



UNIVERSITY OF MATANZAS

FACULTY OF LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

**MAJOR PROGRAM IN FOREIGN LANGUAGES EDUCATION FOR COLLEGE
EDUCATION**

**DIDACTIC GAMES TO STIMULATE MOTIVATION IN A1 LEVEL STUDENTS AT
THE UNIVERSITY OF MATANZAS**

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July / 2020

ACKNOWLEDGMENTS

To my supervisor Prof. Eunises Cabeza Santana, for her wisdom and positive attitude even in difficult times.

To Prof. Leipzig Rodríguez Medina, our godmother, for being someone I look up to in the professional field and a wonderful person.

To my friends and classmates. I am especially grateful to Edelys, for sharing this amazing experience and made it to the end.

To all my students who are my best professors.

To all my professors and coworkers especially to M.Sc. Maria Eugenia de Lara, PhD Alberto Zayas Tamayo, M.Sc. Zoe Domínguez, and BA. Camilo Armando Suárez, for awakening my interest in the topic, sharing their knowledge with love and for being an inspiration and guiding me to grow as a professional.

To my family, I love you all.

DEDICATED TO

My parents and my sister, for their encouragement and support, most importantly, for their unconditional love. You will always be present in my life.

ABSTRACT

Motivation is widely acknowledged in the context of students' social and linguistic development. Games and motivation play important roles in language learning as they favor students' performance, activate their rapid and strong thinking, and propitiate the conscious acquisition of contents. An aspect to be considered in this direction is the poor use of games to promote college students' motivation, helping them be actively involved in the language learning process. Due to the last, the scientific problem is: How to stimulate motivation to learn the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas? The use of games not only facilitates the development of motivation by keeping interested and work levels but also language learning. The authoress addresses the issue from a theoretical and practical interconnecting of gaming methodology with theories of foreign language acquisition. So, the research is guided to design: A system of didactic games to stimulate motivation towards English language learning in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas. A system of theoretical and empirical methods was applied, supported by the application of the dialectic-materialistic method, which allowed the justification and recommendation of a solution to the scientific problem identified, as well as drawing conclusions and provide recommendations. The proposal was elaborated taking into consideration the pedagogical, methodological, and didactic rationale of the Cuban pedagogy nowadays. The research also exposes the main basis for the further application of the scientific result.

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INTRODUCTION

Learning languages at present times has become an important instrument to communicate and interact with individuals from different cultural and linguistic backgrounds. In this scenario, English has become a global language so it plays an important role, especially in international communication.

The learning of a foreign language can be identified as a concern in Cuban cultural and educational behaviors. Cuban pedagogical tradition has constantly recognized the importance of learning foreign languages shaped in the thinking of figures like Félix Varela, José de la Luz y Caballero, José Martí, and later on, Fidel Castro, who referred to the significance of mastering languages as an important element to acquire and develop the needed skills for the period in which individuals live (Enríquez O´Farrill, Isora J. S/a. p.3)

Consequently, the English teaching-learning process has suffered several changes concerning structure and essence. Having as antecedent the University Reform of 1962 created on January 10, 1962 and being a law that established the bases of the new Cuban University, different study plans have been elaborated up to the current Plan E (2016), with only one goal: communicative competence. Following these experiences, the Cuban Ministry of Higher Education gives great importance to the mastery of the English language in all of its major programs.

The latest Plan E declares that the student should enroll in the Language Centre after a leveling diagnosis that should respond to the Common European Framework of Reference for Languages (CEF), to achieve the level A2 (See Annex I). In consideration of what has been expressed, certain requirements become essential to train highly qualified professionals to whom the communicative competence in English language is an imperative as it improves the ability to use the language as an instrument to communicate properly in diverse social contexts, promote a good performance in international interchanges and the capacity to consult updated English bibliography.

To the authoress of the present degree paper, motivation plays a significant role in reaching the goals stated in Plan E concerning English language learning as “it can influence what, when, and how we learn” (Pintrich and Schunk, 2002, p. 6).

Authors like Olivera Peña, (2019), Jenifara Zaman (2015); Labrada Leiva, (2012), Dörnyei (2009); González, Diego (1995), have recognized the impact and importance of motivation on learning, especially a foreign language. These authors highlighted motivational factors as elements that override the aptitude effect justifying an individual variability in language learning accomplishment.

Considering this, and the pedagogical fundamentals coming from Developmental Education Theory based on Vygotsky's ideas, the authoress assumes Richards' opinion who consider that "(...) the role of personality, motivation, and cognitive style in influencing the learner's willingness to learn and use of the target language is a motivational factor" (Richards, 2008, p.9).

Consistent with this criterion, English professors at the University of Matanzas are concerned with a creative conception of language teaching to let the students be involved in the process of knowledge building, helping them be adaptable and effective learners who think critically and apply creatively abilities they will need as tomorrow's professionals.

Despite the efforts carried out to develop motivation towards English language learning among students of the Major Programs in Accountant and Finances, and the objective presented in the Curricula about English language learning, this purpose has not yet been fully achieved. Students show insufficiencies in their motivation, ability to manage exchanges despite limited language development and language aptitude.

One of the possible answers to the situation is the use of games to stimulate students' motivation. In the authoress opinion, optimizing the amount and quality of exposure to language presented in games, tend to correct the professor and student's asymmetry while increasing motivation. Besides, the existent research on the two areas: group-specific motivation and professor motivation, considered by the authoress as extremely important, is still insufficient so as to systematize games aimed at guarantying the permanent and ongoing development of English learning abilities.

Based on the considerations previously stated, the following **scientific problem** has been formulated: How to stimulate motivation towards the English language learning in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas?

The **object of investigation** in this research is motivation in the teaching-learning process of the English language in A1 Level students at the University of Matanzas; while the **field of action** is the motivation in the teaching-learning process of the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas.

Having in mind the scientific problem, the object and the field of action, the **objective** of the present diploma paper is to design a system of didactic games to stimulate the motivation in A1 level students at the University of Matanzas.

As **scientific questions** to lead the research, the authoress has formulated the followings:

1. What are the rationales that sustain the motivation in the teaching-learning process of the English language in A1 Level students at the University of Matanzas?
2. Which is the current state of the motivation in the teaching-learning process of the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas?
3. What games are needed to stimulate motivation towards the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas?

To answer these questions, the authoress has elaborated the following **research tasks**:

1. Determination of the rationales that sustain the motivation in the teaching-learning process of the English language in A1 Level students at the University of Matanzas.
2. Characterization of the current state of the motivation in the teaching-learning process of the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas.
3. Elaboration of the games needed to stimulate motivation towards the English language in A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas.

