



**UNIVERSITY OF PEDAGOGICAL SCIENCES**

**CAPTAIN "SILVERIO BLANCO NUÑEZ"**

**Major Paper in option to Bachelor's degree in English Language**

**Title: Participatory Techniques: their influence in students' motivation towards English lessons**

**Author: Eidy Pérez – Barquero Peraza**

**ACADEMIC YEAR: 2011-2012**

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**Tutor: MSc Ámbar Mayelín Toledo Rodríguez**

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## **SUMMARY**

This investigation entitled “Participatory techniques: their influence in students’ motivation towards English lessons” is about the implementation of some participatory techniques in the English lessons of sixth grade in order to increase motivation in the students. The initial diagnose allowed to determine the insufficiency of motivation in English lessons due to: The lack of English teacher in front of the class from third grade till sixth, the students preferences to other subjects, the insufficient knowledge by teachers about motivating the students in class. Several methods were used to attain this goal, like: observation, experimentation, survey, analysis of documents etc, and some others such as analysis-synthesis, induction-deduction, percentage calculation and others, with the application of these methods the author hopes to make a deeper analysis of the task of motivation in the students and offers a fast effective and economical solution to this problem.

## THOUGHT

“Todo conocimiento está en la mente del niño, basta con motivarlo y saldrá a la luz como un rayo de sol.”

José Martí Pérez.



## **DEDICATION**

- ❖ To God for his love, mercy, grace and support.
- ❖ To all the professors who, with their love and orientation, made us feel the wish of being like them.

## **ACKNOWLEDGEMENTS:**

- I would like to thank God
- I would like to express my gratitude to my children and my wife
- I would like to thank in a very special way my mother my father and my brother who have given me all the support and courage to fulfil my goal not only in my professional life but also in my personal life.
- I want to express my endless gratitude to all the teachers who have prepared me as a professional of this foreign language, specially to professor MSc Ambar Mayelín Toledo Rodríguez who has been my tutor; and to all my friends and classmates for the constant support and help they have always given me.
- I also want to thank my dear friend Msc Evelio Orellana Orellana.
- I also want to thank Phd. Francisco Joel Pérez González
- I also want to thank our national system of Education for giving me all these opportunities to become a teacher and at the same time, for having the chance to work for our children and for our society.

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## INTRODUCTION

English as a foreign language has been taught in Cuba since long time ago, but nowadays a great emphasis has been given to the necessity of improving the practice of it, making students learn in a better way. In this case is the teacher's responsibility to put out in the students the need to learn it. In this way this kind of learning will be much easier for the students.

This matter has been researched by some other authors on Pedagogy such as Rosa Antich de León in her book "Metodología de la enseñanza de lenguas extranjeras". In spite of this investigation, this problem still endures because teachers do not use participatory techniques to increase motivation in the students with regularity. The author of this investigation considers that participatory techniques could indeed be an alternative to better and even to reduce this problem.

In the school the author is investigating, this constitutes a problem to be solved. That is why the necessity of investigating about this topic, not only about motivation, but also about the way it should be treated to achieve a higher motivation in the students of sixth grade in the English lessons, so as to achieve better results in the Teaching Learning Process. Taking into account all this, the author has declared the following **Scientific Problem**: How to contribute to increase sixth grader's motivation in the English lessons at José Martí Primary School? For answering the scientific problem the author proposed as: **Objective**: To apply a set of participatory techniques to increase sixth grader's motivation in the English lessons at José Martí Primary School

For guiding this research the author had designed the following **scientific questions**.

- ❖ What is the theoretical and methodological groundwork that supports sixth grader's motivation in the learning of English as a foreign language?
- ❖ What is the present-time state regarding sixth grader's motivation in the English lessons at José Martí primary school?
- ❖ What should be the characteristics of participatory techniques in the English lessons to increase motivation in sixth graders at José Martí primary school?
- ❖ What results will be obtained with the application of the participatory techniques in the English lessons to increase motivation in sixth graders at José Martí primary school?



For giving answer to the questions before and to fulfil the objective of this research, the following **Scientific Tasks** should be developed:

- ❖ Determination of the theoretical and methodological groundwork that supports sixth grader's motivation in the learning of English as a foreign language.
- ❖ Diagnosis of the present-time state regarding sixth grader's s motivation in the English lessons at José Martí primary school.
- ❖ Elaboration of a set of participatory techniques in the English lessons to increase motivation in sixth graders at José Martí primary School.
- ❖ Evaluation of the results obtained with the application of the participatory techniques in the English lessons to increase motivation in sixth graders at José Martí primary School.

**Indicators:**

1. If the students pay close attention during the classes.
2. If the students are concentrated in the solution of different tasks in classes.
3. If the students participate during the classes.
4. If the students make personal efforts in the activities done in classes.
5. If the students show satisfaction during the classes.

**Methods, techniques and instruments applied:**

The author used the following methods to the development of this work:

**Methods of the theoretical level:**

**Analysis-synthesis:** it permitted to know the essence of the problem referred to the lack of motivation for the English lessons by sixth grade students. Different participatory techniques were analyzed and a synthesis was made about those techniques that could increase students' motivation in English lessons in sixth grade.

**Induction-deduction:** It permitted the study of particular cases, with their own characteristics to obtain general conclusions; it made possible focussing on the essence of the problem as well as its regularities.

**Historical-logical analysis:** it permitted to deepen on the evolution and the development of motivation from the philosophical, psychological, pedagogical and

didactical base. It has the correct information about the historical course of the problem related to the lack of motivation in English lessons on the part of sixth graders.

#### **Methods of the empirical level:**

**Observation:** it was used to obtain information about the way students behave, if they feel motivated during the English lessons before and after this research.

**Survey:** it was used to know about the level of the problem. To determine the way six grade students feel about English lessons.

