

## **MOTIVACIÓN EN LA CLASE INGLÉS A TRAVÉS DE LAS TICS. ESTUDIO DE CASO EN CUBA**

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### **RESUMEN:**

La motivación hacia el aprendizaje del inglés es objetivo esencial para lograr un buen proceso en su enseñanza como lengua extranjera. Esta impactará en la forma que los niños aprenden en un contexto no nativo. Este estudio refiere la falta de motivación que alumnos de tercer grado de escuelas primarias de Santa Clara tienen para aprender el idioma inglés. Un estudio de caso donde se utilizaron métodos empíricos como observación, entrevista, análisis del producto de la actividad, triangulación y métodos teóricos análisis -síntesis e inductivo deductivo, los autores corroboraron la falta de motivación de estos estudiantes para aprender el inglés. Dado que los inicios del siglo XXI han traído nuevas formas para enseñar el inglés haciendo uso de nuevos enfoque, métodos y recursos, los autores consideraron, entre otros, el uso de las tecnologías de la información y comunicación dada sus potencialidades para lograr la motivación en alumnos de la escuela primaria. El objetivo de este artículo es aumentar la motivación de estos estudiantes a través del uso de una página web. Su uso motivó a los estudiantes del grado hacia el aprendizaje del idioma inglés, se logró cambios significativos en las esferas cognoscitiva, volitiva que incentivaron sus deseos de aprender.

Palabras clave: motivación, página web, lengua extranjera, escuela primaria

## **ENHANCING MOTIVATION THROUGH ICTS IN THE EFL CLASSROOM: A CASE STUDY IN CUBA**

### **ABSTRACT**

Motivation in language learning is one of the key elements to achieve a good teaching process of English as a foreign language. This will specially affect the way children learn in non-native contexts. This study is about the lack of motivation that third grade students from Santa Clara, Villa Clara elementary schools have to learn English as a foreign language. A case study where different methods were used Through the administration of empirical methods such as observation, interview and analysis of students´ outcomes (notebooks) and the theoretical methods analysis- synthesis and inductive- deductive, the authors corroborated the lack of these students´ motivation to learn English. Because the beginning of the Twenty First Century has brought about new ways of teaching English using new approaches, methods, and resources, the authors considered, among others, the use of the information and communication technology, due to its potentialities to enhance motivation in elementary school students. Then, the objective of the current article is to enhance third graders´ motivation through the use of a website. Its use motivated the students to learn the English language, and significant changes were achieved in the cognitive and volitional spheres that encourage their desire to learn.

Key words: motivation, website, foreign language, elementary school

## **INTRODUCTION**

Today's world is characterized by the expansion of scientific knowledge, the development of communication, and the use of computing and other electronic resources to be used in the field of education. English has become the language used by the international community to spread scientific and technical knowledge.

This may stem from the fact that it is the most used language in newspapers, airports, international conferences, science, technology, diplomacy, sports and in many other international affairs. As well, authors like Graddol, 2007 and Abreus and Carballosa, 2019 consider that English has become a required skill for people in the twenty first century.

Teaching English worldwide is characterised by the use of the communicative approach introduced by Hymes in the seventies of the last century. However, the resources available at that time are far from the current resources assisting learning nowadays.

In that direction, the information and communication technologies (ICTs) have played an important role worldwide in the spreading of foreign languages over the last decade. Thus, every educational level from kindergarten to university has introduced the use of digital resources in language teaching, so that learners have access to a variety of contexts through different means.

In the context of the Cuban educational system, English is taught from the elementary school to university, with an emphasis on the development of communication. Recently, some transformations have taken place so that the teaching of EFL follows the standards described by the Common European Framework of Reference (CEFR), (2018).

Needless to say that the use of ICTs resources has played an important role in the increasing of students' motivation towards the learning of English as a foreign language. However, students from some levels of education have advanced more than others. This renewal, in terms of language teaching, has been prioritised in higher education institutions. Though, the other educational levels have also been a focus for language teaching modifications, it has not been enough in elementary school.

English syllabuses of the different grades of the level (from third to sixth) have been analysed to find out new actions to increase the level of motivation students may have to learn English, bearing in mind the maxim that if motivation increases, learning increases too. The main objective in the teaching of this language is to develop an elementary communicative competence; that is, to understand written and oral information, speak and write about topics linked to their social and school life.