For the fulfillment of the present investigation, a series of methods were applied. As the investigation of most general methodology, **the dialectic-materialistic method** was considered; it allowed the authoress to substantiate the use of a system of didactic

games in the development of language learning motivation; in addition to the direction of research actions with an integral approach to accomplish the designed objective of the investigation. Also, some specific methods of the educative investigation were considered:

Among the **methods of theoretical level** used to study the phenomenon are:

The **Historic-logic**: this method facilitated the study, analysis and determination of the fundamental background and, tendencies about motivation, language learning and the influence of gaming in this process.

The **Inductive–deductive** and the **Analytic-synthetic** were useful for arriving at conclusions through the study, exploration, and deepening of the bibliography, the methodological documents on the subject, and to summarize the obtained information.

Modeling: this method was used to model and structure the research and also, to make a graphic representation of the scientific result.

The applied **empirical methods** made possible the characterization of the object of investigation to obtain the needed data for its comprehension. On the other hand, the **documental analysis** gave the authoress the possibility to check with objectivity the scientific sources and data, in addition to different authors' viewpoints on the topic, which helped to evaluate the materials used to teach English at A1 Level, it offered the necessary information to determine the importance attached to the motivation in learning the English language and the role of games in the process.

The **participant observation** helped to determine the existence of a problem in terms of students' motivation towards the English language learning and its characterization in A1 level students of the Major Program in Accounting and Finances as well as the work of English professors of the Language Center at the University of Matanzas.

The **survey to the students** helped to measure the level of motivation towards English language learning A1 Level in the students and determine the experiences and attitudes towards their development in that language. The interviews with the English professors working at the Language Center and students were useful to know their opinion and suggestions about the problem under research.

The **percentage calculation** from the **mathematical method** helped to quantify the results of the applied instruments to determine the current state of the motivation to

learn the English language in the selected population of the Major Program in Accounting and Finances at the University of Matanzas.

To accomplish this research, the authoress used the totality of the **population** consisting on the sixty A1 level students of the Major Program in Accounting and Finances and two English professors of the Language Center of the University of Matanzas, all selected at random, because of all members of the population can take part of the current study.

The practical contribution of the present research lies in offering a practical work instrument to contribute to stimulate the motivation towards English language learning in the A1 Level students of the Major Program in Accounting and Finances at the University of Matanzas, its structure and implementation.

The present work consists of introduction, development, conclusions, recommendations, bibliography, and annexes. The development has two chapters. Chapter I presents the theoretical foundations that sustain the use of a system of didactic games to stimulate motivation towards the English language lessons in level A1; as well as the general and methodological aspects of motivation and games, classifications and their role in the language learning process. Chapter II presents the results of the applied diagnostic to determine the actual situation of the motivation in the A1 level students of the Major Program in Accounting and Finances, the rationales of the scientific result and the main theoretical and methodological basis for its further application are also offered.

CHAPTER I. The motivation in the teaching-learning process of the English Language in A1 level students at the University of Matanzas

The following chapter encompasses the general theoretical foundations of motivation, as well as its role in the teaching-learning process and more specifically in foreign language acquisition. It also contains essential aspects to sustain the use of games to stimulate motivation.

1.1 General approach to motivation in the teaching-learning process of the English language in A1 Level

Investigations about second/foreign language motivation basically developed individually from the general literature in psychology. Dörnyei and Ushioda (2011) described it as “a rich and largely independent field” (p. 39). Studies made by Crookes and Schmidt, (1991); Fotos, (1994); Oxford and Shearin, (1994, 1996); Schmidt, Boraie and Kassabgy, (1996); Skehan, (1989, 1991); Williams and Burden, (1993, 1997) are considered by Dörnyei (1998) as paradigms for describing second/foreign language motivation. Dörnyei (2001) stated that it provides the force to start learning a language and to sustain their later process.

Motivation is the single most important factor in determining the success of a learner to achieve their linguistic goals (Dörnyei, 1994; Dörnyei and Ushioda, 2011). Oxford and Nyikos expressed that “The degree of expressed motivation to learn the language is the most powerful influence on strategy choice” (p.294, as cited in Jenifara Zaman, 2015). Gardner and Lambert (1972) emphasize that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect, this is called “the action driven by motivation”.

There are many different definitions of motivation in language learning. Authors like Gardner, Lambert and Brown identified motivation in relation to effort or internal drive. Gardner (1985, p. 10) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. Shearin (1994) maintains that motivation determines the extent of active, personal involvement in language learning (p.12).

In addition, Cheng and Dörnyei (2007) defined motivation as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language. To the authoress motivation in language learning does not have a particular definition because of the existence of diverse contexts to learn and differences in researcher's viewpoints.

In the Cuban Educational System, the teaching-learning process (TLP) of English as a foreign language responds to the economic, political, social and cultural importance of this language in today's world; the study of English language in the students, especially A1 level is been guided by the syllabus, which establishes that "(...) the students should be able to communicate in an oral way using the communicative situations being able to express themselves through a monologue and dialogue form, also to understand the written information as well as to write about certain topics" (MES, 2014, p5). About the previous analysis, the authoress considers that taking the knowledge of the mother language as the base upon which a foreign language is been built; it can be assumed that the failure to the fulfillment of the previous objective is the lack of motivation towards the English subject matter.

On the contrary, the TLP of the English language allows the formation of an active-reflexive student, taking into account the psychological conception of the world that permits the insertion of the students into the society. In this way, some professors state that the TLP is been based on an instructive and cognitive character, and in those that are in the center of the learning process, which essential purpose is to contribute to the integral formation of the personality of the students.

The above considerations tend the authoress to analyze that to fulfill the motivation is necessary to develop communicative abilities in the students, who need to be able to communicate into the English class. In this way, it is necessary to analyze the TLP main conceptions.

The study of the different definitions about TLP that is been written in the scientific literature permits the authoress to assume the definition given by Calzado Lahera. This investigator defines that the teaching-learning process is "(...) the systemic sequence of developer actions, consciously coordinated among the educational professional, the student, the group and the other factors that have an effect over the development of

the personality of the students; to impulse the solution of different contradictions; (...) whose solution, depends from the promotion of the thoughts to higher levels of self-regulation and self-determination ...” (Calzado Lahera, 2004. p.16).

About the last definition, the authoress considers that this concept:

- Talks about the TLP in an amplified educational conception, considering the socio-economic and political conditions of the society, and the characteristics of the educational process.
- Recognizes the auto-reformatory role of the students in the process of knowledge acquisition to achieve the motivation towards learning.

In this sense, the authoress of this investigation considers that it is highly important to know the students’ interests while learning at any stage of their psychological and intellectual development. According to A.N. Leontiev, the motive “(...) is an object that answers some necessities and once it is reflected by man it leads the activity to satisfy that necessity. ... Until it is satisfied for the first time, necessity does not know its object, it has to discover it” (Leontiev, 1982. p.156).

