of noise pollution."

(Leader speech motivating leaders don't honk: The Hindu Business Line Monday, August 14, 2006 p.11.)

The above-said words were meant not only for a good leader, but also for a good teacher or facilitator - who helps to remove the biggest language learning obstacles from his/her learners, and creates conditions conducive to language learning success.

A successful facilitator should therefore ask questions such as these:

- What things puzzle my learners?
- What issues concern them?
- What problems or traits do they wish I could help them solve?

A good teacher or facilitator should listen to his/her students with empathy, and provide them with the support that they so greatly need.

This paper, in addition, looks forward to exciting one of the five aristae of the battle of ideas we have carried on since 1959, through implementing a systematic use of the revolution programs while teaching fourth grade English

and granting teachers methodological guide lines in order to make them work easily in the teaching of English through the use of the Revolution Programs.

Most language teachers will agree that motivation of the students is one of the most important factors influencing their success or failure in learning the language. Indeed, this is a truism equally applicable to any other school subject. Teachers may disagree, however, in their estimates of the students themselves and the proportion which is contributed by the teacher's own action and the activities making up the language instruction, 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, because the designers of future language instruction (both materials writers and trainers of teachers) need to know what aspects of motivation are amenable to manipulation and when and where, and how. (Motivation Steve H. Mc Donough)

Socialist pedagogy has established the necessity of a conscious and active participation of the world in the teaching and learning process, so that this doesn't be only object of education but it can become in subject of this one. This kind of participation comes forth when there is a reason that be able to excite the learning desire, since all humane action it is caused, motivated and conditioned by the necessity that has been had to satisfy requirements and demanding.

The study of a foreign language can be conditioned by cognoscitive reasons: the desire of commanding a new language, of reading its literature, knowing people's culture and its spoken language.

Characterization of the Sample:

These students are nine or ten years old. In this age the field and the social action possibilities have increased considerably the students from fourth grade are more independent than others by showing us with a bigger clearness one of the basic particularities of this age: the search of individuality and their own identity as persons although they like to gather by gender .

For this reason, it is imminent the necessity of deeply knowing the characteristics of them, as well as the ability of recognizing them in the students.

This constitutes a premise for the elevation of quality in the educational work.

The group is integrated by 21 students, there are 12 who are coming from divorced parents, 2 who with social disadvantages, 3 students who are religious and 4 who are living with their parents but they have economic problems. This is an active group in the course of the academic year, discipline is another problem presented in the group, but at the same time it is an advantage for the teacher while teaching because they are active and they like to participate.

6. Analysis of the results

Initial diagnosis

Through the applied scientific methods from the empirical level was checked up that students were not interested on the previous methodological way of teaching such as: the T.V lessons and normal lessons taught by the teacher.

Indicators	21	High level	%	Middle level	%	Low level	%
1. Responsibility before their school duties for learning English.		2	9.52	5	23.80	14	66.66
2- Implication when assuming learning tasks in the English lesson.		1	4.76	6	28.57	14	66.66
3- . Steadiness on English knowledge acquisition.		3	14.28	6	28.57	12	57.14
4. Personal effort to learn English		1	4.76	5	23.80	12	57.14
5. English lesson enjoyment.		2	9.52	6	28.57	14	66.66

5. Practical games for motivation.

1- Title: To communicate in English

Objective: To express orally different greetings and personal information.

Materials: cards with real situations.

Instructions:

Teacher divides the classroom in two teams and chooses a student of every team to select the card which has real situations. Both students will make a dialogue from the situation. Then, the winning team will be the one able to communicate without making mistakes and will obtain the highest score.

Example:

Student A:

Early in the morning you go out to make a tour, to enjoy the sunshine and all of a sudden, you see a person you have never met before and you would like to meet that person a lot. How would you greet her/him? What would you ask her/him? **Student B:** now then, you are in the park and somebody is approaching you and you have never seen him/her before, but this person is interested to have a friendship with you. How would you answer that person the greeting? What would you ask her/him?

Rules of the game: the best organized team will start the game.

The teacher will lead the development of the game.

2. Title: let's go fishing

Objective: to identify classroom objects for developing habits of mindfulness care-taking before school materials

Using materials:

Two fishing rods, some fine cardboard fish, two frying pans and two cardboard boats.

Instructions: the group is divided in two teams. So, a fishing rod is delivered to each team. The fish will be placed on the floor; every fish will have a little wire ring in the mouth for being fished. The name of the different school and classroom objects and other vocabulary words the teacher wants to add will be printed on the fish. But just one word should appear in each fish. The game consists in making the students to fish from their own little cardboard boat and then, they should place in the frying pan only those fish with printed classroom objects and they have to put aside the rest of the fish. They should elaborate a

sentence with the found word; the winning team will be the one who has made more sentences within the time pointed out by the teacher.