Students from the elementary level are facing many difficulties in learning this language, because they are not intrinsically motivated to learn it since they do not consider learning a foreign language necessary for their lives. Therefore, learning it does not give them any satisfaction. It is the teacher's task to motivate the students, to create a language atmosphere to have them involved in the process. This problem associated to motivation is found in elementary school; even though, children are very curious and eager to learn.

Students' attitude may influence their motivation to learn a foreign language negatively. Attitude towards language learning can be both negative and positive. Delić (2020) considers the attitude negative aspects as the "major affective factors for failure in learning a foreign language" (68).

This lack of motivation is evident in third graders at "Marcelo Salado Lastra" Elementary School, Santa Clara, Villa Clara. By means of several participant observations during three weeks of the academic year, the authors could find out that third grade students showed little motivation towards the learning of English language since he could notice that third graders showed little enthusiasm towards English lessons, expressed in their inhibition and their lack of attention and involvement. Those difficulties urged the authors of this study to reflect upon their causes.

The causes may be varied, lack of knowledge about the importance of English language, lack of interest in studying a foreign language, etc., but what has been evident is that the teaching and learning process of English is being affected despite the fact that different efforts have been undertaken by teachers.

So, the current article covers aspects related to this issue, specially the use of ICTs in language teaching, and the introduction of a website for enhancing motivation in elementary school students. Its core covers the answers to questions like:

- What changes should be introduced to enhance motivation in language learning in elementary school?
- What digital resources may assist language teaching at this level in Cuba?
- What benefits does the use of a website for language teaching offers the students?
- What changes in motivation did the students achieve after the implementation of the website created?

On the way to find out information about previous researches that could be used to describe the antecedents of the topic of this study, the authors found that many researches about motivation and its role in language learning have been carried out in different educational levels worldwide.

Motivation has always been a topic of a great interest and importance for most teachers, who should find different ways to keep students motivated in language learning. Guinz, 1986 and Bandura, 1989 have proposed theories, and developed papers that have settled the bases for the improvement of motivation in the classroom in different contexts.

“Motivation has been a core theme in psychology over the past twenty years. Indeed, it is safe to say that today it is one of the essential components of the most modern theories of learning, personality and social behaviour” (Seven, 2020, p.65).

The problem of motivation is well identified by teachers wide reaching, too. Thus, research in education has focused on trying to provide solutions that may help motivate students towards learning, mostly when “foreign language learning takes place in settings where the language plays no significant role in the community and is primarily learned only in the classroom” (Thohir, 2017, p.22).

Many authors have defined motivation over the years. Brown (2000, as cited in Harmer, 2005) defines motivation as some kind of internal drives, which pushes someone to do things in order to achieve something (p.51). This author considers that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement.

Parsons, Hinson and Brown (2001, as cited in Nguyen, 2019) defined motivation as an important component or factor in the learning process. Meanwhile Brown (1987, as cited in Seven, 2020) states that “motivation is commonly thought of as an inner drive. Impulse, emotion or desire to that moves one to a particular action” (p.63).

The learning process requires motivation, and learners should self-motivate to react appropriately without getting into emotional troubles, such as vulnerability, indifference, despair, or distress Alvarez-Ramírez and Cáceres (2010, as cited in Yang and Wang, 2021, p.3).

Though the role of motivation has been studied in different spheres of society, it is an essential issue in the field of education. Nguyen (2019) considers that “learning and motivation have the same importance in order to achieve something” (p.51- 52).

The author also considers that “Learning helps students gain new knowledge and skills, and motivation pushes them or encourages them to go through the learning process” (p.52). The authors of this study acknowledge this opinion because this is an experience they have had with their students in a foreign language class. Motivation plays a significant role in learning English language, as it is a device, that learners can use to learn it easier (Seven, 2020).

Tambunan & Siregar (2016, as cited in Purmama, Rahayu, Yugafiati, 2019) agree on “motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college” (p.1). They emphasize the role of teachers in motivating the students to learn better.

In their article, they approve the existence of two important types of motivation in learning a foreign language. Integrative motivation as the one which takes place when the learners learn the language for personal growth, and the instrumental motivation as the one that happens due to the need to learn the language for practical reasons.