Only as a result of this discovery, necessity acquires its objective character and, the perceived object, its stimulation and governing function of the activity that is saying, it becomes a motive. This conception is inserted in the well-known “Activity Theory” and allows the comprehension of motive formation but has theoretical and methodological limitations to back up the analysis of the complex phenomena that explain in the personality the decisions taking in the appearance of new motives from the interpersonal relations (Rodríguez Casanova, 1995).

According to the ideas of L.I. Bozhovich, motivation cannot be reduced to objects in which necessities will embody. Motivation gives a mobilizing and directly regulatory function to the needs. To this authoress motives can interact with the outside world, images, ideas, feelings, word emotions, everything in what the necessity has found its embodiment (Bozhovich and Blogoodiechina, 1978).

From these ideas, the most typically human motives develop throughout life from the assimilation of the historical-social experience and they will be characterized by the increasing mediation of the conscience. At the same time in the development of the

motivational hierarchy, the man's self-conscience will play an important and decisive role.

Motivation is closely connected with the affective processes (emotions, feelings), tendencies (valuation and impulse) and, the cognitive processes (sensory perception, thinking, memory) being the affective ones the most important (Rodríguez Casanova, 1995). About the last, the authoress considers that motives cannot be isolated from the rest of the personality, but through its expression in complex psychological formations as self-valuation or ideals. In this way, personality will not only be understood as the means of expression of the motives but it will reach the rank of methodological principle for the study of motivation (Rodríguez Casanova, 1995).

These opinions are particularly important in the development of the current investigation and the authoress gives especial attention to this principle when developing this research since A1 level students have to attend a leveling examination in the Language Center, in which they have to demonstrate abilities to communicate in the English language.

In contrast, Bozhovich emphasizes that in personality the functional structures appear by means of which motivation acts and mediates the external influences. L.I Bozhovich also poses that necessities are the basis of another stimulus of the conduct, but as time passes, they change not only its content but also its dynamism and structure because a new functional system appears that she describes as a kind of unbreakable unity of necessity and conscience, affection and intellect. This allows approaching the development process of the stimulating forces of human behavior as a process of conversion of natural necessities in their mediated forms, a process only found in man (Bozhovich, L.I and, Blogoodiechina, 1978).

The motivational mechanisms may express and structure themselves using some motivational formation, as self-valuation or ideals in a certain context. It becomes evident that searching a definition of motivation is not a simple task.

The Cuban psychology, from the dialectic-materialistic approach which provides a historical-cultural approach and from its development in studies about motivation, also establishes comprehensive definitions that are marked by a dialectical character. In consequence, the study done to the scientific literature existent indicates that many

investigators have study motivation, such as Diego González (1995); Chen, Warden, and Chang (2005); Dörnyei (2009); Labrada Leiva (2012); Jenifara Zaman (2015); Olivera Peña, (2019). All these investigators define motivation from different theoretical thesis; in this sense, the criteria given by C. Diego Gonzales Serra (1995) have been taken into account.

Thus, the authoress assumes the definition of motivation given by González Serra who declares that "(...) motivation is the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in that respect the inductive regulation of behavior, that is, motivation determines, regulates, and directs (the target object) and the degree of activation or intensity of the behavior" (González Serra, 1995, p.45).

In the authoress' opinion, the assumed definition refers to the existence of two distinct traditions of explaining human behavior, such as the human behavior in the individual rather and in the social being, focusing primarily on internal factors, as well as the function of the social context and the interpersonal/intergroup relational patterns, as measured by means of the individual's social attitudes.

Any motivational regulation contains and expresses a set of contradictions and many times the decision of the man is produced from the resolution of different kinds of conflicts. According to Diego González, the internal psych contradiction that constitutes the motivation of the behavior is established between the necessities and the image or reflection that the cognitive processes provide about the external world and themselves (González Serra, 1995).

As a conclusion, it can be said that motivation creates conditions to strengthen the deep foundations of the sciences, in a way that guarantees the man's cognitive activity stimulation, from the practical activity (Rodríguez Casanova, 1995). For this reason, the study of motivation is a necessary aspect when analysing Education and the psychological implications of motivation for language learning.

1.2 Motivation in education as one of the key factors that influence the rate and success of foreign language learning

The following chapter talks about the influence of motivation in education and the importance of it to achieve foreign language learning. So, motivation is of particular

interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Using the word 'goal', Harmer (1991) categorized the motivation in language learning into Short-term goal which means when students wish to succeed in doing something in the near future, like passing an examination or to get good scores, and Long-term goal which refers to the desire of learners to get a better job in the future or to communicate using the target language.

Gardner and Lambert (1959) also exemplified two types of motivation: the integrative and the instrumental. To them learners have integrative orientation when "the aim in language study is to learn more about the language group, or to meet more and different people"; on the contrary, students present instrumental orientation when "the reasons reflect the more utilitarian value of linguistic achievement" (p. 267). In other words, the integrative type refers to the positive disposition of an individual to learn about a community, its language and culture.

On the other hand, the instrumental type focuses on practical motives for learning a language in order to increase learners' careers, business opportunities, giving them more prestige and power, or just passing an examination. Gardner considered that an integrative motivation is more strongly linked to success in learning a language than an instrumental one. Although it was criticized by many other researchers, this theory still remains fundamental when studying about motivation.

The authoress of this investigation considers that motivation in education can have several effects on how students learn and how they behave towards English as a subject matter in college to achieve A1 Level. According to this classification motivation can be (Ormrod, 2003):

- Direct behavior toward particular goals.
- Lead to increased effort and energy.
- Increase initiation of, and persistence in, activities.
- Enhance cognitive processing.
- Determine what consequences are reinforcing.

- Lead to improved performance.

The pedagogical experience gathered by the authoress during the pedagogical training at the Language Center at Matanzas University and the analysis carried out in the different year staffs about the students' motivation concerning English allows the authoress of the investigation to state the following: students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the professor creates, mainly if the major they are studying is of the non-philological area.

Taking into account this pedagogic situation, it is considered necessary for the development of the investigation to define the following concepts: intrinsic and extrinsic motivation (Pintrich and Schunk, 2002).

Intrinsic motivation occurs when people are internally motivated to do something because it either pleases them, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from earlier grades though the exact cause cannot be ascertained. Also, in younger students, it has been shown that contextualizing material that would otherwise be presented abstractly increases the intrinsic motivation of these students.

Extrinsic motivation comes into play when a student is compelled to do something or act in a certain way because of factors external to him or her (like the society opinion or rules, the family desires, etc.).