**Analysis of documents:** it was used to look for more information about the problem. The lesson plans, text books and programs were analyzed to determine the way they suggest activities that can provide students' motivation in English lessons.

#### **Methods of the statistical level:**

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

**Descriptive statistic:** it was used in the prosecution and analysis of the data.

**Population and sample:** In José Martí Primary School there is a group of 30 students of sixth grade, what constitutes the **population** of the research. In this research, the **sample** coincides with this population, which represented the 100 percent of the grade.

**Scientific contribution:** The main contribution of this work is the set of participatory techniques to increase motivation, facilitating the use of the language, achieving that the students feel motivated, in fact, making the class be more dynamic. This constitutes a pedagogical alternative that could solve the stated scientific problem.

**Scientific novelty:** This scientific novelty is given in obtaining some participatory techniques for making the students feel more motivated about this subject where the students' interests play a very special role in the collective work. By means of these techniques, a students'-centered lesson can be achieved, as well as the unit between the instructive and the educative teacher's work and initiatives, creativeness and the cognitive independence of the students during the lesson can be favored. This work brings to the teachers a way to motivate more the students during the lesson.

#### **EPIGRAPH 1: Theoretical groundwork. The Teaching Learning Process.**

The Teaching Learning Process is a systematic transformation of phenomenon under the influence of a series of gradual changes which states one after the other ascendently. It has a main role through the teacher, who is a knowledge communicator. It is an integrated whole in which it is seen the role played by the student. In this process the cognitive, affective and educative matters integrate in one piece as essential pedagogical requisites. (Pedagogía, 1982)

In the process of assimilation of knowledge it also takes place the acquisition of procedures, strategies which in their union form both specific and more general abilities. In the process students also acquire abilities related to planning, control and evaluation of the learning activity, contributing to a more thoughtful and regulated behavior of the student.

The Teaching Learning Process requires for its development to start from awareness of the preparation state of the student; that is why the diagnosis constitutes a required thing to do before its execution.

Therefore, the diagnosis as activity permits to know the progress of the student in matters like the development of ways of behavior, and the formation of values which are two aspects of personality.

The diagnosis is the right moment for the teacher to orient levels of help in the case of the students who may have any difficulty at the time of solving any exercise or executing any activity.

The Teaching Learning Process has as its fundamental purpose to contribute to the integral formation of the student's personality, constituting in itself the chief mediating way for the acquisition of knowledge, procedures, behaviors and values inherited from mankind. (Antich, Rosa, 1986).

The acquisition of knowledge and skills will gradually contribute to the development of thinking, the formation of cognitive interests and motives for the activity of study. In this process of acquisition of knowledge, of interaction among the students, every possibility of contributing to the formation of sentiments, values, qualities appear; as well as the acquisition of ways of behavior which are chief aspects in the teaching learning process.

Socialist Pedagogy establishes the necessity of active and conscious participation of the students in the teaching learning process, so that they become the subject of this process. This kind of participation shows up when there is a motive stimulating the

learning desire since every human action is caused, motivated and conditioned by the necessity of satisfying demands and requirements. Is a teachers' necessity to know:

### **Objectives of sixth grade English syllabus.**

The teaching of English in this grade most develop knowledge and skills that allow the students to:

- ◆ Achieve communication in the language.
- ◆ Learn listening attentively and comprehend the spoken language in monologues and dialogues within the boundaries of the studied language material.
- ◆ Reproduce orally the linguistic studied and to apply it in certain every day life situations.
- ◆ Use an active vocabulary of about 175 words.
- ◆ Recognize in given situation the relation phoneme-grapheme in the English language.
- ◆ Get familiar with some elements of the culture of several English Speaking Countries.
- ◆ Facilitate the communist formation and the development of the new type of human being through the sentiments of friendship and solidarity.
- ◆ Understand the social function of language as an instrument of communication and a way of cultural improvement.

### **Characterization of the Students of Primary Level:**

These students are ten or eleven years old. At this age the field and the possibilities of social action have increased considerably. The students from sixth grade are more independent than others by showing 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, the necessity of knowing their characteristics deeply is eminent, what constitutes a premise to increase of quality in the educational work.

Motive is what stimulates carrying out an action. The learning of a foreign language can be conditioned by cognitive 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.

### **1.1-Motivation in the learning process of English as a foreign language.**

The study of the motivational sphere in man is one of the main goals of the psychology of personality. Man's activity is evidently provoked by something or when something holds that activity with certain energy or intensity towards a determined direction. This general idea is the one translated into the motivation term.

When human's motivation is being studied, it is important to be able to separate its basic elements; those are the elements which constitute the conformation of every development of the motivational process. It is considered that these starting points in the study of motivation can be found in needs and motives they are subdued to.

Is necessary to know two distinctions to deal with motivation; from psychological and pedagogical view point. In first place can be mention psychological motivation is the individuals' inner impulses that elicit action something that implies emotion or desire operating on the will and inciting it to action. In second place pedagogical motivation is the stimulus that brings about such as an action and it is applied in Foreign Language Learning as the individuals' wish to learn a foreign language due to a variety of reasons.

The concept of need demands the establishment of an important distinction from the psychological point of view. On one hand, we must call a need to the way in which an internal condition is an indispensable premise of activity. The need in itself, as the state of being of the student, is not able to provoke any directed activity; its function is then limited to the activation of the individual, which is experienced and reflected by the very individual in desires and tendency ways. These states, on the other hand, can only express the dynamic aspect of needs without designating a specific content.

The presence of this need in the subject can activate him. It is reflected psychologically as disquiet, a concern in which the individual does not know how to go through because he has not experienced the way they can find to satisfy it. In these conditions, the subject is still incapable of orienting his action in a way in which he can really achieve the satisfaction of his needs.