Hafadhotul and Murtini (2019) have a similar opinion regarding motivation and the learning of English language. In their opinion:

Motivation cannot be separated in learning English, because students’ success or failure depends on the students’ motivation level. When students are motivated in learning

English, although they feel it is hard or difficult to learn, they will try to understand it well. On the other side, when the students are not motivated, although they feel it is difficult they will do nothing in learning the subject and it will influence their success. (p.208)

The above definitions have a main common idea, the one related to the purpose a person has to do something, to satisfy or achieve different goals. That is, motivation is a process, which refers to getting someone moving onward enthusiastically. The authors of this paper considers, according to their experience as language teachers, that if a student is not aware of the importance of mastering a foreign language, he will neither have a positive attitude to learn it nor value its learning.

It is very common to have unmotivated students in class and teachers should try to use different strategies, techniques, and resources to motivate them. If motivated, students are willing to work hard, stimulate the rest of the students positively, participate spontaneously during the lesson, take the risk, and contribute to a relaxed and helpful language atmosphere.

According to Dörnyei (2001, as cited in Alshenqeeti, 2018) teacher skills in motivating learners should be seen as central to teaching effectiveness”(p.2). Alshenqeeti understands that Dörnyei’ means that “teachers are viewed as the key holders and one of their roles is unlocking motivation in students” (p.2). Alshenqeeti does not consider it easy and perhaps possible, as in his opinion, motivation depends largely on individual learner’s context.

In addition, teachers play a significant role in EFL classrooms in providing materials to learners, observing their progress, organizing interaction among learners, providing feedback, and evaluating their success (Huang, 2021) However, the role of teachers in learning a foreign language is more than that as they are responsible for the creation of an appropriate language atmosphere.

When researchers talk about motivation, they usually refer to intrinsic and extrinsic motivation. Hayikaleng, Nair & Krishnasamy (2016, as cited in Purmama, Rahayu and Yugafiati, 2019) state the intrinsic motivation in language learning is the one able to involve the students in an enjoyable and interesting activity. This type of motivation leads the students to study English because of their internal urge.

These authors also offered their opinion about extrinsic motivation. In their opinion, it is as a performance that an individual accomplishes in order to gain reward or to avoid punishment. Here the English learners are encouraged by their external eagerness, such as looking for a job, doing examination; English is a subject in their curriculum and so on.

Venex(2017) adds that motivating students is one of the most difficult tasks for teachers. In her opinion, teachers should motivate them from inside rather than from outside. This author gives intrinsic motivation a greater importance; however, she recognizes that when students are not intrinsically motivated to learn about any subject, they need some rewards to participate in the activity, but this reward should spark some intrinsic motivation.

The authors of this article understand that what Vernex is suggesting is to put into practice some of the principles of Communicative Language Teaching: student centered-class, peer correction and group work. The author is claiming for the use of leisure activities, which may raise students' enthusiasm to learn English, and make emphasis on an appropriate classroom management to contribute to this ideal language context.

The authors has also experienced the use of the new information and communication technologies (ICT) in a foreign language lesson to motivate students' learning. Its use is essential to motivate students to learn English as a foreign language; even though, it means a change in teachers' methodology.

The use of ICT in the teaching process has been widely studied by theorists around the world. Studies in the UK referred to by Mullamaa (2010) evidence that there has been research about the use of digital resources to motivate language learners. What makes it difficult sometimes to introduce technology in the EFL classroom is the belief that teachers' roles change.

The integration of digital technology into foreign language teaching and learning has changed teachers' pedagogical practices and renewed learning strategies among learners. "The use of technology has two main purposes: to facilitate the transfer of what is learned outside the school, in other social contexts, and motivate learners by engaging them in the proposed learning tasks and activities" ( Panagiotidis, Krystalli, Arvanitis, 2018, p.44).

Technology is accessible to all the students these days. They, as digital natives are able to use technology to get information mainly from internet. During the academic years, 2019-2020 and 2020-2021 Cuban students experienced how important technology is when face-to-face lessons are not possible. They, due to the epidemiologic situation of the country during these years, were forced to study using virtual learning environments to give continuity to the teaching and learning process. This via urged them to take the risk of studying individually.

“The implementation of ICT in teaching and learning brings pervasive changes in professional practices of teachers where teachers are being changed from instructors to facilitators and dictators to prompters” (Paudel, 2021, p.41). It is true because teachers need to develop their abilities in using the new technology and abilities to integrate ICT in teaching and learning English language. However, teachers are doing their best to be competent in the use of TICs in the teaching and learning process.

