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DIPLOMA PAPER

Theme: Activities for getting a better motivation towards English lessons in 1st year students of Forest Speciality.

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Dedication

I dedicate this diploma Paper:

To my son, that is the reason of my life

To my parents because of their support to me in all the moment

To my professor Oseida for everything she has done for me

To all the professors who gave me their hands in the moments I needed

Acknowledgement

To all the persons that helped me in the most difficult moments of my life

To my adviser Oseida because of her dedication for helping me all the time

To my husband for his constant supporting in the development of my studies

Abstract

The insufficient treatment of the different stages concerning motivation is not new. It begins to be investigated since ancient times. However, the exploitation of the potentialities that the contents of English subject offer to develop motivation is not enough to fulfil its purpose.

This Diploma Paper has special significance because it provides some considerations about motivation as well as different criteria from philosophical and pedagogical point of view, that is why, this investigation is aimed at to reinforce motivation to find the way to follow for the analysis of the results with the application of the activities already made to develop motivation in 1st year students of Forest Speciality at Polytechnic Institute "Combate de Sabanilla"

”Instruir puede cualquiera, educar solo quien sea un evangelio vivo”

José de La Luz y Caballero

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Introduction

The Cuban school has been able to be to the vanguard of the education in Latin America and the Caribbean in the last decades for the achievements shown in the educational quality, starting from creating a group of conditions that favor even more the fulfillment of the teaching learning process and to the development of the thought and the language of the youth, because the domain of the language and their structures for the communication are of capital importance, for what all the educational system have to exercise a systematic work for the achievement of those ends.

Nowadays, the Cuban society thinks on the important necessity of enriching the man's cultural formation, whose preparation locates it to the height of the development of the contemporary world, an educated man that understands the problems of its context, in its origin and development, that is inserted in the battle of ideas that faces the country, with solid arguments to assume a transformer attitude directed to reach the ideals of our Homeland.

It is very important for an international society, the influences of principal resources that motivate the actions of personality. This idea is been included in our country. Cuba is having a revolution through the education of an integral and independent man, on top of the essential of independence, opened mind and home rules into the new generations, it suggests different factors that guide correct actions and social life of new generations.

The motivational study is being considered a social impact in the educational stage because its knowledge permits to diagnostic student's real situation, their interests, their low-point of study, how to solve this trouble through the planning and a correct application of teaching methods.

According to that was stated before, the authoress could deduce the following insufficiencies:

- Poor motivation towards the English lessons.
- Insufficient use of the new technology for motivating the English lessons.

- Inadequate use of the teaching means for motivating the English lessons.



Although the new challenges into educational process, and after the study of the problem's bank of the Polytechnical institute "Combate de Sabanilla" it was selected as a scientific problem: how to get a better motivation towards the English lessons in 1st year students of Forest Speciality at Polytechnical Institute "Combate de Sabanilla".



Taking into consideration the problem that exist, the objective of this investigation is: elaboration of activities for getting a better motivation towards the English lessons in 1st year students of Forest Speciality at the Polytechnical Institute "Combate de Sabanilla".

Scientific Questions

1. Which are the historical antecedents for the development of motivation in the English lessons and the main theoretical references about motivation for this subject?
2. Which is the real status of motivation by English lessons in 1st year students of Forest Speciality at the Polytechnical Institute "Combate de Sabanilla"?
3. Which is the way to follow for getting a better motivation in 1st year students of Forest Speciality at the Polytechnical Institute "Combate de Sabanilla"?
4. What results could be obtained with the application of the proposal?

Scientific Tasks

-  Establishment of the theoretical antecedents for the development of motivation in English lessons and systematization of the main theoretical references that support motivation for this subject.
-  Determination of the real status about motivation by English lessons in 1st year students of Forest Speciality at Polytechnical Institute "Combate de Sabanilla"

-  Elaboration of a proposal of activities for getting a better motivation towards the English lessons in 1st year students of Forest Speciality at” Polytechnical Institute Combate de Sabanilla”
-  Valuation of the effectiveness of the proposal applied.

Universe and Sample

For carrying out this Diploma Paper in 1st year students of Forest Speciality at Polytechnic Institute “Combate de Sabanilla, it was selected as sample 16 students from a universe of 16 students distributed in 1 group. Concerning professors, there is 1(100%),

The universe selected coincides with the sample

Consequently, to meet the terms of this investigation, the authoress applied the following scientific methods:

Theoretical level:

Analysis and Synthesis: They were used to determine the aspects that constitute the theme and summarize them from the scientific and methodological points of view.

Induction and Deduction: They gave the possibility of making generalizations based on the study of the development of motivation, and also it facilitated to arrive at logical and practical conclusions about the problem.

Historical and Logical: They were used to obtain a general vision on the theme object of investigation.

Empiric-Experimental level:

Observation: The direct observation made possible to detect the real problem, which is the ways and methods used in class to develop motivation and relationship with the activities.

Interview: It permitted to reach the professor’s opinion about methods he/she applies on lessons and the activities to develop motivation.