The teacher gives a close eye to rewarding students' implication and initiative.

3. Title: The hung one

Objective: to exercise the ABCs through a game who the students have to complete using letters.

Materials: Board or fine cardboard.

Instructions: the classroom will be divided in two teams, the teacher will write down lines in blank on the board, these lines should be filled up by children, the teacher has to explain them that they should be able to recognize the name of some Cuban countrymen, then the team which be able to complete their names will be the winning team and be bestowed with an extra score to the students who pronounce correctly and at the same time have a good fluidity as well.

Rules of the game:

It will begin the team which sings the Abs song with better pronunciation and rhythm.

Over this game the students should be in silence and quiet. One student from one of the teams should go to the board and write down the first letter, the rest of the students should try to guess the word letter by letter. Now then, the one who guesses the countryman's name will describes him physically and morally that hero.

4. Title: We have to get at school on time.

Objective: to exercise the worked content through out the questions that will be found in the game.

Materials: fine cardboard

Instructions: the classroom will be divided in three teams by the teacher. So, a fine cardboard will be distributed alike to each team with a sketched child in one of its lower corner and this boy/girl has to go over a way full of obstacles with different questions who should answer to get early at school; which it is located on the right upper part edge. The questions for the students will be the following ones: How do you go to school?

List: Car, bike, train, bus, plane, on foot, on horseback.

Rules of the game

To go ahead every student should answer the question that appears on the obstacles.

We have to take into account the children pronunciation, intonation and their fluidity when they are going to answer.

The winning team will be the one who gets first to the goal.

5.Title: Let's complete the clown.

Materials: Fine cardboard

Instructions: teacher will divide the classroom in teams, he will hand out to each student a piece of fine cardboard with a clown without the parts of his body, then, the students should complete him mentioning and locating each of his parts on the correct part of the body. The winning team will be the one who attains to pronounce and locate correctly each part from the clown's body.

Rules of the Game:

- 1- The team who tries to mention five parts of the body at least; it will be the first one to start the game.
- 2- All must be keeping in silence.

6. Title: Guess what I'm drawing

Preparation: none.

Procedure:

Class work optionally leading to pair work.

Start to draw on the board or OHP, asking. e.g.

Teacher: what am I drawing?

Class: a table.

Teacher: no, (Continuing to draw)

Class: a house?

Teacher: no, not exactly.(Continuing to draw)

Class: a shop?

Teacher: yes, but what's happening?

Class: there is a tree.

Teacher: no

Class: a fire, the shop is burning!

Teacher: yes, now who is this?

Class: the shopkeeper.

Teacher: and what's he doing?

The learners

might then play this game in pairs.

Materials: chalkboard or OHP and paper and pencils for each learner.

Control guided

Skills: listening and speaking.

Time: 5 to 10 minutes for class work. 10 to 15 minutes for pair work.

7. Title: How quickly can you see?

This game must be guided by the teacher and it takes 5 to 10 minutes.

Materials you need a collection of picture no bigger than magazines page size the picture may be photographs or drawings and may be on paper, OHP transparency or slide.

Preparation:

Collect the pictures. Class work leaded to pair work.

Explain that you are going to test the learners' ability to see at great speed. It is a challenge of their power to react quickly. Flash a picture at the class, first making sure that everyone has a chance to see it. There should be no heads in the way and the angle should not be too acute for player on each side of the class.

(Picture of a man running)

Teacher: what was he doing?

Learner: he was running.

(Picture of five sheep)

Teacher: what did you see?

Learner: some sheep.

Teacher: how many did you see?

Learner: five.

(Picture of two men)

Teacher: what did you see?

Learner: two men

Teacher: what they were doing?

Learner: one was standing and the other was sitting.

Teacher: which man was standing?

Learner: the one who was wearing a hat.

(Picture of two girls)

Teacher: what did you see?

Learners: two girls.

Teacher: which one is taller?

Learner: the one in the blue hat.

(Picture of a packet of cigarettes)

Teacher: what did you see?

Learner: a packet of cigarettes.

Teacher: was it a new one or had it been opened?

Learner: it had been opened. The game can later be played in pairs, using small pictures.

Game # 8

Title: Illustrative board.

Objective: Moral and physical description

Materials: Pictures representing well known personalities.

Organization: The teacher will place the pictures that represent some heroes on a table in front of the classroom such as: Ernesto Guevara, Camilo Cienfuegos, José Martí, Carlos Manuel de Céspedes, Antonio Maceo, Julio Antonio Mella, Raul Castro and others and will guide the students towards the objectives. The monitor will be in front of the classroom guiding and controlling the activity with the teacher. The points will be written on board by the monitor.