Regarding the idea of integrating the ICTs to the teaching and learning process by teachers, Gómez, Ramírez, Martínez-González and Chuc (2019) mention some barriers for the integration and use of TICs found in A Review of the Research Literature of Barriers to the Uptake of ICT by Teachers,” carried out by British Agency of communication and educative technology (2204). The most common barriers identified at school level are: lack of time, lack of access to digital resources, lack of technological training. At teacher level, the following obstacles are mentioned: lack of time, lack of confidence, opposition to change and negative attitudes, no awareness of benefits and lack of personal access.

Today young people and adolescents have a natural affinity for technology because they can be observed in doing up to five tasks at once, such as sending text messages, uploading and downloading videos, watching movies, among other activities. The above idea leads to a change in the pedagogical model where the apprentice is recognized as the center of the class.

In this way, it can be indicated first, that ITCs have become a tool of daily use for the individual who has in some way become dependent on them for the usefulness that they provide as they facilitate the connection with other learning environments.

Second, ICTs provide a variety of devices that increase storage capacity. Third, emerging technologies have provided different means through which the person receives and analyzes all the information they obtain.

Finally, these emerging technologies offer progress to the community despite the barriers that can be identified either from hardware or software, but no matter what these barriers are, because ICT demands a transformation of the classroom to have a transcendence in students' lives and, in this way, change the traditional concept of education.

Santosh S. Chouthaiwale, Mohammed Adulkareem A. Alkamel (2018) have given much importance to the use of ICTs as it covers all aspects of human life. In relation to education, they affirm that if they are used appropriately, they benefit education quality. They highlights some of the benefits of the use of ICTs in education:

“ICT assists students in accessing digital information,

“ICT supports students-centered and self-directed learning,

“ICT promotes collaborative learning in a distance-learning environment,

“ICT offers opportunities to develop critical thinking skills,

“ICT produces a creative learning environment,

“ICT improves the quality of teaching and learning,

“ICT supports teaching by facilitating access to course content” (Need for ICT in Education)

The above benefits force language teachers to re-evaluate their role in the teaching and learning process. Pedagogical studies have proven that the role of the teacher should change from being a mere knowledge provider to a facilitator or moderator. This teaching perspective is more challenging than the traditional design and control of the study process concepts (Mullama, 2010). Romero Tena, Puig Gutiérrez and Llorente Cejudo (219) appreciate the role played by technological advances in society and in children education mainly as they become part of peoples' wide digital repertoire.

Making lessons communicative is the main goal of all language teaching, learners need to be able to communicate successfully in school contexts and outside the school. To offer students a communicative atmosphere, teachers should use pair work and group work activities to encourage communication.

In order to accomplish that goal, many songs for children, videos, and films can be used to motivate students to language learning. As well, other digital resources may serve as bases for motivation. Thus, the objective of the current study is to propose a website to motivate students to learn English, as a foreign language in the elementary level.

## **METHODOLOGY**

It is a case study where a typical third grade sample was chosen, 29 students at Marcelo Salado Elementary School Santa Clara, Villa Clara. The period to carry out the research was short as it covered 13 weeks. It is an in-depth examination of a single case (a third grade class) which provides a systematic way of approaching the problem they had in motivation towards learning English as a foreign language, collecting and analyzing the data, and reporting the results.

Methods from the theoretical and empirical levels were used in this study. From the theoretical level: historical- logical to study the different researches carried out about motivation towards the learning of English language, the analysis - synthesis to review, study and summarize important information about motivation, and the ICTs, induction - deduction to collect all the necessary data to corroborate the problematic situation described in the introduction, as well as to identify regularities.

From the empirical level: several participant observations were administered to verify students' knowledge about the importance of the English language, the benefits of having abilities in English, their abilities in the language demonstrated in the quality of their answers and homework, their attitudes observed in the character of their participation, and their discipline during the English lessons. The analysis of student's outcomes permitted to find out carefulness in handwriting and spelling. The interview led the authors deepen on the causes of their difficulties. From the mathematical level: percent analysis to back up assertions made on different subcategories.

Having in mind that a study case may get the data through both qualitative and quantitative sources as it is well explained by Chetty, (1996), a mixed methodology was applied, combining qualitative and quantitative approaches. The qualitative data was collected according to the research problem, applying category-based analysis, supported by numerical data. A variety of data sources let the authors triangulate the data obtained to identify regularities, and guarantee data reliability.

In order to diagnose the students' motivation to learn English as a foreign language, the following categories and sub categories were taken into account.