Inquiry: It was applied to check the importance of the activities in the teaching learning process of the English Language.

Mathematical Statistical level:

Percentage technique: it was possible to count, to process and to interpret all the data obtained checking the results and also to arrive at conclusions.

Development

1. Characterization of the theoretical antecedents for the development of motivation in English lessons and systematization of the main theoretical references that support motivation for this subject.

Nowadays, our world is ruled by the globalization, as far as Economy and culture, among other subjects that go in international procession's level in which they contribute national or regional spaces. This process had been motivated many spaces, put very tightly through the Revolution of the communication and information.

Cuban society is been identified, by the influence in social, economic, political and educational spaces, of technological innovations that takes place constantly who had caused globalization, it demands us a permanent study and rendering attention to objective of learning to learn in life way, in fact, our education is creating: knowledge bases, abilities, which will allow us through information society to intelligence and knowledge society (the Dock for Yacht, 1999).

Real situation is characterized by a complementation and strong relation between technology and education, which acquires new characteristics, therefore it is not strange a looking for new models that help to prove education these new perspectives. Nevertheless, in spite of transformations made in the educational learning process there is an objectively reality: the students do not have a good communication in English Language; they do not show interest by the contents they are receiving in lessons.

The history of English as a subject shows the linking between the socialist-economic features and the social ideas concerning to language. That is why that all the analysis that take place has to take into account the linguistic bases that were taken from schools or tendencies more relevant in each epoch. Today with the socialist pedagogy and the Marxist—Leninist theory concerning to the applications of scientific methods for the analysis of psychological activities that are produced in the development of a language.

On the other hand, according to the bibliography contacted, it is so important the stimulating paper in the execution of relations and spaces for autonomy, creativity and the participation of teachers, all of this have caused in a strength association between different levels: individual, school, and policy who develops a good relation determined in actions and initiatives for increasing the quality of the educational learning process in this level.

For example, concerning the correct use of the video and improvement of English lessons, the students have a possibility to develop communicative abilities according to their academic level (according for a correct lexical and corporal postures), that valuation of its communicative abilities allows an educational, cultural, and social gathering on knowledge by professor.

In fact, it was considered the analysis of different motivation concepts so much important as its influences in the English Teaching Learning Process, especially in English subject.

There exist some concepts that we have to take into consideration for the development of this investigation.

What's the motivation?

According to Spanish Language Dictionary, motivation is Action and effect to motivate. | 2. Reason (cause). || 3 Mental Preparatory test of an action to animate or animating oneself to execute it with interest and diligence. According to Encarta 2006 means "behaviour's cause of an organism, or reason for which an organism carries out a certain activity."

The word motivation is as old as man. What energy initiates, directs and regulates the human activity, and it is something that from the Greeks times till present has been preoccupation for different branches of science. Experts in these processes of human behaviour have agreed that the motivation is the will to act.

Studies of about motivation in Cuba

In Cuba, like in the whole world, psychological studies surpass old decrease positions, about formation and development of people. Many authors plead for an

integrating, and individual approach, on psychology studies, especially on motivation aspects.

In different provinces, specifically in Pinar del Rio some studies has been made relating for motivation sphere of personality, even though there's not reference publication where works with an integrating approach on motivation sphere are detailed, referring for their content and operation aspects, as well as methodology for its study.

Nevertheless, several are authors in Cuban Scientists Community that on this subject plead for an integral approach, on their motivation theories. Works have been made in this sense, but very directed specific motivational areas, like the profession, the study, etc

The study of motivating operation in a subject, with a narrow unit and dialectic relation, it has not been taking seriously by investigators set who work in these studies and their professional practice. Specifically teachers, psychotherapists, and psychologists, who are in charge of studying and orienting young generations,.

Paper theories and reflections about motivation are in the English teaching-learning process:

According to Rose E. Alfonso Pedagogical Professor, motivation plays a medullar role in the English teaching learning process. The knowledge will not be effective if students do not develop interests towards this one. Only motivation obtained for knowledge can drive students to a search of novelties, prove abilities that they have and develop others.

Professor explains us that motivation is pronounced in choice of participating for actively in learning process, that it must understand motivation object like the image of the object wished, so necessary sense in English lessons as guide of student and director his activity towards a goal (knowledge acquisition and development of abilities), result through subject maintains positive relations and student's exigency might be satisfied.

Students carries out an action through all these causes, a learning with instructive objectives, a desire dominating for new language, reading for its literature, knowing for its people culture, developing for oral and written communication, it implies an intrinsic reason: a necessity to learn this language to approve the course, with will allow them to begin their studies in other level.

According to investigations, communicative theoreticians raise that students have an effective necessity of loosing for fear to seem ridiculous when they are deprived of their first language and it commits to them expressing for feelings in second language still unavailable. Speak in public, communicative pressure; realization tests and participation in class represent external conditioners that decisively repel in manifestation fear and anxiety states.