On the other hand, the distinction of need should be made as what directs regulates the subject's concrete activity. In this moment, apart from its dynamic view the need is filled with the specific content. It had been analyzed that for a need to play its role in both impulsing and orienting, it should concentrate in those objects which may be able to

correspond to the need itself and be easy to satisfy; thus, the object responding to the specific need, not only stimulates the activity of the subject, but it also gives to it a well defined orientation.

This way, the objects of the needs are the ones which constitute the motives of activity in both cases material or ideal, or concrete or abstract motives.

Then it can be said that a motive is the object which responds to needs and that, reflected by the subject conducts towards its activity.

Motives can be differentiated among themselves by paying attention to different opinions, such as: its content, its manifestation (interests, convictions, aspirations and intentions); also by its level of conscience, its polarity (positive or negative); its stability, its generality or amplitude or its structure.

In nowadays teaching the term **motivation** is used to denote a complex system of process and psychological mechanisms which determine the dynamic orientation of man activity in relation with its environment.

The motivational characteristics are given to everything impulsing and guiding man activity. Motives are objects, ideas, the feeling which direct man's activity. When someone is talking about motives, it is needed a reference regarding the why of the action, and what it determines. The process of formation of motives can develop itself in different ways. Sometimes man experiences desires, needs which although they create an impulse, they do not permit the action towards the complete satisfaction for having not a specific characteristic. It only happens when during the course of the activities something comes up; something representing a precise form of satisfying those needs and desires, then it becomes a motive of behavior.

It is important to say that man's activity is not determined, in the first place by an impulse or an internal need, but by external circumstances; and afterwards, during the process of the activity itself, the need starts acquiring satisfaction in man which creates the internal impulse to develop it even when the beginning circumstances have disappeared. Then we can talk about the formation of a motive.

For this formation the help of the scholar activity as a fundamental way in the formation of motives for studying is important.

As it has been expressed before, any scholar activity should create in the students the need to know. By making the student look for the answer to what he does not know,

there is a great success and satisfaction given by the solution of the problem, mainly when it is achieved.

The presence and formation of adequate motives for studying guarantees the way students develop the activity with pleasure, deepen into the subjects, search new ways of solution.

Motivation plays a very important role 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 the teacher's responsibility the students' acquisition of knowledge 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 that must be present throughout lessons and the whole course. **Motivation** is one of the most permanent condition of the educative process, is composed by a great number of psychological and educative impulses that should be present trough the lessons and in the whole curse, not specifically at the beginning of one another. Motivation provides the students the development of a positive attitude to the language, attitude that should become in a permanent quality of its personality at the same time that it implicates its disposition to use the foreign language in benefit to the socialist society (Enrique O'Farril Isora y Pulido Díaz Arturo 2006).

It is also important to determine which the motives for studying are and how they can be ranked; thus, the students can be oriented towards activity by personal and social motives or motives related with the content itself of teaching. These motives form themselves in different moments of development, but it is important to guarantee an adequate and ranked structure.

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 that 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. The communicative practice of each matter and a communication demanding situations are also necessary. 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. (González Serra, Diego Jorge 1982)

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 (González Serra, Diego Jorge 1982) Taking into account these distinctions, the main purpose 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 the teacher's effort is invested in practice: in making the task in hand as attractive as possible, and in encouraging students to engage in it, invest effort and success.

## **1.2- Characteristics of motivated learners.**

The most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

1. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
2. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
3. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
4. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
5. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
6. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion.



For the author of this investigation motivation is central in the teaching learning process, so the teachers should take advantages of the students individual diagnose and offer activities according to their personal interest and most of them depend on the teacher's action and knowledge of motivation and the application of participatory techniques to increase motivation, so it is important to consider that participatory techniques appeared from the undirect pedagogical practice and they were inserted as a part in the teaching learning process based on the principles of the new education.

### **EPIGRAPH 2-Participatory Techniques: Pedagogical answers to solve motivation and apprenticeship problems.**

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? (González Rodríguez, Nydia y otros, t1, 1998) These are some of the questions that teachers have to take into account if they are going to apply any technique. These techniques are the instruments, the ways teachers have to provoke students' motivation, 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.

Participatory techniques consist of one or several elements that are transferred to the group in form of code sign, stimulating the analysis and student's interpretation. (González Rodríguez, Nydia y otros, t1, 1998).

These aspects of the reality, these concepts, wanted to be intended are translated when a technique is designed or applied to a specific code (visual, audio-visual, auditive, lively) that is not closed and so generator of an active process of decodification.

Decodification in a group way finds, discovers, explains, values, interprets and synthesizes the knowledge or situation communicated through the code. Each technique should be applied according to the moment of the teaching learning process.

**Participatory techniques** constitute tools for working with popular education, which promotes the participation and the development of the reflection and discussion, and they favour collective awareness of the problems that are being discussed. They appeared in concrete historical conditions for a pedagogical primary School teaching constituting the result of the labour developed, in an increasing way during the last thirty years for teachers, being at the same time an expression of the ways of working of undirect pedagogy in nowadays Latin America. (González Rodríguez, Nydia and others, t2, 1998)

## **2.1 -Types of participatory techniques.**

Can be found among them animation dynamics, general analysis techniques, analysis techniques etc.

When a technique is selected, the objective to be achieved must be clearly bore in mind.

- As in technique the must know it, be able to use it in the appropriate moment and keep it working.
- It is also important to set the specific characteristics of each technique, its possibility and limits.
- Techniques should be let at the reach of everybody so as to be used creatively.
- Generally, a single technique is not enough for dealing with only one topic. It should always be supported by other technique so as to make them deepen on each other in order and systematically. Participatory techniques come up as educative open tools that provoke reflection and analysis. They gather the objective and subjective aspects of practice and reality in which one group or organization moves, allowing in a reflexive education. They, besides, take into account the cultural and historic reality of the group that it has been working with: its communication codes, its traditions, its values, its fights, its language etc.