#### Category I. Knowledge

1. Students' knowledge about the importance of the English language
2. Students' knowledge about the benefits of having abilities in English language

#### Category II. Abilities

1. Quality of students' answers
2. Quality of students' homework

#### Category III. Attitude

1. Character of their participation in the lessons
2. Students' discipline during the lessons
3. Students' notebooks (carefulness and organization)

### **RESULTS AND DISCUSSION**

The analysis of the data gathered was done according to each of the categories defined:

#### Category I. Knowledge

In the survey, the majority of the students demonstrated little knowledge about English language. Regarding the importance of the English language, 68.9% of the students showed their lack of knowledge. Only one or two reasons were expressed by 17.24% of the students: "English is spoken in many countries of the world, English is important to be able to communicate with foreigners that visit Santa Clara City". This was the only reason they gave regarding the benefits of having abilities in English language.

In the interview, 17.24% students expressed that they liked English and they would like to learn how to communicate in English correctly. The rest of the students, 68.9%, stated that they would never need English because they did not have plans to visit any English-speaking country, they would not be teachers of English and even they did not know if they would study any program at the university. In their answers, it was clearly expressed that they were not aware of the benefits of having abilities in English language.

### Category II. Abilities

During the first weeks of the course, the authors could observe that a great number of students, 68.9%, made many mistakes in speaking and in writing (as an instrumental skill). They were not able to answer easy questions (personal information); they had problems in understanding the questions, in word order, and in pronunciation. Regarding word order, it could be observed that all the students made one or another mistake. They did not have the necessary vocabulary to answer the teacher's questions, and when writing, they wrote the words, as they would have done it in their mother tongue. Concerning oral expression, 17.24% of the students were able to express some ideas, but with many mistakes in pronunciation. This data revealed by itself that the students' enthusiasm to learn the English language was low. Only 10.34 % of the students could be distinguished as the ones who made less spelling mistakes.

The authors observed several lessons, and they noticed that the students were not careful when writing; they made many mistakes, mainly in spelling. When they realized they wrote a word incorrectly, they crossed it out and continued writing. They did not copy from the board carefully and they did not check their answers.

When checking the students' notebooks, it was detected that 80% of the students' handwriting was sloppy or illegible. Several exercises were not solved, and the ones which were solved had many word order and spelling mistakes.

### Category III. Attitude

While checking the students' notebooks, the one the teacher asked them to have in order to practice writing as an instrumental skill, the following mistakes were identified in 51.72% of the students:

- Their notebooks were not covered.
- The limits between lessons could not be distinguished as the students did not write the date and the topic of each lesson.
- Ninety percent of the homework was not done.
- Their notebooks were full of crossing out.
- The students were not interested in having neat and tidy notebooks.

During the interview, 75% of the students expressed that they did not participate because they were afraid of making mistakes and their level in the language was not enough to express their ideas.

Regarding their miss behavior, 50% explained that they understood neither the teacher's questions nor their classmates' answers. They were not enthusiastic during the English lessons because they did not understand anything. They also expressed in a funny way that when the teacher asked them any question, they felt upset.

From the first lesson to the fifth, it was observed that only 6.8 % students were interest in learning English. The rest of the students 93.1% did not show any interest as they did not answer the teacher's questions, they did not copy from the board, they did not solve exercises by themselves, and they kept quiet and restless during the lesson. However, they were disciplined and respectful students.

Even though writing is not an objective in elementary level, the third grade English teacher asked students to keep a notebook for the subject, as he realized that students were not motivated to learn English. The use of a notebook would facilitate dealing with writing as an instrumental skill that is the use of writing to reinforce and/or practice what they have learned orally.

Therefore, by checking the students' notebooks, it could be noticed that except 6.8% of the earlier mentioned students, the rest revealed no interest in learning English because most of their homework had not been done, there were many mistakes in terms of spelling and word order.

When the students were asked about their lack of interest in English lessons, twenty students answered that they thought that they would never need English because they were not interested in continuing further studies after they finish the junior high level and they had no plans to be involved in the tourism field.

In summary, some of the strengths and weaknesses determined by the authors of the study through the triangulation technique are:

#### Strengths

- The students love drawing and this could be used as a learning strategy in English lessons.
- They enjoy watching cartoons and video clips.