On the other hand, teachers are compromised giving for solutions and transforming for learning process. Every object, event or process has value in itself and if it is not considered, educating act decreases or it would be impossible. In order developing motivation towards to study, a teacher must know psychological development of student age, dominating for dynamics of group and be informed into content that is being learned in the other disciplines to work an interdisciplinary form.

According to Rodeloy Castellanos Cruz Licensed as far as Motivation, some of most popular and validated theories of human motivation, these can help us to understand internal forces that hits and mobilizes a persons.

Expectations Theories of Vroom:

This theory maintains that motivated people are those who perceive certain goals and incentives like valuable for them, simultaneously, understand that a probability of reaching them is really high. Points that it prefers to emphasize from this conception they are:

- All human effort is made with expectation of a certain success or compensates.

- The subject trusts that if awaited yield is obtained he follows certain consequences for him.
- People hope that who makes the best works so they obtain the best results.

This approach of motivation in conclusion has several and important consequences at time of trying to understand the variation:

The student motivates itself with a good direction by objectives, reason why these must respond to real estimations, to difficult and achievable exigencies.

Compensation for students must be so aligned with rights expectations of them. That requires a good knowledge of these last ones, its culture, its true interests.

Said in other words, if students does not feel defied for work to make, or does not know his felt expectations more or, which is worse, it is created false expectations that teacher will not carry out, then with all certainty will appear unmotivation and loosing of commitment.

Although motivation is the main concept of this work, it is necessary talking about creativity because it has a strong relation n learning process of language; both aspects have been boarded by so different authors, who had been analyzed in this investigation. Really, does it dedicate time to stimulate the creativity on English lessons? At present moments when we are carrying out certain transformations in Cuban Education.

In order to obtain creativity development in the educational process, professor must know his students, diagnose them, love them, respect them and perfecting for its work constantly, in addition being for up-to-date in which are news in its science and experiences of outposts, must create necessary conditions, material base, producing for these necessary psychological and moral conditions, that gives action freedom although he regulates it, and does he obtain it when gives truths like perfect and finished knowledge?

In opposite, professor obtains it when wake up curiosity in students and he leads them to different levels by its own activity, taken by an unknown motivation, when he shows them situation of the life and solution it at same place, but it is necessary

to find it and investigate it. Education with quality is the one that manages increasing for creativity like basic condition of human being fullness.

On the authoress' own, after analyze theories and reflections of great personalities from pedagogical and psychic world, it considers education that today it's distributing, it does not have to be integral to information transmission, must be able by its self and doing for man more rich its spirit and more valuable educating character, for fomenting the highest feelings and to cultivate intelligence performing for transform work of man.

Traditionally professors worried by the student they know the reality through different disciplines that it tightens, forgetting that these must prepare student not only in the knowledge plane, either an effective, moral and also choice making for different kind of activities successfully. In this preparation, student disposition for effective participation in the teaching learning process is created. Student must be arranged psychologically to any activity, playing for any role or in opposite, instead of satisfaction, their results will cause frustration.

Footing agree with Clara Molina Jauregui Licensed and Rule Cardinal Rojas Saldiñas Master that student feels security in itself and is arranged psychically to activity, will reach better results, their efforts will not be in vain and will be able by itself solve psychic tensions that accompany any activity.

In this psychological preparation, development plays a fundamental role that is only obtained when it has systematized by direction, helps and control.

Generally that work is done through a spontaneous way like a part of process, but not planned previously in same teaching learning process.

Concerning the analysis done, it concludes that TV, video, tape recorder, and computer are didactic resources, and it can be used anyway like optative way of education when contents and student's characteristic justify it.

In fact, English learning is not average terming function, else on strategies base and didactic techniques that it used, in attention to cultural diversity in classroom. It

must recognize that English professor is the plus element significant selecting for way in a defined context to learn and teach.

Students are not passive possessors of information, in any case they are receiving in execution and they recognize information that is seen by them, and with abilities of their knowledge and its actions. On the other hands, the students do not have a time necessary in English lessons to make Integral Practice of the language and might not advance to the place where the educative projects hope arriving for, if it refused to recognize differences between students around the country and characteristics between students from other locates, although the culture differences (employ of free time, style of life, necessities, etc).

All these clauses shown that video lessons are playing an essential paper as a form for giving knowledge to students without imposing in all time use of new positive resources, that allows to act with economy and resources of time.

It suggests some activities to use in some lessons of different contents operated in English Class Program that will be used as a guide for teachers and will be a help for their creativity.

The teacher can make some activities in class, such as, role play of histories, interviews, mountain range of swing, description of pictures, objects and actions, open dialogues, riddles, jazz songs and others, since an objectively point of view.

How motivate the students:

It reinforces and stimulates. Hardly a new learning is acquired if an alternative does not appear.

It communicates and informs. Communication is a valuable tool of motivation.

It works in equipment. Forces are mobilized by possibilities which cause the result be more enriching: The whole is more that the sum of parts.