Classically, these categories are regarded as distinct. Behaviorist Psychology considers that motivation in education according to the actual rationales of the Cuban pedagogy should be extrinsic; it should be based on external elements which praise or disapprove certain behaviors to obtain an expected conduct.

The humanist psychology considers that motivating activities are those which stand out the capacity of studying for personal development, the freedom to choose for you and other positive qualities. Abraham Maslow considers that such activities are correlated to satisfy a set of human necessities from which self-fulfillment is the most important. This necessity considered as the motivation for the complete development of human capacities is the most difficult to satisfy since it requires the fulfillment of all other necessities. Cognitive Psychology states that students do things because they have

intrinsic motivation. In contrast, educators influenced by this approach think that for motivating the students should be given a set of responsibilities and opportunities of self-control of their learning process.

According to the socio-cultural approach human motivation to learn is socially constructed. Motivation is viewed as both, intrinsic as well as extrinsic, with the individual and the culture interacting to form new understanding (Gardner, Piaget and, Vigotsky). Due to the study developed the authoress of this investigation considers that these concepts are less likely to be used as distinct categories, but instead as two ideal types that define a continuum.

It is important to remark that professor should be careful when deciding to extrinsically reward productive student behaviors; because they may find it difficult to extricate themselves from that path. Student's dependency on extrinsic rewards represents one of the greatest detractors from their use in the classroom and professor should avoid depending on it.

Doyle and Moen (1978) have noted that traditional methods tended to use anxiety as negative motivation (e.g. use of bad grades by professor) as a method of getting students to work. However, they have found that a progressive approach with a focus on positive motivation over punishment has produced greater effectiveness with learning since anxiety interferes with the performance of complex tasks (Doyle and Moen, 1978).

The authoress of the present investigation agrees with these authors in the following theoretical consideration: motivation is very important in the determination of the learning quality, without motivation towards the study the objectives of the syllabus are not accomplished. The students must get motivated towards the study of different subjects, especially English, to develop their general comprehensive culture.

Nowadays there is a controversial fact, which is the low level of motivation the students show towards the study of English and the necessity they have to learn this language as a requisite to get their college graduation certificate. To the authoress, this is the result of different causes. These causes could be classified in external ones which are related with the professor and the curriculum; and the internal ones which are referred to the possibilities of the students and they are possibly provoked by their lack of

knowledge, the poor formation of general abilities and the negative attitude towards the study.

The authoress of the investigation considers that to achieve motivation and develop a high-quality teaching-learning process of English in the classroom the following system of general didactic principles should be taken into account. The principles are essential in the psycho-pedagogical theory, these didactic principles are (León Castillo, 2008. p10):

- The educational, systematic and scientific character of the teaching process.
- Affordability and accessibility.
- The active and conscious character of the students under the professors' guide.
- Assimilation of habits, abilities and knowledge.

According to the authoress' opinion, these didactic principles are general guidelines which direct professor's activity. They form a system as they interact and complement each other on the grounds of the complex relationships among the laws that operate in the process of teaching and support it.

Taking into account these principles when delivering a lesson, it is important to make the adequate selection of the content and methods of teaching with a scientific approach, the exploitation of all the educative possibilities of the content, the link of the contents with the problems of the construction of a better society, the stimulus of logical and creative thinking, feelings of social behavior and good manners. (Acosta Padrón, 2005)

The main difficulty that affects the teaching-learning process is just recognized in the professor as the main responsible of this process because he/she is in charge of providing knowledge to the student who is just a passive agent in the process (León Castillo, 2008). Nowadays, there is a need of looking for some ways of solving this difficulty, for this reason, the role of the student has changed, now it is expected the student to assume an active and transforming pose, what requires of a student capable of pondering, assessing, reaching to conclusions, giving arguments, using the acquired knowledge. To achieve this purpose a growth-promoting teaching-learning process is aspired.

Many have been the discussions about growth-promoting learning. Some of the specialists such as Silvestre Oramas M., Castellanos Simons B. and Castellanos Simons D. (2002) who have contributed the most in this field agree in considering three dimensions of the growth-promoting learner. These dimensions are (León Castillo, 2008):

- The activation regulation (it concerns the intellectual, productive and creative activity and, thought processes).
- The significance of the processes (It is given by the interrelation of cognitive and affective aspects that are expressed through the relationship of the new knowledge with the previous one).
- The motivation towards learning (It is caused by the motivational processes that encourage, support and give direction to learning)

The authoress of this investigation agrees with the viewpoints expressed by the criteria previously mentioned and considers that the dimensions related to growth-promoting learning should be applied to the teaching-learning process of English. Each dimension contains elements that are considered significant to motivate the students so that the professor of English should take into account important considerations such as the productive and the creative activity, the affective aspects and the motivational processes that are considered very necessary to the development of this research.

Motivation is very important for the growth-promoting learning process that is expected in the schools, motivation directs such a process. No one learns without the need to do it. The motives to learn may be varied: satisfaction of knowledge, fear to get low marks, professor's approval, curiosity, outstanding within the group, etc. There is no learning without a motive. (Acosta Padrón, 2005)

In the Language Assistant (2001) it has been stayed the factors that influence learner's motivation to learn English. (p.24), which are:

- **The status of English.** It is perceived usefulness in school and after school.
- **Past learning experience.** Students moving to one institution from another where there may have been a negative approach to English need to regain interest and faith in their ability to learn it.

- **Success and reward.** If students have successfully completed previous tasks and lessons and been praised for their achievement, then they are more disposed to make an effort.
- **The content of the lesson.** This must be inherently of interest to the age range. They need to be able to identify with the topics chosen.
- **Self-confidence.** Some learners are very disheartened by little failures and some are very nervous about making mistakes, so hindering their progress.
- **Length of time studying English.** At the early stages of language learning everything is new and progress can seem rapid. This sense of achievement is lost or gets slower as the years pass. This is one of the reasons why children at primary school or in their first years of English at lower secondary seem so much more motivated than adolescents in upper secondary school.
- **Lack of challenge.** To get a sense of progress and to create the feelings of effort that students associate with learning, its need to stretch them.
- **A sense of difficulty.** Professors can create a feeling that English is a difficult language without realizing it. More often than not these negative feelings have been induced by learning approaches which overemphasized difficulties and over-highlighted learners' errors. Such comparisons are fruitless and undermine confidence.

The study developed allowed us to consider the existence of different moments and different ways to motivate the students towards the English lesson. These moments and ways are organized as follows:

At the beginning of the lesson: this is the stage prospered to build a context where the target language might be used. Then, when building a dialog or structure chart on the board attempt to obtain as much of that language as possible from the students. The more the language comes from the students, the more they will be interested in it.