Participatory techniques are used so as to make people participate, cheer, describe or group-join the participants, or for making a lot more simple the contents.

## **2.2-Model to apply participatory techniques**

1- Initial motivation for the participants to focus on the topic to be treated.

2- Once done the dynamic according to the kind of techniques being used, then ask:

a)- What did we listen to?(auditive techniques)

b)- What did we see?(visual techniques)

c)- What did we feel?(vivid techniques)

d)- What did we read or appreciate?(graphic techniques)

3-Deeper analysis of the elements present in the techniques:

Its sense, what it makes us think: What do we think about the elements seen, said or experienced??

4- Relate all these elements with reality itself:

- In which way is this related to reality?
- How can we see it in our neighbourhood?
- In this moment, the techniques used as motivation, is let aside to go right into analyzing the aspects of reality concerning to the material treated

5- Draw at conclusions or synthesis of the situations discussed.

- What conclusions can we draw at?
- How can we summarize what we have discussed?
- What did we learn?

It is convenient to clear out that these techniques must be assumed by the teacher, in this case, with creativeness and in a flexible way.

## **EPIGRAPH 3-PARTICIPATORY TECHNIQUES, AN OPTION TO INCREASE MOTIVATION, IN THE ENGLISH LESSONS.**

In this research the author proposes a set of participatory techniques which are related to the content taught in English lessons of sixth grade.

### **3.1 - Examples of participatory techniques:**

- a) Presentation and animation techniques.
- b) Participatory techniques for the development of abilities.
- c) Participatory techniques for consolidation and evaluation.
- d) Participatory techniques for the acquisition of knowledge.

With the presentation of these techniques the author hopes to increase motivation in the students of sixth grade in Jose Marti Primary School, these techniques are very easy to be used by teachers and they take into account the students' potentialities and characteristics, and if they are used with creativeness, they will produce a positive change in the Teaching Learning Process.

### **3.3 - Activity 1**

**Title:** Describing

**Objective:** Describe important Cuban personalities so that it contributes to the reinforcement of patriotism.

**Materials:** Pictures and cards.

**Procedures:** The teacher will organize the class in pairs; every pair will develop a dialogue using personal information about personalities that appear on the chart down their tables, one of them has to complete and do the question and the other has to answer the questions, at the end of the dialogue they should answer: Why do you consider that these personalities are important?

**Exercise: 1. Pair work. Answer the questions about these important personalities of our country.**

**Observe the following picture and answer these questions.**

What \_\_\_\_ \_\_\_\_ name?

What \_\_\_\_ \_\_\_\_ \_\_\_\_ like?

What \_\_\_\_ \_\_\_\_ like?

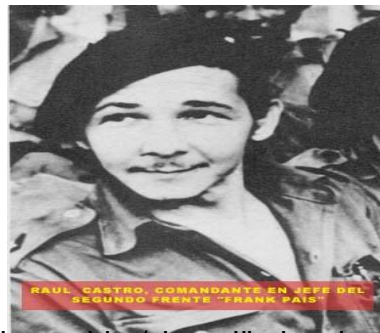


**Observe the following picture and answer these questions.**

What \_\_\_\_\_ name?

What \_\_\_\_\_ like?

What \_\_\_\_\_ like?



**Evaluation:** The teacher will evaluate orally the activity and he/she will give the mark to the students taking into account their disposition for developing the exercise.

The pairs who had a higher disposition for developing the exercise and could make it without mistakes will obtain B\_\_\_\_\_.

The pairs who had a normal disposition for developing the exercise and had committed less than three mistakes will obtain R\_\_\_\_\_.

The pairs who had a lower disposition for developing the exercise and had committed more than four mistakes will obtain M\_\_\_\_\_.

### **3.4 - Analysis of the results**

This research is based on the lack of motivation in English lessons, which constitutes a problem. For proving it, some methods were applied; the author of this investigation applied some empirical methods during the initial stage such as observation, survey to the students, survey to teachers, experimentation and the study of documents.

Through the observation method the author of this research verified the interest status of the students during the Teaching Learning Process, and could obtain the following information: 10 students out of 30 felt motivated during the English lessons what represents 33, 3%, 8 students out of 30 were concentrated during the solution of the tasks of the classes what represents 26, 6%, 5 students out of 30 participated actively in all the activities done in the classes what represents 16, 6%, 5 students out of 30 show interest and effort while developing all the activities in the classes, what represents 16, 6%, and 4 students out of 30 felt satisfied with the activities done in classes, what represents 17,7%.

Through the survey method the author of the research took into account the observation guide and the indicators used, which were the following:

**Indicator 1.** If the students pay close attention during the classes.

**Indicator 2.** If the students are concentrated in the solution of different tasks in classes.

**Indicator 3.** If the students participate during the classes.

**Indicator 4.** If the students make personal efforts in the activities done in classes.

**Indicator 5.** If the students show satisfaction during the classes.

For a better understanding, the author of the investigation prepared the following key:

**Indicator 1. If the students pay close attention during the classes.**

The students always pay close attention during the classes.

The students sometimes pay close attention during the classes.

The students never pay close attention during the classes.

**Indicator2. If the students are concentrated in the solution of different tasks in classes.**

The students are always concentrated in the solution of different tasks in classes.

The students are sometimes concentrated in the solution of different tasks in classes.

The students are never concentrated in the solution of different tasks in classes.

**Indicator 3. If the students participate during the classes.**

The students always participate during the classes.

The students sometimes participate during the classes.

The students never participate during the classes.

**Indicator 4. If the students make personal efforts in the activities done in classes.**

The students always make personal efforts in the activities done in classes.

The students sometimes make personal efforts in the activities done in classes.

The students never make personal efforts in the activities done in classes.

### **Indicator 5. If the students show satisfaction during the classes.**

The students always show satisfaction during the classes.