The human being needs security parameters. It is fundamental staring off for stable minimums stops there from continuing constructing. It generates values through the people

Power the autonomy and responsibility of students. Take care of with falling in Syndrome of Titanic, the magnificent boat sank by its grate power and incapacity to change.

Power the participation. It is the way to imply to everybody in the project. It foments diversity and creative confrontation. Analysis is the base of the work in equipment.

It reinforces self-esteem of students. Stands out own pride and belonging for the group.

It values and animates. There is not greater scorn that not to show esteem, having for details, giving positive feedback, etc.

It implies everybody, emphasizes contributions of each one. It reinforces collective illusion. It takes advantage of spontaneity, the freshness and the freedom of able and independent students. It is fundamental to happen from I to Us. Anyone of us alone is as intelligent as all us together we.

Knowing for how to be without noticing and knowing how to take leave. Leave descendants if one knows to say good bye. It is easier that they remember to you positively and that can ask you advice or use as your experience.

It is very important for the development of the Teaching learning Process to make a review of the ways for the improvement of motivation towards the English lessons, so that the proposal constitute an instrument for all the English teachers because it consist in a series of exercises to be developed.

2. Determination of the real status about motivation by English lessons in 1st year students of Forest Speciality at Polytechnic Institute "Combate de Sabanilla"

With the purpose of determining the real situation of the problem of motivation through the English subject it was carried out a diagnosis in 1st year students of Forest Speciality at Polytechnical Institute "Combate de Sabanilla" from Baracoa Municipality.

For it was applied an inquiry to 16 (100%) students from 1st year; also, there were observed 3 lessons to a professor of English with an observation guide to English lessons and an interview. Also, it was carried out an interview to professors 2 (100 %)

The opinion selection of this sample, was simple, it means, all the universe has the same opportunities of being included in the sample; with an aim of obtaining the level of preparation that they own at facing with emphasis the motivation through the English lessons.

For knowing the real situation that present the motivation through the English lessons the authoress had to begin with the appraisal analysis of the results obtained in the instruments applied in the school where the investigation was carried out.

Observation to lessons:

There were visited 3 lessons, especially when the professor work with the introduction of the new content characterized by the fact that the teacher did not use enough the new technology, as a support, to motivate the students and of course to develop the communication skills in a conscious way.

Concerning the activities done in class, it can be said that they did not contribute enough to develop motivation: those types of activities were sometimes tediousness, based on traditional activities. The professor based most of the time her teaching on having the students to work in pairs and to act in front of the class. Therefore, the student had to speak rigidly, not in a freely way. From the point of view of the author this form of working is not the correct way to motivate the students and to develop at the same time develop the interest towards the English subject.

Interview to teachers

Analyzing the interview to teachers, it could be said that most of them in most of the cases, do not treat motivation in a correct way, so, that's why students have problems during the lesson.

If teachers search for the best manners to develop motivation in an active way in class, students will be motivated and the student's learning will increase.

In question one which asked how they valued motivation in their pupils, the teacher, representing 100%, answered that it is a very hard task for him. It is easy to see how difficult it is for teachers to work with motivation because they don't know how to use the appropriate procedures in class and the students don't have enough time to prepare themselves.

In question two, they were asked how they work with motivation. The teacher said he could, but the students commit big mistakes and trying to speak in Spanish. It is due sometimes to the limited vocabulary and the poor knowledge about the topic.

Survey to students:

In question number one 10 student answered yes, 4 no and 2 what for, in the second that made reference to the importance of English for the development of their culture. 8 of them said very much, 6 a little and 2 nothing. In question three 10 of them said that the English lessons are always motivated, 3 answered sometimes a In question four it was observed that the student do not practice English in their free time.

In question four it was observed that the student do not practice English in their free time.

For that reason, it was necessary to develop the following proposal.

3. Proposal of activities:

The authoress of this Diploma Paper would like to point out that these activities can be applied to motivate the students towards the English lessons. These activities are a functional didactic variant that allow the students to wake up the interest for learning English, supported by methodological step, in which the professor role is very important too.

For the elaboration of this set of activities, it was taken into account the content of the syllabus, to place the activities in each unit according to its content.

This proposal counts on eight activities structured as follows:

Title: It is stated a name which is related to the content of the lesson.

Objective: It reflexes the specific aim to be reached in this activity to develop motivation.

Content: Is related with the content of the lesson were the activity is designed to be applied.

Method: It says how to operate with each of the activities. It has a direct relation with the objective and teaching means to be used.

Teaching means: They are powerful tools at the service of the teaching learning process.

Methodological procedures: They are the steps established by the author to orient professors on what should be done, and how to operate with the activity as such.

Evaluation: It should be developed systematically, and in oral and written forms.

The syllabus is composed of seven units.

1. Greetings (introductory unit) 12
2. Parts of the house (descriptions) 10
3. Asking and giving address. (Giving how to get somewhere) 10
4. Daily activities (Talking about routine) 18

5. Telephone conversation. (Making suggestions) 12
6. Likes and dislikes (expressing their preferences) 6
7. Talking about health problem (giving advice) 6

Activity #1

Theme: "How do they compare?"