The “production” component of the lesson: This is the stage in which students are using the target language to talk about their lives, feeling, and interests according to the A1 level. This makes the lesson more personal and thus more interesting—building motivation. Most people enjoy talking about themselves. Professors will sometimes have to step away from course books to make this work.

In a general sense, these are theoretical considerations which can combine with the growth-promoting learning to motivate the students towards the English lesson. The stages as well as how they are described can effectively contribute to organizing the teaching-learning process of English at any level of study.

1.3 The use of games to stimulate motivation in young English Language learners

The use of games dates back to antiquity, they were a universal part of human experience and are present in all cultures. The oldest board game was found in China; it dates back to 3000 BC. (Faria and Nulsen, 1996). Ethnographers are convinced that it was education the reason for creating many games.

According to the Webster's Dictionary, a game is "(...) a situation involving opposite interests given specific information and allowed choice of moves with the object of maximizing their wins and minimizing their loses (...)", concept assumed in the present investigation for presenting all the features the authoress values as essentials for gaming.

The mission of games was to recreate humans' natural living conditions, share knowledge with the next generation and prepare them to play a great role in the society. A good example is chess, which was used as a simulating game 2000 years ago. It aimed to prepare soldiers to the battles (Surdyk, 2008, p.5).

Teaching has changed significantly over the years as well as the perception of games. Lee (1995) mentioned that there is a common viewpoint that proper learning should be serious and grow apart from enjoyment. The authoress disagrees with this misconception and considers the use of games as an interesting way to learn a language while using a pleasurable method to increase the student's motivation, attention and involvement in the learning process.

Baharudin and Yunus (2018) declared that "games promote an independent learning among the learners consequently, motivating them to be more confident in learning" while being in charge of the situations (p.107). To Savignon (2018) participation, cooperation and interaction with others are the reasons for effective language learning through games and group tasks. According to Chou (2005), students become attentive because games make their learning more enjoyable.

Studies made by Connolly, Stansfield, Hailey, Ebrahimzadeh and Alavi, indicated that games help motivating students to learn (Connolly, Stansfield, and Hailey, 2011; Ebrahimzadeh and Alavi, 2017). In addition, authors like Huizinga, J.; Hirn, Y.; Broding, J.; Elkonin, B. D., among others, studied the expression of games as social activities, but it was Vigotsky, L. S., based on Elkonin, B. D., the one that compared the relationship between game and development to the relation between education and development. To this psychologist, refusing the conception of games as activities in which is a demand from individuals (mainly children), a stimulus to act and affective aspirations mean its fatal intellectualization; a difficulty that can be present in theories about games.

In pedagogic bibliography different conceptualizations of games can be found. One of the most important researchers is the Holland historian Huizinga, J (1938) who described games in his book Homo Ludens as voluntary action or activity developed according to certain pre-established limits in terms of time and space; in which freely accepted rules with an unconditional end must be followed, accompanied by a feeling of tension and joy.

A different author defined games as a form of play governed by rules. They should be enjoyable and funny. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game (Byrne 1995). Similarly, Jill Hadfield (1990) expressed that games are an activity with rules, a goal and an element of fun.

In education, the term game was defined by Prensky (2011) as interactive plays that teach us goals, rules, adaptation, problem-solving and, interaction, represented as a story. Games stimulate essential aspects of learning by providing enjoyment, participation, structure, motivation, gratification, adrenaline, creativity, social interaction and emotion. Royle (2008) suggests that games in the educational field “are designed with specific curriculum objectives in mind” (p.12).

Benefits of the use of didactic games in the teaching-learning process

A big amount of methods has been used by professors to help language learners to increase their motivation to learn and improve their language skills such as listening to

foreign music, watching foreign cartoons or films with subtitles, reading books, newspapers and playing games.

Gaming has long been applied for language teaching and learning. The authoress agrees with Ersoz's viewpoint (2000) that games are extremely motivating as they are amusing and interesting. They can be used to give practice in all language skills and many types of communication.

Mania Moayad (2012) listed the advantages of using games in the language classroom, declaring that they can be a welcome break from the usual method of education, they also help students to make and sustain the effort of learning, support practice in language skill, encourage learners to interact, communicate and create a meaningful context for using the language. In addition, surveys made by Carrier, Chen, Kupeckova and Jacobs, also proved that the games have a positive and effective influence on the learning of foreign languages (Carrier, 1985; Chen, 2005; Kupeckova, 2010 and Jacobs, 2013). The reasons for this statement are as follows:

Games get students involved in their learning; they motivate them, encourage creative and spontaneous use of language (Chen, 2005). They also introduce a change in formal learning situations, create a pleasant stress-free and relaxing atmosphere in a language class, unconsciously promote and practice all four basic language skills, such as listening, reading, speaking and writing. Games help the professor to create contexts in which the language is useful and meaningful (Wright, Betteridge, and Buckby, 2005). From Gardner's viewpoint games decrease student's anxiety to speak in front of the other students; they feel less intimidated in this, less formal learning situation; the use of games in the lessons can promote collaboration among students; and can connect to a variety of intelligence (Gardner, 1999, as cited in Jacobs, 2013).

Classification of games in language learning

Games can be divided according to different principles (like objectives, characteristics, and the used technics). Hadfield offers two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on the successful exchange of information and ideas, such as two people identifying the differences between their two

pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal. The second taxonomy that Hadfield uses to classify language games has many more categories and usually includes both linguistic and communicative aspects. These games are as follows (Hadfield, 1998, as cited in Jacobs, 2013):

1. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
2. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.
3. Guessing games. These are a variation on information gap games. One of the best-known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues to guess who or what the person is thinking of.
4. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell.
5. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30-word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, intending to turn over a matching pair, by using their memory.
6. Labeling games. These are a form of matching, in that participants match labels and pictures.

7. Exchanging games. In these games, students exchange cards, other objects, or ideas. Exchanging and collecting games are similar.
8. Board games. Scrabble is one of the most popular board games that specifically highlight language.
9. Role-play games/dramas. Role-play can involve students playing roles that they do not play in real life, such as a dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as a customer at a restaurant. Dramas are normally scripted performances, whereas, in role-plays and simulations, students come up with their own words, although preparation is often useful.

A similar classification is provided by Lewis and Bedson (1999). In addition to Hadfield, they add the computer games, a very popular type nowadays, that can be played either at school or at home, individually or in pairs (Jacobs, 2013). Finally, Jacobs (2013) proposes another distinction between the languages games. He divides games where the learner tries to be first to reach the goal and games where learners try to reach the same goal together; helping each other he calls them competitive and cooperative games.

The authoress of the present research understands the classification of games into specific categories as difficult because games' nature can be as wide as the human imagination. Games also possess a large number of different characteristics according to their pedagogical objective.