The students sometimes show satisfaction during the classes.

The students never show satisfaction during the classes.

During the initial stage the author of this investigation found, supported with the observation that there were serious problems with motivation in English lessons in José Martí Primary School.

By means of the survey applied to the students and the survey applied to teachers the author of this investigation learned that the students need more dynamic activities to increase motivation in English lessons because of the misuse or the non-use of participatory techniques, not knowing in most of the cases about their importance.

#### **In the initial survey applied to the students the following data were gathered:**

- In the indicator number 1, only 10 students out of 30 always paid close attention during the classes, representing the 33.3%, 12 students out of 30 sometimes paid close attention during the classes, representing the 40%, and 8 students out of 30 never paid close attention during the classes, representing the 26.6%.

(Go to annex#4).

- In the indicator number 2, only 5 students were always concentrated in the solution of different tasks in classes, representing the 16.6%, 8 students out of 30 were sometimes concentrated in the solution of different tasks in classes, representing the 26.6% and 17 students out of 30 were never concentrated in the solution of different tasks in classes, representing the 56.6%. (Go to annex#5).

- In the indicator number 3, only 7 students out of 30 always participated during the classes, representing 23.3%; 6 students out of 30 sometimes participated during the classes, representing 20%; and 17 students out of 30 never participated during the classes, representing 56.6%. (Go to annex#6).

- In the indicator number 4, only 6 students out of 30 always made personal efforts in the activities done in classes, representing the 20%, 5 students out of 30 sometimes made personal efforts in the activities done in classes, representing the

16.6%, and 19 students out of 30 never made personal efforts in the activities done in classes, representing the 63.3%. (Go to annex#7).

- In the indicator number 5, only 5 students out of 30 always showed satisfaction during the classes, representing the 16.6%, 6 students out of 30 sometimes showed satisfaction during the classes, representing the 20%, and 19 students out of 30 never showed satisfaction during the classes representing the 63.3%.

(Go to annex#8).

**In the initial survey applied to the teachers, the author took into account the following questions:**

- 1) Do you know what Participatory Techniques are?
- 2) Do you use them in class?
- 3) How often do you use them in class?
- 4) Tick with an X the Participatory Techniques used in class.

\_\_\_\_ Presentation and animation techniques.

\_\_\_\_ Participatory techniques for the development of abilities

\_\_\_\_ Participatory techniques for consolidation and evaluation.

\_\_\_\_ Participatory techniques for the acquisition of knowledge.

For a better understanding, the author of the investigation prepared the following key:

Question1.

Teachers know what Participatory Techniques are

Yes\_\_\_\_ No\_\_\_\_

Teachers don't know what Participatory Techniques are

Yes\_\_\_\_ No\_\_\_\_

Question2.

Teachers use Participatory Techniques in classes

Yes\_\_\_\_ No\_\_\_\_

Teachers don't use Participatory Techniques in classes



Yes\_\_\_\_\_ No\_\_\_\_\_

Question3.

Teachers always use Participatory Techniques in classes

Teachers sometimes use Participatory Techniques in classes

Teachers never use Participatory Techniques in classes

Question4.

A) Presentation and animation techniques were use by\_\_\_\_\_

B) Participatory techniques for the development of abilities were use by\_\_\_\_\_

C) Participatory techniques for consolidation and evaluation were use by\_\_\_\_\_

D) Participatory techniques for the acquisition of knowledge were use by\_\_\_\_\_

**In the initial survey applied to teachers the following data were gathered:**

- In question number 1, only 3 teachers knew about what participatory techniques were, representing the 30% and the rest which were 7 did not know their meanings, representing the 70%.
- In question number 2, only 2 teachers used participatory techniques in lessons, representing the 20%, the rest did not use them representing the 80%.
- In question number 3, 1 professor always use Participatory Techniques in classes representing the 10%, 3 teachers sometimes use Participatory Techniques in classes, representing the 30% and 6 teachers never use Participatory Techniques in classes representing 60%.
- In question number 4, when the professors were asked to select the participatory techniques they believed they worked with, the author learned that:
  - ◆ Presentation and animation techniques were selected by 4 teachers representing the 40%.
  - ◆ Participatory techniques for the development of abilities were picked up by 2 professors representing the 20%.

- ◆ Participatory techniques for consolidation and evaluation were marked by 4 teachers representing the 40%.
- ◆ Participatory techniques for the acquisition of knowledge. 1 teacher selected them representing the 10%.

(Go to annex #9).

During the initial stage the author of the investigation applied other methods from the empirical level such as the study of documents to see the references of the topic to be dealt with. The documents treated were the syllabus of the subject, methodological guidelines, resolutions and others. In this study the author found out about the development of abilities of communication and motivation but there were no outcome to these problems.

After the appliance of the activities proposed, the author of the investigation applied again the instruments used during the initial stage like the observation, survey to students, survey to teachers and others.

For the analysis of the final stage the author needed to reapply the same methods.

**In the final survey applied to the students after the application of the proposal of activities, the following data were gathered:**

- In the indicator number 1, 14 students out of 30 always paid close attention during the classes, representing the 46.6%, 13 students out of 30 sometimes paid close attention during the classes, representing the 43.3%, and 3 students out of 30 never paid close attention during the classes, representing the 10%. (Go to annex#4).
- In the indicator number 2, 9 students out of 30 were always concentrated in the solution of different tasks in classes, representing the 30%, 13 students out of 30 were sometimes concentrated in the solution of different tasks in classes, representing the 43.3% and 7 students out of 30 were never concentrated in the solution of different tasks in classes, representing the 23.3%. (Go to annex#5).
- In the indicator number 3, 15 students out of 30 always participated during the classes, representing 50%; 10 students out of 30 sometimes participated during the

classes, representing 33.3%; and 5 students out of 30 never participated during the classes , representing 16.6%. (Go to annex#6).