Objective: Identify the different type of tree through questions and answer for the development of their in the speciality .

Place: Classroom.

Time: 30 minutes.

Evaluation: Individual

Ability: Writing and speaking

Teaching means: Real objects and pictures.

Methods: Commutative approach

Methodological step:

The teacher will present some pictures that represent different trees and ask the students to identify them (Pine, cedar, mahogany.

Later on she will ask them to make a comparison using the comparatives er than, more than or as - as

First of all the teacher will show pictures of a pine and asks.

- What is the name of this tree?
- Is this tree important?
- Is this useful for constructing houses?
- Do you consider the pine tree as useful as cedar?

- What can we do with them?

Later on the teacher will ask the students act out among them asking and answering questions.

Example T: Betty asks George for the wood tree more important, the pine or the cedar

Betty: Which is more important pine or cedar?

George: Cedar is more important because it is harder.

T. Betty asks George if the mahogany is important too.

Betty: Is the mahogany important too?

George: Yes, it is as important as cedar

This procedure will be repeated using other trees

Activity #2

Theme: "Finding the best wood".

Objective: Recognize the use of some wood tree through a written exercise for the development of their knowledge related to their career.

Place: Classroom.

Time: 40 minutes.

Ability: Speaking and writing.

Teaching means: Cards, pictures and real objects

Evaluation: Individual.

Methods: Joined elaboration.

Methodological step:

The teacher will give the students cards with the name of some trees and asks them to identify which of them are used as wood for constructing some material and which are fruits.

Example: Mangoes, cedar, mahogany, tangerine, orange

Later on they are going to write sentences with them.

Ex: Cedar is good for constructing windows.

After this exercise their are going to match column A with column B

A	B
1) Cedar	___ a tree that produce fruits
2) Wood	___ a tree useful for doing furniture
3) Tree	___ Material useful for constructing
4) Tangerine	

Then the students will make sentences with the word that does not belong to column B

Act. #3

Title: Get your 5 now

Objective: The students are going to develop communicative abilities using different tenses.

Content: Grammar

Place: Classroom

Time: 5 minutes

Evaluation: Individually.

Method: Independent work

Teaching means: eraser, board, chalks and cards

How to do it: For waking up the students for the new content the teacher will write some sentences on the board one by one, and the first one who raise his/her hand is going to answer it. In case it fail, then some one else will do it. The one who be able to answer it will get 5 points.

Exercise: Identify the tense of each sentence. Write SP for simple present, PC for present continuous, P for simple past, F for future tense, and CP for the past continuous in front of the sentence.

SP My sister's dog usually barks to strangers.

PC They are enjoying the free time.

F The students are going to participate in class.

CP I was playing tennis with my boyfriend yesterday.

P Alice wrote a poem to her sister last night.

PC My parents are celebrating their wedding anniversary.

SP We study and practice sport in school everyday.

F Susan will know the results of the competence in a week.

To do this act it was chosen Unit 1 Communicative functions in which the students are going to talk about the different tenses.

Act #4

What I do every day

Objective: The students are going to develop an exercise using the simple present tense for getting a better communication.

Content: grammar, simple present

Place: Classroom

Time: 10 minutes

Evaluation: In pair and individually

To develop this activity the teacher will select two students to work in pair. To do this activity it was chosen Unit 1 in which the students are going to talk about present activities.

How to do it:

The teacher will show some cards that represent some actions and will ask the students to describe it.

Exercise: The cards represent some of the activities that Alice and Ralph do every day. Observe them carefully and say what kind of activity they usually do, and then the teacher will ask:

What do they do at 7.00 am? And this procedure will be continued with the other actions and times.

Later on the teacher will ask the student to act out among them asking and answering questions like this:

eg: Lorri ask Paul what are the activities he usually do in his free time.

Lorri: Paul, what do you usually do on your free time?

Paul: I usually study and read interesting books.

Then the teacher will copy on the board some hints to use for the development of the oral practice.

Do the laundry_ water the plants take care the forest clean the garden ,etc

Act #5

How do they compare?

Objective: The students are going to develop communicative abilities using the comparative forms.

Content: lexic

To do this activity, it was chosen Unit 1. Talking about family members.

Place: classroom

Time: 5 minutes

Evaluation: individually

How to do it: The teacher will copy a situation on the board with the descriptions of some persons:

Example: Donald, Paul and Gretel are brother and sister.

Donald is 1,80m tall, Paul is 1,75m tall, and Gretel is 1,20m tall.

Exercise 1

- a) Is Donald tall?
- b) What about Paul?
- c) Who is the shortest?
- d) How do they compare?

Exercise 2 Then some students will make a description of the three and establish a comparison.

This procedure will be follow using others persons with different characteristics.

eg: intelligent_honest_ interestig_impotant_ pretty_short_famous_hard working etc.