The students' characteristics influence the structure of the instruction, supervision and degree of support of the learning process. When using games, professors have to take into consideration the specific features of the learners and group of learners such as gender, maturation, cultural background whether they are disabled persons, students or workers, directly affect their motivation, knowledge, proficiency level, abilities and study time.

The authoress of the present research has considered as important aspect the characteristics of age – group to which the first-year students of the Major Program in Accounting and Finances at the University of Matanzas as students of level A1 belong

to. The majority of these students are not aware of the benefit of learning English and consider it is not their main objective.

To the authoress, this is the principal factor affecting the teaching-learning process and consequently the motivation towards the English lesson. It has been observed in the low quality of their homework, exams, participation in class and the limited practice outside the classroom. Stimulating their motivation towards the English lessons by using games could be helpful to accomplish the objectives stated by the educational system.

It can be concluded that the systematization of the rationale in this investigation allowed the authoress to identify the theoretical foundations of the motivation in the teaching-learning process. The rationales can be recognized in the philosophical basics from the dialectical materialism, which reveals the linguo-social nature of language as being the most important means of human communication created through the collective practice of a community.

The psychological fundamentals are drawn from cognitive and educational studies based on the Historical-Cultural Theory; the zone of proximal development, the context in which learning begins through the interaction of the students with other school partners, with the parents, the professors, etc., as the center of the process. In contrast, the pedagogical fundamentals come from the conception grounded that considers education a social process consisting of the transmission and appropriation of culture, that occurs in collaboration with others, and encourages life-long personality growth in line with the concrete historical-cultural context, aside with the development of the society in which it takes place in a given historical period.

Likewise, language teaching methodology has always been influenced by the achievements in linguistic studies. Thus, the lingo-didactic conceptions are from the advances in linguistics that emphasize the social nature of language as a means of communication and the development of the communicative approach to language teaching.

As it was mentioned in the introductory part of this investigation, Hymes term communicative competence explains a person's ability to communicate in an appropriate way by adding aspects related to culture and context. Then, the English

subject aim at the development of the cognitive and communicative competence in a process that implies the expression, interpretation and negotiation of meaning processes that can be better learned and applied in the relax atmosphere of games.

Games are activities which have numerous advantages for the development of communication: they permit the evaluation of capacities; help students be motivated to overtake incapacities applying intelligence, observation, motivation, critic spirit, analysis and synthesis, and offer logical elements to develop expression and solve communicative problems focus on the respect to discipline.

CHAPTER II. Language games to stimulate motivation in A1 students of the Major Program in Accounting and Finances

The following chapter presents an exploratory study of the current state of the English learning motivation in A1 level students of the Major Program in Accounting and Finances at the University of Matanzas. The information obtained from the empirical questionnaire, let the authoress arrived to the essential content of the investigation expressed in the foundation and characterization of the proposal of a system of didactic games to stimulate motivation in A1 level students of the Major Program in Accounting and Finances at the University of Matanzas. The structural elements, including the methodology to apply them are presented.

2.1. Current state of the English learning motivation in A1 students of the Major Program in Accounting and Finances at the University of Matanzas

To characterize the current state of the motivation towards the English language lessons, the authoress used the selected population consisting of the A1 level students of the Major Program in Accounting and Finances and two English professors of the Language Center at the University of Matanzas. In this diagnostic study there were used the following empirical methods: documental analysis (Annex-II), participant observation (Annex-III), and survey to the students (Annex-IV).

To determine the difficulties of the motivation toward the English lesson in A1 students the following indicators were suggested:

- The activation regulation (it concerns the intellectual, productive and creative activity and thought processes. Rating of the development of the different skills

(listening comprehension, speaking, reading comprehension and writing) corresponding to A1 level.

- The significance of the processes (it is given by the interrelation of cognitive and affective aspects that are expressed through the relationship of the new knowledge with the previous one).
- The motivation towards learning (it is caused by the motivational processes that encourage, support and give direction to learning. Rank of motivation in the teaching-learning process of English in the students).

Concerning the control of the behavior of these indicators, some evaluative markers were declared, in the case of the abilities: **B** (good)—all the abilities achieved, **R** (regular)—some grammatical and spelling mistakes, **M** (bad)—no abilities achieved. Likewise, for the study of the motivation in the students there were also declared the following markers: **observable** (the students are fully motivated towards the English subject matter); **partial observable** (the students are not completely motivated towards the English subject matter); **not observable** (the students are not motivated).

General characteristics of the students

The students that should achieve the A1 level are of 18-21 years old and are facing the second adolescence that has different individual peculiarities, such as they are looking for their own identity as a person, they are in the process of re-elaboration and rebuilding of the different spheres of their personalities and they are suffering qualitative changes in terms of the psychological and physical spheres.

In addition, they live in the present and dream with their future as graduated professionals; so that, they devote the majority of their time to scholar activities and they also feel the necessity to participate in other kinds of social ones according to their societal age-sphere. That is why the school plays a very important role in their lives, and mostly they should be motivated towards the subject matters that are part of their curricula. Hence, the level of operating abstract concepts and contents is higher; so that they can reinforce the abilities in English as a foreign language.

Documental analysis

To accomplish this study, the authoress analyzed the English syllabus for the A1 level. To accomplish this, the Face2Face series textbooks and workbooks from starter to

advanced are used; then to achieve the A1 level the Face2Face Starter series is implemented. Hereafter, the syllabus establishes 10 units to achieve the A1 level, divided into 4 lessons per unit, all the units are based on the development of the four abilities, and the content is structured as follow: lesson, real world, vocabulary, grammar, reading, speaking and listening and writing. The textbooks and workbooks suggest plenty of exercises to improve the content presented, but the students sometimes considered the exercises boring or traditional and as a consequence are not motivated to participate and debate the exercises. (See Annex II)

On the other hand, the authoress analyzed the methodological orientation to the professors to deliver this syllabus and found that it is explained how to achieve the linguo-communicative abilities from the suggested content and exercises, but there are not suggestions to reach motivation. On this idea, the authoress considers that the implementation of games and ice-breaker may be useful.

Results of the observation of lessons

There were observed five lessons in the January-March period corresponding to the 2019-2020 scholar course. The process of **observation of lessons** (Annex III) showed some irregularities in the selected population, for example:

According to the students:

- The students are afraid of making mistakes, so they are not motivated to participate in the resolution of the exercises.
- The students lost their interest in the lesson because the exercises are not interesting.
- Students' knowledge of different strategies and their appropriate deployment.
- The perceptions held by students regarding motivation towards English language learning and how they view the reasons behind their success or lack of it in this skill.
- Students' beliefs about their own competences.
- Insufficient use of teaching aids that motivate the apprehension of the taught content.