- In the indicator number 4, 12 students out of 30 always made personal efforts in the activities done in classes, representing the 40%, 8 students out of 30 sometimes made personal efforts in the activities done in classes, representing the 26.6%, and 10 students out of 30 never made personal efforts in the activities done in classes, representing the 33.3%. (Go to annex#7).
- In the indicator number 5, 10 students out of 30 always showed satisfaction during the classes, representing the 33.3%, 9 students out of 30 sometimes showed satisfaction during the classes, representing the 30%, and 11 students out of 30 never showed satisfaction during the classes, representing the 36.6%.

(Go to annex#8).

**In the final survey applied to the teachers after the application of the proposal of activities, the following data were gathered:**

- In question number 1, 7 teachers knew what participatory techniques were, representing the 70% and the rest which were 3 of them did not know their meanings, representing the 30%.
- In question number 2, 6 professors used participatory techniques in lessons, representing the 60%, the rest did not use them representing the 40%.
- In question number 3, 6 teachers always use Participatory Techniques in classes representing the 60%, 3 teachers, sometimes use Participatory Techniques representing the 30% and 1 teacher never use Participatory Techniques representing the 10%.
- In question number 4, when the professors were asked to select the participatory techniques they believed they worked with, the author learned that:
  - ◆ Presentation and animation techniques were selected by 9 teachers representing the 90%.
  - ◆ Participatory techniques for the development of abilities were picked up by 7 professors representing the 70%.

- ◆ Participatory techniques for consolidation and evaluation were marked by 8 teachers representing the 80%.
- ◆ Participatory techniques for the acquisition of knowledge: 6 teachers selected them representing the 60%.

(Go to annex#10).

After having applied a set of participatory techniques the author of this research, could corroborate that:

- The majority of the students paid close attention during the classes.
- Some of the students participated more during the classes.
- Some of the students were concentrated in the solution of different tasks in classes.
- Some of the students made personal efforts in the activities done in classes.
- Some of the students showed satisfaction during the classes.

## **Conclusions**

1-Studied documents corroborate the important role of motivation in the teaching learning process of English as a foreign language; it means a developmental, conscious, active and necessary process which helps the improvement of the students' personality

2-Different methods and instruments that were applied in the initial diagnosis confirmed the existence of potentialities and weaknesses or limitations in sixth grade students' motivation in the English lessons.

3-Participatory Techniques for increasing sixth grade students' motivation in the English lessons should be dynamic, in accordance with the students' interest and necessities, participatory techniques can favor the students acquisition of knowledge, reflection and analysis.

4-The results of the application of a set of participatory techniques allowed efficiently demonstrate their potentialities to increase motivation in sixth graders in the English lessons.

**Recommendations:**

The author of this research recommends to the Pedagogical Sciences:

Facilitate teachers, not specifically of English but also of other subjects, to use participatory techniques in their lessons, because they can turn lessons into a more interesting and pleasant period for the students and also allows teachers new ways of teaching.

The author also recommends to extend this investigation to the rest of the Primary Schools of the municipality.

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## **Annexes**

### **Annex 1.**

Title: Observation.

Objective: Verify the interest status of students during the Teaching Learning Process.

Aim the observation to the following steps:

- 1-The students feel motivated during the classes.
- 2-The students are concentrated during the solution of the tasks of the classes.
- 3-The students participate actively in all the activities done in the classes.
- 4-The students show interest and effort while developing all the activities in the classes.
- 5- The students feel satisfied with the activities done in the classes.

## **Annex 2.**

Title: analysis of documents.

Objective: To look for more information about the problem and to determine the contents and abilities to develop in sixth graders.

Aspects to take into account:

1-Contents in sixth grade syllabus.

2-System of objectives to fulfill in this syllabus

3-System of abilities that the syllabus proposes.

4-Methodological orientations given by the syllabus.

5-Teaching aids according to the syllabus

### **Annex 3.**

Dear student, we need your collaboration in this research, we want you to answer honestly

Title: Survey applied to the students:

Objective: Verify the students' motivation in the English lessons.

Tick with an X the frequency you do the following:

**Indicator1.** Do you pay close attention during the classes?

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

**Indicator2.** Are concentrated in the solution of different tasks in classes?.

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

**Indicator 3.** Do you participate during the classes?

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

**Indicator 4.** Do you make personal efforts in the activities done in classes?

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

**Indicator 5.** Are satisfy during the classes?

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

Survey to teachers:

Dear teacher, your answer is very important for this research:

1) Do you know what Participatory Techniques are?

Yes \_\_\_ No\_\_\_

2) Do you use them in class?

Yes \_\_\_ No\_\_\_

3) How often do you use them in class?

Always\_\_\_ Sometimes\_\_\_ Never\_\_\_

4) Tick with an X the Participatory Techniques used in class.

\_\_\_\_ Presentation and animation techniques.

\_\_\_\_ Participatory techniques for the development of abilities

\_\_\_\_ Participatory techniques for consolidation and evaluation.

\_\_\_\_ Participatory techniques for the acquisition of knowledge.