#### Weaknesses

- The students did not know about the importance that learning English as a foreign language has nowadays not only in Cuba but also all around the world.
- The majority of the students were not motivated mainly because of their lack of abilities to use English language.
- The students' participation in the English lessons was compulsory, except few students who have some abilities in the language.
- The majority of the students did not do the homework because they did not know how to do it.
- The students were not enthusiastic to behave appropriately during the English lessons.

The data obtained through the administration of different empirical instruments brought about the need of designing a scientific result characterized by its originality, freshness, attraction and appropriateness.

## Characteristics of the Website elaborated

The proposal consists of a website to motivate third grade students to learn English. The name of the website is Hocus Pocus, because it is a phrase used as a magical incantation to bring about some change, and that is precisely the objective of the website.

To design the website, the Joomla! tool version 3.5 was used, because it is a free and open-source content management system (CMS) for publishing web content, developed by Open Source Matters, Inc. It is built on a model–view–controller web application framework that can be used independently of the CMS.

Joomla! is written in PHP, uses object-oriented programming (OOP) techniques (since version 1.5) and software design patterns, stores data in a MySQL, MS SQL (since version 2.5), or PostgreSQL (since version 3.0) database, and includes features such as page caching, RSS feeds, printable versions of pages, news flashes, blogs, search, and support for language internationalization (Joomla!EDL, 2018).

This version of Joomla! supports the most recent release of PHP, the most popular programming language for developing web applications. PHP 7 was recently announced with significant performance improvements and is now available for use by the public. With Joomla! 3.5 users can now enjoy the benefit of that performance improvement.

Joomla's new email update notification plug-in periodically checks for available Joomla! updates and bug fixes, then emails administrators to notify them. 3.5's new statistics collection plug-in gathers the system environment in use. The raw data collected is anonymized before transmission and access to the compiled data is publicly available at <https://developer.joomla.org/about/stats.html>.

In the design of the website, the authors of this research took into account some suggestions that contribute to enhance students' motivation such as color, graphic design, characters and the characteristics of current websites designed for kids.

Regarding color, the author decided on using primary colors, as they are the ones suggested by psychologists and experts to have the students' attention.

In relation to characters, the author took into consideration equality and diversity typically of mainstream education. The characters portrait different ethnic groups, sexes and menu contents. The main character is a magic wand.

To accomplish the suggestions mentioned above, the author of this study took as reference the online website LearnEnglish Kids designed by the British Council available at [www.learnenglishkids.britishcouncil.org/es](http://www.learnenglishkids.britishcouncil.org/es) .This website was adapted to the context of Cuban third grade students, specifically those from “Marcelo Salado Lastra” Elementary School.

The characteristics of the Hocus Pocus website are different from LearnEnglish Kids in number of menus and submenus, content of each of them, teaching aids, language content, type of activities, graphic design; besides, this one is offline, so that feedback is different.

Hocus Pocus was actually designed offline, because the majority of Cuban schools are not online yet. Notwithstanding, it has an official webpage in Facebook and Twitter that allows students from online schools to interact with the author of the website.

There is a menu devoted to develop listening skills based on the communicative functions of the first term of third grade entitled Listening practice. Listening comprehension is assessed through listening for specific details, sub-skill in which the students have to sing and write. Within this menu there are two submenus Songs and Karaoke. The Song submenu contains songs, lyrics with blank spaces to be completed and the answers. The songs were taken from Glee. The Music Volume 3, Internet, Video-Lessons 5 and 24 of 3rd grade, [www.busybeavers.com](http://www.busybeavers.com). The Karaoke submenu has subtitled video clips to watch and sing. The videos were aken from [www.kidsinglish.com](http://www.kidsinglish.com) , [www.chuchutv.com](http://www.chuchutv.com) , [www.sockheadsmith.com](http://www.sockheadsmith.com)

Another menu is Video- Lesson Zone. This menu is divided into two submenus First Term and Lesson Plan. It was designed to offer teachers examples of teaching aids able to motivate the students and to give them the possibility of developing learning strategies beyond the classroom, as the students may have the possibility of going through the lesson as many times as they need.

First Term has sixteen video-lessons used as teaching aids that coincide with the order and number of lessons to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In each of them, there is information about the topic, the communicative function, the grammar and vocabulary to work with. All videos contain a section, which attracts the students' attention (word LOOK) in the pronunciation of some difficult words, and in the structure of some grammatical points. Each video is identified by the lesson to which it belongs.

Lesson Plan submenu has the lessons to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In each of them, there is information about the subject, grade, unit, topic, communicative function to work with and how to teach the lesson using the video lessons given in this website.