Concerning the professors:

- Lack of use of didactic games that promote motivation during the lessons.
- Difficulties in relation to attention to students' differences and learning styles.
- Treatment to errors.
- Professors do not use more challenging topics (e.g. political issues).

- There is thus a need for language professors to address both how their students involve in the process of language learning, and the students' beliefs about motivation and about themselves as language learners

Due to the last, it can be said that the rating of the development of the different skills (listening comprehension, speaking, reading comprehension and writing) corresponding to A1 level is accomplished in 45% because the students have difficulties in the abilities and are not interested in improving them. But the level of the student's behavior as English speakers is expressed in 30%, due to they are afraid of making mistakes, so they are not motivated to participate in the resolution of the exercises during the lessons. Finally, the rank of motivation in the teaching-learning process of English in the A1 level students is quite low, so that there are no exercises and didactic games that promote motivation during the lessons.

Results of the survey to the students

The **survey** (Annexes IV and V) was applied to the selected sample of A1 level students of the Major Program in Accounting and Finances and as a result, that there is a generalized difficulty to associate a system of didactic games with the lesson activities. This difficulty aims to the lack of familiarity the students have with this modality.

Then, it is shown when surveying that 80% of the students say they are not motivated towards the English lesson, and they are afraid of making mistakes. In the same way, it is majoritarian the numbers of students that associate the didactic games with their free-time activities and to motivate towards the English, devaluating them as a class activity.

Then again, only 17.5% of the students say that the professors almost always use activities to motivate at the beginning of the lesson but never use games, while 90% said that they would like the professors to use games during the whole lesson. Also, 95% referred that they prefer word and group games to motivate the lesson.

Taking into account the indicators it can be said that in the student's opinion the rating of the development of the different skills corresponding to A1 level is affected by 45% due to the students are not motivated towards the study of the English language.

On the other hand, in the student's point of view, the level of behavior as English speakers is low because they do not identify themselves as English speakers and, are not motivated to learn it.

About the rank of motivation towards the teaching-learning process of English in the students, it can be confirmed that 70% of the selected population affirmed that to be motivated they need new, fresh and, created activities or games during the lesson. When students were asked to enumerate the methods used in a lesson according to the preference, 75% of them selected the use of games as the activity they like the most in their lessons, followed by jokes (14%), songs (4%), and videos respectively (see Annex V).

During the development of the research the authoress could verify that to achieve the A1 level in the students of the Major Program in Accounting and Finances, there is a low level of motivation towards the English lessons and because of this, it is proposed the following system of didactic games to solve this problematic situation.

2.2 Determination and systematization of the rationales for the scientific result

A game is a natural activity, which integrally develops the personality of students and in particular their creative capacity. As a pedagogical activity, it has a strong educational character and fulfills the intellectual, practical and communicative elements playfully, itself is a way to stimulate and to encourage creativity, whether in this context is also introduced technical and constructive elements for the elaboration of the games, the assimilation of skills and the satisfaction with the results that enrich the technical and creative capacity of the individual.

The first references that exist about games are from 3000 BC. The games are considered part of human experience and they are present in all cultures. The game is an inherently human activity. Everyone has learned to relate to their familiar, material, social and, cultural ambit through the game. This is a very rich, spacious, versatile and, ambivalent concept that involves a difficult categorization.

To the authoress, a game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.

However, the distinction is not clear-cut, and many games are also considered to be work of art. Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, situational, or psychological role.

Games are essential to the intellectual, emotional and, social development of the students because with it the individual learns to respect rules and to have goals and objectives.

The games in the Teaching-Learning Process

Games occupy an important place in everyone's life. It is an activity always accepted with happiness and carried out with pleasure, enthusiasm and, satisfaction. This knowledge is very important for the professors who should keep in mind when organizing the learning process in the whole school activity because it contributes to the motivation and interest in what is taught.

Multiples investigations have demonstrated the influence that the different types of games have in students' development and they have outlined as it is supplemented with the study, showing that games are an excellent learning instrument and a pedagogic means that offers the professor great possibilities to educate the children and to have them acquire knowledge and develop habits and abilities. Donn Byrne states that games can be defined as: "a way of play, subjects to certain rules or conversions. They are destined wherever they are played. In English lessons, the game is more than fun or a way of breaking with routine because it must also contribute to the language proficiency." (Byrne, Donn, 1989. p. 139).

S. Rixon defines games as: "a way of playing subject to rules" (Rixon, S, 1981, p.137). For him, games constitute an activity developed throughout the cooperation. It is the competition in which players fight to obtain their objectives in the frame of specific rules of the game. According to Andrew Wright, games help professors to create a new context when the language should be useful and meaningful. The students wish to take part and for it, they are beholden to understand what others say and write, and they might talk or write to express their points of view or to give information (Wright, Andrew, 1984, p. 212).

The authoress assumes that game is a volunteer activity accomplished in certain time limits and places, according to a rule freely consented but impetuous supplied of an end, in itself, accompanied by tension and joy which are sources of gladness and fun. This activity consists in the need to find, to invent a free answer, within the limits of standing rules established as a formal activity. To avoid some misunderstanding, the author considers pertinent to clarify the term **didactic game**. Didactic games constitute an effective way to the development of the communicative activity. They are games guided to strengthen the acquisition of knowledge, habits and, abilities.

These games imply an intensive educational activity, for that reason, the professors should have a great preparation to use them with success, since their didactic value rests, in fact in that they combine the activity during their development, the dynamism, the interest, the collective sense and the interpretation among others.

The didactic game: is a teaching participative technique guided to develop the methods of instruction and correct behavior in the students. Thus stimulating the discipline with an appropriate level of decision and self-determination; it means, it not only propitiates the acquisition of knowledge and the development of abilities but also contributes to the achievement of the motivation for the subjects; so, it constitutes an educational work form which offers a variety of procedures to the students training in taking decisions to the solution of different problems. This kind of game has some characteristics such as:

- They arouse in the subject.
- They stimulate the necessity to adopt decisions.
- They are used to strengthen and to check the acquired knowledge in lessons and for the development of abilities.
- They demand the application of acquired knowledge in different topics and subjects associated with it.
- They create in the students the skills of interrelated work of cooperation in the joint fulfillment of tasks.
- These constitute dynamic educational activities, with limited time and a combination of variants.

- They break with the patterns of the classroom, of authoritarian and informer role of the professor, as they release the creative potentialities of students.
- They accelerate the adaptation of students to the dynamic and social processes of their life.

Methodological significance of didactic games

The terms of didactic games and participative techniques have traditionally been used indistinctly but, it is a criterion that all educational games are participative techniques but not all participative techniques can be classified into the category of educational games, to achieve that, competence is needed, otherwise there is no game, and in this sense that principle acquires a relevant and educational value of the first order.