## Annex 4

Before the proposal of Participatory Techniques (survey to students)

**Indicator1.** If the students pay close attention during the class

I N D I C A T O R  1	%	ALWAYS	SOMETIMES	NEVER
			10=33,3%	12=40%

After the proposal of Participatory Techniques (survey to students)

**Indicator1.** If the students pay close attention during the class.

I N D I C A T O R  1	%	ALWAYS	SOMETIMES	NEVER
			14=46,6%	13=43.3%

**Annex 5**

Before the proposal of Participatory Techniques (survey to students)

**Indicator2.** If the students are concentrated in the solution of different tasks in class.

I N D I C A T O R  2	%	ALWAYS	SOMETIMES	NEVER
			5=16,6%	8=26,6%

After the proposal of Participatory Techniques (survey to students)

**Indicator2.** If the students are concentrated in the solution of different tasks in class.

I N D I C A T O R  2	%	ALWAYS	SOMETIMES	NEVER
			9=30%	13=43,3%

## Annex 6

Before the proposal of Participatory Techniques (survey to students)

**Indicator 3.** If the students participate during the class.

I N D I C A T O R  3	%	ALWAYS	SOMETIMES	NEVER
		7=23,3%	6=20%	

After the proposal of Participatory Techniques (survey to students)

**Indicator 3.** If the students participate during the class

I N D I C A T O R  3	%	ALWAYS	SOMETIMES	NEVER
			15=50%	
			10=33,3%	
				5=16,6%

## Annex 7

Before the proposal of Participatory Techniques (survey to students)

**Indicator 4.** If the students make personal efforts in the activities done in class.

I N D I C A T O R  4	%	ALWAYS	SOMETIMES	NEVER
		6=20%	5=16,6%	

After the proposal of Participatory Techniques (survey to students)

**Indicator 4.** If the students make personal efforts in the activities done in class.

I N D I C A T O R  4	%	ALWAYS	SOMETIMES	NEVER
			12=40%	
			8=26,6%	



**Annex 8**

Before the proposal of Participatory Techniques (survey to students)

**Indicator5.** If the students show satisfaction during the class.

I N D I C A T O R  5	%	ALWAYS	SOMETIMES	NEVER
			5=16,6%	6=20%

After the proposal of Participatory Techniques (survey to students)

**Indicator 5.** If the students show satisfaction during the class.

I N D I C A T O R  5	%	ALWAYS	SOMETIMES	NEVER
			10=33,3%	9=30%

**Annex 9**

Before the survey applied to teachers						
Ind	Yes	%		%	No	%
I	3	30%		—	6	60%
II	2	20%		—	8	80%

Before the survey applied to teachers						
Ind	Always		Sometimes		Never	
III	1	10%	3	30%	6	60%

Before the survey applied to teachers						
IV(A)	4	40%	—	—	—	—
IV(B)	2	20%	—	—	—	—
IV(C)	4	40%	—	—	—	—
IV(D)	1	10%	—	—	—	—

## Annex 10

After the survey applied to teachers						
Ind	Yes	%		%	No	%
I	7	70%			3	30%
II	6	60%			4	40%

After the survey applied to teachers						
Ind	Always		Sometimes		Never	
III	6	60%	3	30%	1	10%

After the survey applied to teachers						
IV(A)	9	90%				
IV(B)	7	70%				
IV(C)	8	80%				
IV(D)	6	60%				

## Annex 11 Final statistical analysis

Ind.	Always		Final state	Sometimes		Final state	Never		Final state
	Before	After		Before	After		Before	After	
1	33,3%	46,6%	+13,0%	40,0%	43,0%	+ 3,0%	26,0%	10,0%	+16,0%
2	16,6%	30,0%	+13,4%	26,0%	43,3%	+17,3%	56,6%	23,3%	+33,3%
3	23,3%	50,0%	+26,7%	20,0%	33,3%	+13,3%	56,6%	16,6%	+40,0%
4	20,0%	40,0%	+20,0%	16,6%	26,6%	+10,0%	63,3%	33,3%	+30,0%
5	16,6%	33,3%	+16,7%	20,0%	30,0%	+10,0%	63,3%	36,6%	+26,7%

## **Annex 12** Proposal of activities

### **Activity 2**

**Title:** “Develop your language”

**Objective:** To develop the language and creativeness of the students.

**Materials:** cards

#### **Procedures:**

- The teacher guides the collective reading of the text, and will tell the students to select a character individually, imagine how he/she is, and prepare themselves to act it out in front of the group.
- The students will group up according to the individuality of the character chosen and each group will be given four cards guiding them towards different activities to be developed. For example:

Card#1: present a mimicry of a scene selected by the team.

Card#2: what would you do if you were in the situation in which the selected character was?

- In a drawing, the teacher decides which card each team will perform in front of the group.
- Each group will develop the activity assigned.
- in spite of texts, the teacher can also use TV programs, poetry, films etc
- Will start the game, the team that will be able to read properly a short reading chosen by the teacher.

**Evaluation:** B\_\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

### **Activity 3**

**Title:** “Blindman’s”

**Objective:** To review different ways of giving directions.

**Materials:** Objects given in classes

#### **Procedures:**

- Student A: Choose an object in the classroom. Then blindfold a student and give him/her directions to help him/her to find the object.

- Student B: Disorganize the classroom and blindfold a student. Another student gives directions to help him/her to walk from one side of the classroom to the other.
- They have to use turn right, turn left and other ways learned in classes.
- The winner team will be the one that can obtain more points

**Evaluation:** B\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

#### **Activity 4**

**Title:** "Imitation"

**Objective:** To guide vocational orientation.

**Materials:** proper objects of different professions.

**Procedures:**

- The teacher with the student's help selects the day they are going to imitate the profession they like the most. All the students are going to look for real objects about the profession they select for making the game.
- The selected day each student is going to come to class wearing the objects taking into account the selected profession, then the teacher makes the teams.
- Each team is going to prepare its place to work, they are going to look for the objects used in the selected profession, the students are going to say why they like the profession and the importance of each of them. The students are going to analyze the advantages and disadvantages.
- Will start the team that could be able to imitate the way that the teacher says hello everyday.

**Evaluation:** B\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

#### **Activity 5**

**Title:** "Number in my life"

**Objective:** To develop a good pronunciation and use the numbers.

**Materials:** Cards, blackboard, colors, posters

**Procedures:** the teacher will choose the students to participate who should think in a number and will write it on the board then a player from the other team should pronounce it, if the student does it fine, will obtain the majority of the points. The teacher

will guide the activity, and selects the students to participate.