Act #6

What are they doing?

Objective: To motivate the students for the new content through a micro situation.

To do this activity it was chosen Unit

Place: Classroom

Time: 5 minutes

Content: grammar, present continuous

Evaluation: Individual

How to do it: The teacher will show a picture that represents different activities that are doing at the moment of speaking and he will ask some questions about the pictures:

Exercise:

Are they at the park?

Where are they?

Are they dancing?

Are they cooking?

What are they doing?

So, the teacher will continue the same procedures with other pictures that will present some other actions.

At the end the teacher will ask the student to represent in front of the classroom an action that other one is going to describe, making a mimic.

eg: one student is going to performance like cleaning the school garden and other will ask, What is ___ doing now?

This procedure will be continuing with others actions related to the activities they have developed during their laboral practice.

Activity #7

Knowing my town

Objective: The students are going to recognize some historical places and its Importance for the development of their motivation and improve their cultural level.

To do this activity it was chosen Unit 2- Describing places

Content: lexic

Place: classroom

Time: 20mn

Evaluation: individual

How to do it: The teacher will show some pictures and she will tell them these important places from the town. The classroom will be divided into two teams: but previously the teacher will prepare a box that contains some pieces of paper with the names of the places but there will be only three papers with the name of the places. For example the student from team #1 will come to pick a paper from the box, the student who gets the paper with the name of the place will be the one who comes to the board to do the item. . Then the rest of the teams will do the same.

Exercise: Match the elements from column A with the corresponding ones of column B

A

B

1- Obelisco de Duaba
Monument

The place dedicated to an important hero who fought in Combate del Pino.

2- Patricio Sierra Alta
Monument

The place where fell down in combat one of the patriot that was fighting for supporting the revolutionary triumph.

3- Matachín Museum

The place where Maceo and a group of men landed on April the 1st 1895.

Later on after completing the exercise the teacher will ask the following questions:

Have you ever visited these places?

What could you see there?

Do you considered these places important? Why?

Could you describe them?

How is the vegetation of these places?

Do you like them?

What do you think about persons that do not take care of the environment?

Activity #8

Title: Knowing the forest

Objective: To describe the nature using the demonstratives.

Place: The school farm.

Time: 30 minutes.

Content: Grammar.

Evaluation: Individually.

How to do it: The students will go to the school farm and with the technician guidance they are going to learn the name of the entire plantation there for describing using the demonstrative.

Ex: Technician: He/She makes an exposition of all the type of plantation at the farm.

The teacher is going to give the students the names of all of them in English

Then the teacher will ask.

T: What's there in the center of the field?

St: There is a tangerines tree.

T: Is this a fruit tree?

T: Is this fruit good for health?

This procedure will be continuing with the plantations that are at the farm asking and answering questions.

Activity #9

Title: Walk around the town

Objective: To reinforce the students knowledge concerning to countable and uncountable nouns through a working pair.

Place: classroom

Time: 30 minutes.

Content: Grammar.

Evaluation: Individually.

How to do it: The teacher will go with the students around town and ask them to observe the thing around them for telling later on which of them are countable and which are uncountable.

Ex: If they observe a guava plantation they could ask.

St 1: How many guavas did you see?

St 2: No too many only six.

St 3: There are some guavas in the tree.

T: Do you like them?

St: Yes, I like it very much.

T: Are guavas delicious?

This procedure will be continue with things.

Activity #10

Title: Taking care of the forest.

Objective: To develop good behaviour concerning to the love to nature.

Place: school garden

Time: 30mn

Evaluation: individually

Content: lexic

The teacher will draw a big tree on the board with many branches and ask the students.

Who of you want to cut one branch?

One student will cut it and the teacher will ask.

T: What is he/she doing?

St: He/She is cutting the branch.

T: Is he/she damaging the tree?

St: Yes he/she is.

T: May we damage the forest?

St: No, we may not.

T: How do you consider x

___ Careful.

___ Conscious.

___ Irresponsible.

T: Do you usually cut tree in your neighbourhood?

T: How can you preserve the environment?

T: Do you like to plant trees?

At the end the student will talk about the importance to take care the environment.

4. Valuation of the Proposal

The authoress of this Diploma Paper applied a set of activities, in order to develop the motivation towards the English lessons in the students. They were applied during the lessons.

First of all, it was applied a diagnostic test to know the real situation of the students concerning the aspects already mentioned.

The following difficulties were detected after analyzing the results obtained:

The students were not enough motivated with the English lessons.

The students had difficulties at the time of speaking .They had a low level in the vocabulary and also difficulties in the fluency.

After having all this information, the authoress of this Diploma Paper started to apply the activities suggested with the objective to eliminate those difficulties, and, to develop a better motivation in the students for facing the new content.

First of all, the authoress of this investigation let the teacher and the students know the objective of the proposal and how to fulfill it.

Taking into account the problem that was affecting the development of motivation in 1st year students of Forest Speciality at Polytechnic Institute “ Combate de Sabanilla” there were selected 16 students, as sample.