There is also the Writing and drawing menu. This menu is divided into two submenus Writing practice and Coloring. It was designed to offer an extra training in the communicative functions to be taught according to the syllabus and distribution of contents per unit in the first term of 3rd grade through writing as an instrumental skill and coloring as a learning strategy.

Writing submenu is aimed at writing about many different topics of each unit to reinforce what they know how to say it orally.

Coloring was designed because one of the strengths the students have is that they love coloring. On one hand, this is a strategy suggested in the English third grade syllabus to expand vocabulary; and on the other hand, those coloring activities allow integrating contents (communicative functions and vocabulary mainly) and skills (writing and speaking).

Another menu is speaking and Spelling designed to improve students' spelling and speaking in English. In this section, they learn how to spell English words with word searches at the same time they develop speaking skills by using role-plays.

Speaking submenu is intended to develop fluency through role-plays. The communicative context of each role-play is located in different outstanding places of the province to enlarge their cultural level and strengthen their love for the community where students live. They also refer to different English-speaking countries as one of the characters of the

role-play they have to act out comes from one of those countries. It contributes to raise awareness about other cultures and to strengthen their own.

Wordsearch submenu is aimed at getting the students familiar with English spelling by means of word searches, as there are combinations of letters that do not exist in the students' mother tongue like vowels: oo, ou, ee, oa, ue, ow, and consonants like h, th, sq, p in final position, y, and semivowels w and y.

There is also the Having fun menu, intended to practice the language through funny activities, such as tongue twisters, interactive games and android applications. All of them pave the way for the development of fluency and motivate the students using some playful activities.

Android games submenu is intended to get applications on the students' cell phone, tablet or any other android device to learn English through games. This type of games was intentionally selected to teach the students how to take advantage of ICTs as a way to practice the language.

Games submenu is designed to learn English through playful interactive activities. The games contribute to improve pronunciation, enlarge vocabulary, establish phoneme-grapheme correspondence and develop abilities in the use of dictionaries as a learning strategy suggested in the syllabus.

Tongue twisters submenu is targeted to practice English pronunciation, to develop accuracy, fluency and integrate listening and speaking skills. This menu has two interactive tongue twisters and a book of tongue twisters that gives the students the possibility of paving the way to develop accuracy and improve fluency.

Teacher's corner menu is expected to contribute to teachers' professional development by offering them articles, books and android applications.

Articles submenu has updated articles dealing with some experts' advice about how to help students learn English.

Books submenu has books about the didactics of foreign languages, and some official documents like the third grade syllabus, a mapping, unit plans and instructions on evaluation.

Apps submenu includes android useful applications as a tool to be used by teachers in the teaching learning process.

All the activities proposed in the menus: listening practice, speaking, spelling, writing, and drawing are according to the syllabus and distribution of contents per unit in the first term of 3rd grade. In the lessons taught by the author of this study, there are none of them because they were suggested to be answered independently and they were evaluated by the teacher.

Other teachers can assign them as homework to be evaluated in the lessons and/or as independent study. Teachers should not have difficulties in choosing them because the activities in the different menus were organized according to the distribution of contents per unit in the first term.

### Analysis of Results

During the implementation of the proposal, the author wrote a research-learning journal. The instruments administered were the participant observation and students' interview.

The following transformations in the students' motivation were identified:

- Ninety percent of the students expanded their knowledge about the importance of English language.
- Eighty-seven percent of the students enhanced their knowledge about the benefits of having abilities in the English language.
- Ninety percent of the students participated during the lessons spontaneously.
- One hundred percent of the students waited for the English lesson anxiously.
- Eighty-nine point sixty-five percent of the students behaved properly during the lessons meanwhile ten point thirty-five percent misbehaved.
- One hundred percent of the students' notebooks were neat and tidy. All the lessons had the topic, the instructions of exercises, and notes.
- Eighty six percent of the students improved their language.