Development: First of all the teacher will explain the activity and will give an example of her own. Example: Guevara is brave, honest, friendly, handsome, and tall.

Rules: the winning team will be the one that mentions more adjectives over the game.

Final diagnosis

Through the applied scientific methods was checked up that students improved their motivation towards learning English as a subject in their elementary education and the results are the following:

In the first indicator, the result varies from 2 to 7, what represents a 23.81 % of responsibility before their school duties for learning English, in high level, in middle level it goes from 5 to 10, what represents a 23.81 %, in the low level,

the results got better from 14 to 4, showing the effectiveness of the applied games.

In the second indicator the result varies from 1 to 10, what represents a 42.86 of implication when assuming learning tasks in the English lesson in high level. In middle level it goes from 6 to 9 what represents a 14.29. In the low level, the results got better from 14 to 2, increasing this way motivation for learning English through the applied games.

In the third indicator, the result varies from 3 to 15, what represents a 57.14% of steadiness on English knowledge acquisition in high level. Now, in middle level it goes from 6 to 9 what represents a 14.29%, in low level the results were improved from 12 to 1. In the fourth indicator the result varies from 1 to 7, what represents 4.76% of personal effort to learn English in high level, in middle level it goes from 5 to 10 what represents a 23.80%, in low level the results were improved from 12 to 4. In the fifth indicator, the result varies from 2 to 7 what represents 9.52% of English lesson enjoyment, in high level. In middle level it goes from 6 to 10 what represents 66,66%.in low level the result decreased from 14 to 4 what represents a 28.57% of English lesson enjoyment.

Indicators	Sample	High level	%	Middle level	%	Low level	%
1. Responsibility before their school duties for learning English	21	7	33.33	10	47.61	4	19.04
2. Implication when assuming learning tasks in the English lesson.	21	10	47.61	9	42.85	2	9.52
3. Steadiness on English knowledge acquisition.	21	14	71.42	5	23.80	1	4.76
4. Personal effort to learn English	21	7	33.33	10	47.61	4	19.04
5. English lesson enjoyment.	21	7	33.33	10	47.61	4	19.04

CONCLUSIONS

1. Consulted texts justify the role of motivation in the teaching learning process of English as a foreign language; it means an active, conscious and developmental process which contributes to the development of the students' integral personality.
2. The methods and instruments that were applied in the initial diagnosis corroborated the lack of motivation in fourth grade students from primary education towards English language learning.
3. The uses of didactic and linguistic Games contribute to increase fourth grade students' motivation in the learning process of the English language lessons.
4. The final diagnosis results made evident the effectiveness of the proposal of games stated in this research, thus fourth grade students demonstrated to be more interested and motivated during the English language lessons.

Recommendations:

The author recommends to the pedagogical science:

1. According to the effectiveness of games and the necessity for developing motivation in the students for the English lessons, it is recommended the analysis of the games so as to spread out their application to other English teachers.

2. The English primary teachers based in this investigation can continue elaborating some other games according to their creativeness and taking into account the specific characteristics of the group.

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Anexe 1:

Observation class guide .

Objective: Corroborate the use of games within the pedagogical practice to increase 4th graders' motivation to learning English..

Indicators that let the researcher corroborate 4th graders' motivation increase.

Indicators	Observed	Partially Observed	Not observed
1- Responsibility before their school duties for learning English			
2- Implication when assuming learning tasks in the English lesson.			
3. Steadiness on English knowledge acquisition.			
4. Personal effort to learn English			
5. English lesson enjoyment.			

Anexe 2:

Entrevista a los estudiantes de cuarto grado.

Objetivo: Profundizar en la información obtenida mediante la observación, relacionada con el empleo de juegos en las clases de inglés.

En la escuela estamos tratando de hacer las clases de inglés mas interesantes para Uds. y deseamos que nos respondan las siguientes preguntas, gracias.

1. ¿Consideras que estas aprendiendo el inglés como otra lengua o como otra asignatura?
2. ¿Consideras que estas motivado para aprender inglés?
3. ¿Participas en las clases de inglés cuando te lo preguntan?
4. ¿Disfrutas las clases de inglés cuando tu profesor utiliza medios de enseñanza?
5. ¿Consideras que tu aprendizaje del inglés es más ameno a través de juegos?

Anexo 3:

Guía para el análisis documental.

En los programas de asignatura, orientaciones metodológicas y planes de clases.

Objetivo: obtener información sobre el tratamiento y uso de los juegos en la educación primaria.

Aspectos a tener en cuenta:

- Empleo de los juegos para favorecer la adquisición del conocimiento en los estudiantes.
- Empleo de los juego en la clase de inglés.