Will start the game the team chosen by the teacher and will win the one who has answered correctly the majority of questions.

**Evaluation:** B\_\_\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

### **Activity 6**

**Title:** Let's eat fruits and vegetables

**Objectives:** To express the name of fruits and vegetables through an activity to develop the nutritional and educational hygiene of the students.

**Materials:** Cards and a basket.

**Procedures:** To develop this game the teacher will divide the classroom in two teams and will call them "fruits" and "vegetables". Every participant should select a card from the basket either a vegetable or a fruit, say the name and identify if it's a fruit or a vegetable if the answer is correct the student will obtain 5 points, if the student has any mistake he will obtain 3 or 4 points. The teacher will guide the activity. Will start the game the team that will guess the name of the fruit known as The Queen of the Fruits.

The teacher will write on board the marks of every team.

If the student doesn't express the answer correctly the teacher will give a chance to a member of the other team keeping the second team the opportunity of participating in its turn.

Will win the team that obtain the majority of points

**Evaluation:** B\_\_\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

### **Activity 7**

**Title:** let's greet in English

**Objectives:** To express orally the different ways of greeting in English and personal information

**Materials:** Cards with real pictures

**Procedures:** The teacher will divide the classroom in two teams then he will select a student of every team to choose the card and both will develop a dialogue according

with the real picture on the card. Every team will use greetings according to different times of the day. Will start the team that had chosen the card belonging to student A. The teacher will guide the development of the game and will win the team that pronounces it better.

**Evaluation:** B\_\_\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_

## **Activity 8**

**Title:** "What am I like?"

**Objectives:** To urge thinking towards the self-knowledge.

**Materials:** cards.

### **Procedures:**

The guider of this activity must talk enough not to damage the self-esteem of the person to be analyzed. The team that the teacher chooses will start the game. And the team that will be able to say more qualities correctly will be the winner.

- Present cards showing qualities of the personality. A poster in the front will indicate that each one of them must select the quality that characterizes him/her best.
- The students can communicate among themselves, or they can do it individually, to give reasons and to interchange ideas related to "What am I like?" and "How do the others see us?"
- Every participant will expose the quality he/she chooses.
- The rest will be listening to corroborate or to give some criteria regarding his/her partner.
- Then the whole group makes a general analysis of the qualities we must go for, to achieve or eliminate.
- Each student will get five points if the answer is right, if not, the chance will be given to the other team.

### **PICK UP YOUR QUALITY**

disciplined      honest      ambitious      ingenious

polite      lazy      faithful      studious

self-conceited      unhappy      nice      intelligent

**Evaluation:**    B\_\_\_\_      R\_\_\_\_\_      M\_\_\_\_\_

### **Activity 9**

**Title:** Do you have a good memory?.

**Objective:** Identify objects and parts of the house using there is and there are to develop good habits at home.

**Materials:** Real objects, pictures, drawings.

**Procedures:**

This activity can be developed by teams. The teacher will show the real objects, pictures, or drawings for some seconds. After every team will have the opportunity to say the objects as much as they could remember. Every team will describe different parts of the house and different objects. Will start the team that would be able to remember the number of José Martí's house. Will win the team that can say more objects and parts of the house.

**Exercise: Observe the picture for five seconds. Remember everything you have seen.**

Teacher: What's there in the picture?

Student: There is a...

A) Make a team work. You have never been in your friend's house; you are on the street talking with him/her, he/she invites you for having breakfast tomorrow morning, ask him/her address, what is his/her house like?, how many rooms are there in the house?, asking to describe them, and they should say which are the objects that are there in the living room.

**Evaluation:** B\_\_\_\_      R\_\_\_\_\_      M\_\_\_\_\_

### **Activity 10**

**Title:** Which is the word?



## **Objectives:**

\_Identify the numbers and the ABC in English.

\_Reproduce grammatical and lexical structures related with the name and the letters to wake up in the students the friendship.

**Materials:** poster.

**Procedures:** The teacher will dictate a sequence of numbers in each item, the students will copy them in their notebooks, after, they will look for in a list, the letter that corresponds with the number inside of every stall till they form a name. After will develop a pair work with the formed names and they will ask each other and they will spell each name. Then the teacher will give them the opportunity to establish a mini dialogue where they have a conversation using these names and they should be able to spell them. The teacher will help them just if they need it, or he can develop a conversation with one of them as example. He will evaluate as much as he can. Every student will select a different name for them. Will start the couple that says the result of  $175+25$  faster, will win the team that pronounce and spell better every name

**Exercise 1:** Listen to the following numbers copy them in your notebooks. After look for the letter that corresponds with each number in the chart.

1. What is the formed name?
  - a) 1, 6, 11, 4, 16, 2 = THOMAS.
  - b) 6, 14, 3, 3, 14, 12 = HELLEN.
  - c) 12, 11, 14, 3 = NOEL.
  - d) 5, 15, 16, 12, 8 = FRANK.
  - e) 9, 16, 4, 14, 2 = JAMES.
  - f) 7, 16, 12, 13, 14, 3 = DANIEL.
  - g) 10, 15, 16, 7 = BRAD.

**Exercise 2:** Develop a dialogue with your partner, ask him-her the name from the chart and how does he-she spell it.

1	2	3	4
T	S	L	M
5	6	7	8
F	H	D	K
9	10	11	12
J	B	O	N
13	14	15	16
I	E	R	A

**Exercise 3:** Work with your partner imagine that you finished sixth grade and you go to register to high school, and you should say your name and spell it.

**A:** You are the secretary of the school. Greet the student and ask his-her name and asking to spell it.

**B:** You are a student go to register, greet to the secretary and answer the questions.

**Evaluation:** B\_\_\_\_\_ R\_\_\_\_\_ M\_\_\_\_\_.