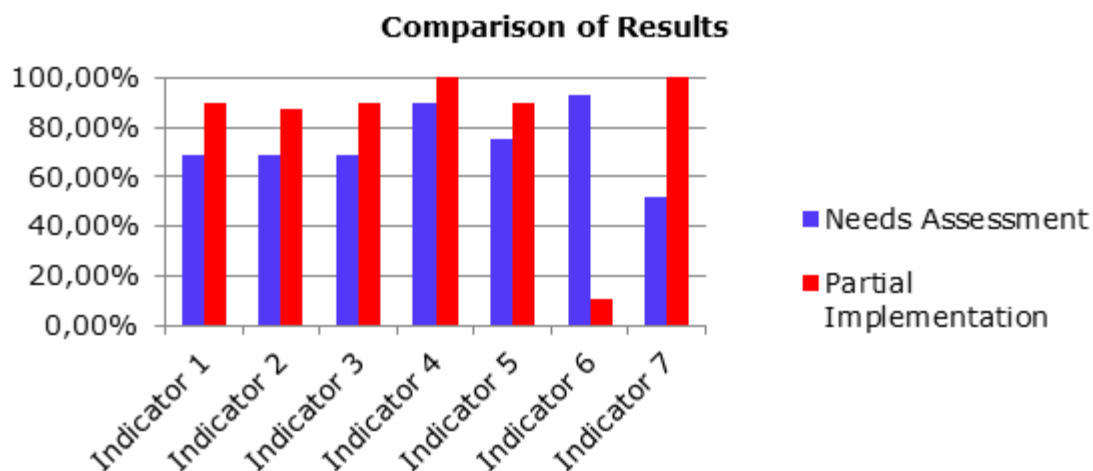
This improvement in language use was corroborated as follows:

- The pronunciation of final consonant sounds /m/, /s/, /g/, /p/ and /k/ was better.
- Eighty six percent of the students also improved the pronunciation of words containing sounds such as, /z/, /æ/, /θ/, /j/.
- The sounds /j/ and /ð/ seem to be too difficult for them; ninety percent of the students are not able to pronounce them in words such as sharpen, she, brother, etc.
- Word order was improved in almost seventy percent of the students. There are still difficulties in expressing the subject of the sentence in eighty percent of the students. Regarding vocabulary, ninety percent of them are able to remember most of the words of the linguistic area studied and practiced during the term.
- Their memory was trained in almost ninety percent of the students as they could express complete simple sentences without making pauses.

The students' satisfaction could be observed during the interview administered in two moments, after lessons 10 and 16.

One hundred percent of the students expressed that they were not enthusiastic during the first 10 English lessons. There were not any external factors that could motivate them to learn English. However, after lesson 11 onward, they felt energetic in the English lessons as the teacher used videos, games, songs, karaoke, word-search, tongue twisters and role-plays. When talking about video lessons, they expressed that to write from the slide on the TV was easier than from the teacher's handwriting, that when they were not able to distinguish the letters on the board, it was almost impossible to read and write correctly so they lost their interest to continue learning the language. The students also stated that it was enjoyable to learn English through videos, games, songs, karaoke, word-search, tongue twisters and role-plays.

To understand better the students' transformations regarding their motivation after the implementation of the proposal, a graphic analysis comparing the two moments in the research process is presented in the Chart below.



Subcategories:

1. Students' knowledge about the importance of English language
2. Students' knowledge about the benefits of having abilities in English language.
3. Quality of students' answers
4. Quality of students' homework
5. Character of their participation in the lessons
6. Students' discipline during the lessons
7. Students' notebooks (tidiness)

## CONCLUSIONS

The theoretical and methodological backgrounds, chosen to support the enhancement of motivation towards the learning of English language in elementary school were the ones related to the antecedents of the treatment of motivation in the teaching of English in Cuba and in other countries, motivational theories, the role of the teacher in the motivational process, types of motivation teachers can use in their classrooms, etc.

The diagnosis corroborated that third grade students at "Marcelo Salado Lastra" Elementary School were not motivated to learn English even though there were some strengths that favored the teaching and learning process of this foreign language.

The videos, games, songs, karaoke, wordsearch, tongue twisters and role plays (later incorporated into the Hocus Pocus Website) used to teach the lessons in the proposal to third grade students at “Marcelo Salado Lastra” Elementary School were selected, adapted and designed taken into account their needs and age and the communicative language teaching principles.

All the teachers of the elementary level from Santa Clara and some other specialists selected due to their knowledge and expertise revised, corrected and tried out the lessons proposed in this major paper with their groups. All their follow up suggestions were then taken into account.

It was a partial implementation, as only sixteen lessons (first term) were introduced in the teaching learning process of English in third grade at “Marcelo Salado Lastra” Elementary level. However, the use of videos, games, songs, karaoke, wordsearch, tongue twisters and role-plays proved to motivate the students to learn English.

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