It was important for the authoress of this research to gather information on the effectiveness of the activities proposed. It is necessary to clear up that most of them were in some cases readapted. For that reason, there were applied some empirical instruments to valuate their usefulness through the implementation of the proposal.

To check the results of the proposal, 5 lessons were observed. During this investigation, the authoress realized about the positive changes of the students concerning motivation.

At the beginning of the application of the proposal, the students showed some problems at the time of doing their role in the activities; they got difficulties at the time of using their vocabulary in the activities, but when the students were familiarizing themselves with activities and their complexity, everything was in progress. The activities were done in a clear way. It propitiated much more motivation at the same time of developing them, and the students were more interested on participating.

Concerning the student's opinion in the inquiry to student, about the activities, there was a coincidence about how they improved the motivation in the students. The (100%) of them confirmed that fact. The activities the students liked the most were (activities 2, 4, and 5); and the most difficult activity to be assimilated was

number (3), the students (100%) said they considered that the activities used helped them to use the language freely, of course, to use the grammatical structures correctly, with the teacher's support in the lesson. They considered, in fact, that when they were using the activities their verbal activity was widening, it means, they were acquiring a better motivation at the time for learning. They also said that they would like to keep these types of activities through all their learning process with the teacher as a principal guidance of the lessons.

The teachers, 2(100 %) were also interviewed by the authoress. They were in agreement with the fact that the application of those activities in their lessons should be more frequent, due to the changes observed in the students while they were applying the activities. She noted that the students were more motivated and interested in the things they had been doing, at the time of playing, they also applied the communicative functions in different forms, and in many times they created their own oral exercises to practice their vocabulary, their fluency, and grammar freely; creating on them habits and abilities.

The teachers said, that the use of activities contributed to develop their lessons into a better way, that's because the students were an active part of the process. The activities were done, not only from the teacher to the students, the students also acted as monitors in the lessons, in the observation of some lessons the authoress saw the veracity of both, professors' and students' opinions about the effectiveness of the activities proposed but the most important aspect was that students acquired, in a great level, habits and a better motivation for the English lessons.

For all these results, the authoress of this investigation considers that the psychological, linguistic and pedagogical principles of the foreign language teaching were achieved because the students managed to speak freely, they got a better fluency, pronunciation and their vocabulary increased. That is why, the authoress considers that the activities proposed constitute ways to solve the problem detected from the investigation. It is the authoress's opinion that this

important labor, with all English teachers should be worked to get the most effective results in our classrooms while developing the motivation in the students.

Conclusions

- The practical experience shows that it is necessary to master the antecedents, of the teaching learning process of the English language as well as the knowledge of the different concepts and theories about motivation towards the English language, in order to reach a better preparation of the professional, resulted from the Forest Institutes.
- According to the diagnosis applied it was possible to corroborate that there are some problems concerning to motivation's level in first year students of Forest Specialty at Polytechnic Institute "Combate de Sabanilla."
- The application of the proposal of activities developed was a complete success in the grade, because it was obtained the approbation of teachers, and in special the interest and curiosity of the students, who joined to English Lessons were the main objective of this investigation.
- With the application of the proposal it was observed that the students are more motivated and have a better interest for the improvement of their knowledge's

Recommendations

After making a deep analysis of the real situation about motivation, the authoress of this Diploma Paper would like to make the following recommendations

To apply the proposal not only to the students in first year, also in other learning levels in order to develop a better motivation.

To present this Diploma Paper in different scientific events so as to generalize the results obtained.

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ANNEXE 1

GUIDE OF OBSERVATION CLASS

Objective: To evaluate the motivation's level of 1st year students towards the English lessons.

Observer: Yanisel Hernandez Noa

Conditions in which it is going away to make the observation:

Type of Observation:

Time of duration: 45 minutes

Signature: English.

Total of students: 16

Aspects to observe:

Motivation for the lesson.

1. Moment in which it is made:

a- _____ Introduction of lesson

b _____ Development

c _____ Conclusions.

d- _____ through the process.

e- _____ It has not worked.

2. Means used for motivating

a- _____ Voice of the teacher like model.

b- _____ The games by computers.

c- _____ Tape Recorder.

d- _____ Projection of videos.

f- _____ Others. Which? _____

3. The motivation is obtained:

- a- _____ Only for a moment
- b- _____ During the whole lesson.
- c- _____ It gets lost and recovers then
- d- _____ It is not obtained.

4. The motivation allows:

- a- _____ Student concentration during the lesson.
- b- _____ Interests towards the development of the lesson.
- c- _____ Active Participation of the adolescents.

5. Conclusions of the lesson.

5.1- The way in which it is made:

- a) _____ It is developed only by the teacher
- b) _____ It is developed by the teacher united with students
- c) _____ It is developed only by students

ANNEXE # 2

CHARTS OF INFORMATION
OBSERVATION OF ENGLISH LESSON

Motivation in Lessons	
ASPECTS	
Moments in which it is made	%
Introduction of lesson	54
Development	10
Conclusions	2
Through the process	10
It is not worked	24
Means used for motivating	%
The voice of the teacher like model.	25
Tape Recorder	0
Projection of videos	70
Others	5
The motivation is obtained	%
Only for a moment	30
During the whole lesson	5
It gets lost and recovers then	10

It is not obtained	55
The motivation allows	%
Concentration of the attention in the lesson	35
Interests towards the development of the lesson.	28
Active Participation of the students	40
The way in which conclusions of lesson is made	%
It is developed only by the teacher	85
It is developed by the teacher join students	5
It is developed only by students	10

MOTIVATION LEVEL	
How do teachers evaluate the motivation level of students?	%
High motivation	15
Middle motivation	10
Low motivation	75

ANNEXE 3

INTERVIEW TO TEACHERS

Objective: To know aspects related to motivation actions within the teaching learning process of 1st year English Lessons at Polytechnic Institute "Combate de Sabanilla".

Questions:

1. How do you evaluate the motivation level of students of 1st year student in the lessons of English?
 - a) Low _____.
 - b) Middle _____.
 - c) High _____.
2. How do you motivate your students in English lessons?
3. What actions would carry out within the lesson of English in favour of the motivation?
4. Do you consider the professors of English need new ways to increase the motivation in lessons?
 - a) What do you suggest?
 - b) Anything else?

ANNEXE # 4

SURVEY FOR STUDENTS

Dear student, your opinion is very valid for an investigation that is carrying out at Polytechnic Institute "Combate de Sabanilla".

Your selection is at random and its anonymous criterion.

Objectives: To appreciate the motivation level of students inside English lessons and your opinion about contents received in this subject.

1. Do you like English lessons?

- a) ___ yes
- b) ___ no.
- c) ___ What for?

2. How much useful are the English contents received in spheres of your life?

- a) ___ very much
- b) ___ a little.
- c) ___ nothing

3. How often the teachers motivate you into English lessons?

- a) ___ always.
- b) ___ sometimes.
- c) ___ never.

4. In your free time, how or when do you practice the English language?

- a) ___ practicing with my friends.
- b) ___ Reading Literature in English.
- c) ___ playing with soft one ware Rainbow in the room of computation.
- d) ___ trying in artistic manifestations that I belong to.
- e) ___ participating into an English club.

ANNEXE # 5

INTERVIEW FOR TEACHERS AFTER APPLYING THE PROPOSAL

Objective: To check thanks to English teachers' opinion if it achieved through the proposal of activities the motivation for English lessons in 1st year students at Polytechnic Institute." Combate de Sabanilla."

Questions:

1-How do you evaluate the motivation level of 1st year students in the English lessons after the application of the proposal?

a. Low_____.

b. Middle_____.

c. High_____.

4- Did you like the proposal of activities applied in the English lessons?

a) What do you think about it?

b) Anything else?

ANNEXE # 6

SURVEY FOR STUDENTS AFTER APPLYING THE PROPOSAL

Dear student, your opinion is very valid for an investigation that is carrying out at Polytechnic Institute." Combate de Sabanilla."

Your selection is at random and its anonymous criterion.

Objectives:

To appreciate the motivation level of the students in the English lessons and their opinion about new contents received in the subject.

2. Do you like the new proposal of English lessons?
 - a. ____ Yes.
 - b. ____ No.
3. Did you find new ways to use your English outside of lessons ?
 - a. ____ Yes.
 - b. ____ No.
4. Did you feel motivate by your teacher during the new lessons ?
 - a. ____ Always.
 - b. ____ Sometimes.
 - c. ____ Never.

ANNEXE # 7

CHARTS OF INFORMATION

OBSERVATION OF THE ENGLISH LESSON AFTER THE PROPOSAL

Motivation in Lessons	
ASPECTS	
Moments in which it is made	%
Introduction of the lesson	8
Development	5
Conclusions	2
Through the process	85
It has not done	0
Means used for motivating	%
The voice of the teacher like model.	5
Tape recorder	5
Projection of videos	15
Others	75
The motivation is obtained	%
Only for a moment	2
During the whole lesson	93
It gets lost and recovers then	5

It is not obtained	0
The motivation allows	%
Concentration of the attention in the lesson	25
Interests towards the development of the lesson.	30
Active Participation of the students	45
The way in which it is made	%
It is developed only by the teacher	1
It is developed by the teacher joined to the students	96
It is developed only by the students	3

ANNEXE # 8

RESULTS OF THE INSTRUMENTS USED AFTER THE APPLICATION OF THE
PROPOSAL

MOTIVATION LEVEL	
How do teachers evaluate the motivation level of the students?	%
High motivation	75
Middle motivation	20
Low motivation	5
The English lessons?	%
Yes	95
No	5
Did you find new ways to use your English outside of lessons?	%
Yes	97
No	3
Did you feel motivate by your teacher during the new lessons?	%
Always	72
Sometimes	23
Never	5