Participative techniques are the tools, resources and, procedures that allow us to reconstructing the practice of students to draw from it and of the scientific development accumulated by humanity to this day, all the technical knowledge needed to transform reality and to create new practices as part of a dialectical process. To apply correctly participative techniques is necessary to create a positive climate that allows the student to be pleased, immersed in the context.

These techniques cannot be applied by a simple desire to do so, they must be related to the professional teaching activity which is taking place and, its implementation must have a psychological basis, and unlike it is better not to use them because they can have negative results during the lessons.

To the authoress of this investigation, games are crucial to develop the needed communicative competence in the students. According to Hymes term communicative competence explains a person's ability to communicate in an appropriate way by adding aspects related to culture and context. Then, the Level A1 English subject aim at the development of the cognitive and communicative competence in a process that implies the expression, interpretation and negotiation of meaning processes that can be better learned and applied in the relax atmosphere of games.

Games are activities which have numerous advantages for the development of communication: they permit the valuation of capacities; help students be motivated to overtake incapacities applying intelligence, observation, motivation, critic spirit,

analysis and synthesis, and offer logical elements to develop expression and solve communicative problems focus on the respect to discipline.

When analyzing the importance of games in communication it can be said that games are student-centered activities that can involve all the basic language skills. They provide a context for meaningful communication as students seek to understand how to play the game and as they communicate about the game; this meaningful communication provides the basis for comprehensible input and output.

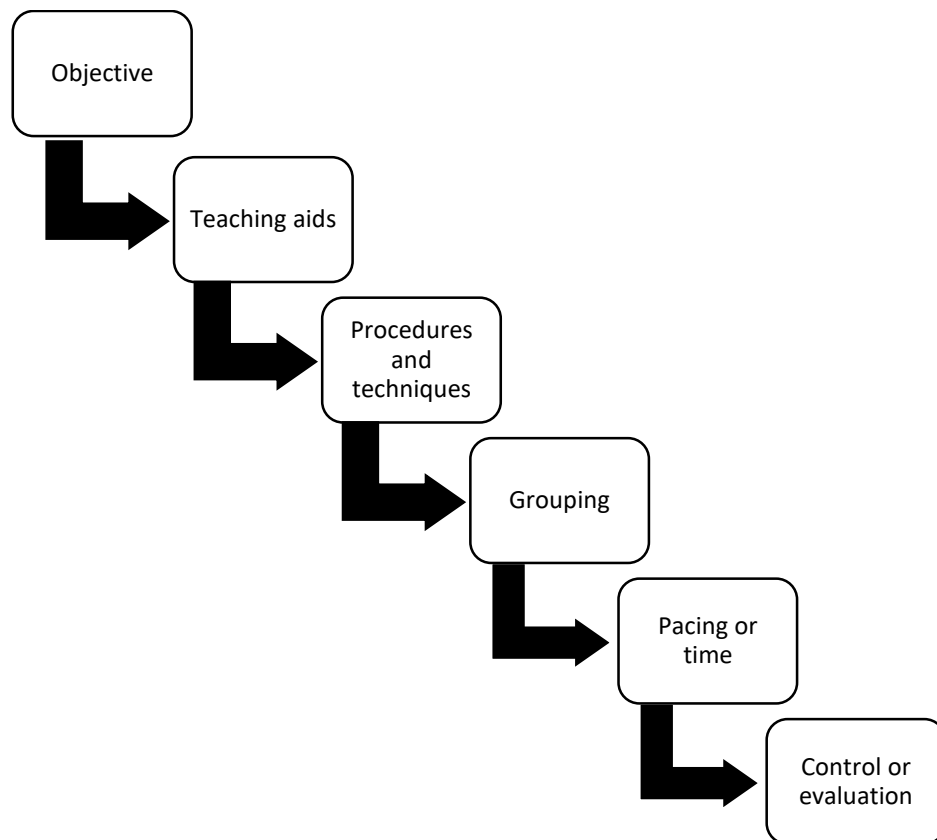
In the authoress view, the most interesting characteristic of games influencing the students' communicative language learning is interaction. The role played by students while participating in games help them clarify, confirm, repeat, paraphrase, or ask for information among other linguistic abilities needed in developing the communicative competences in language learning.

Didactic games have great importance due to the educational values they form. During the games, the students feel motivated and entertained and shy students have more opportunities to express their opinions and feelings. It also helps them to acquire new experiences in a foreign language, which is not always possible in a traditional lesson. Games provide entertainment in regular classroom activities. They have to express the unity between the acquisition of knowledge, the development of habits and, the formation of the behavior. It is important to know how to form convictions and develop a feeling of solidarity and cooperation.

Part of the request of games lies in challenge. The authoress recognizes and value as pertinent two mainly types of challenge, among others, while playing: the rule (understanding how to play the game and understanding the language content; they are: explanation of how to develop the game, demonstrations of how the game is played (clear directions), guidance, key vocabulary, grammatical rules, and concepts may need to be explained, heterogeneous groups creation in terms of current language proficiency, games used to revise previously studied content, rather than involving new content and resources. To these suggestions the authoress understands it is important to considered aspects such as the interactional patterns agreed in the classroom and the role of professor considering his/her action zone.

Games are promoters of social attitude changes; they foster positive affective learning atmospheres letting the students try new behavioral patterns with almost no stress. Used properly, games contribute to the accomplishment of group objectives in a cooperative academic and psychological environment, making all members share ideas and work, not only for them, but also for a team, which creates a more effective process of assimilation and language learning.

Taking into account the last, the system of didactic games is *structured* taking into account that it is designed to be applied in the teaching-learning process of the English language, so its components are considered. The main *objective* of the system of didactic games is to improve motivation towards the English lesson to achieve A1 level in the students of the Major Program in Accounting and Finances at the University of Matanzas.



The system of didactic games suggested are student-centered, and they can be described as follows:

Contextualized: for assuming the social role of forming and developing students from an intellectual, ideological and physical point of view, and the interdisciplinary relationship among subjects and curricular strategies. Intentional as it has a defined objective: to improve students' motivation towards language learning in A1 Level; flexible, because it can be applied and adapted to other levels of the CEF, being open to modifications. Last of all, they are participatory as they propitiate the student-student, the student-professor, professor-group and group- professor interaction. It is composed of 21 didactic games that can be applied at any moment of the lesson; it is presented in Annex-VI.

2.3 Methodology for the implementation of the system of didactic games to stimulate motivation in level A1 students of Major in Accounting and Finances at the University of Matanzas

The following epigraph presents the methodological and practical procedures for the further implementation of the scientific result already systematized. Due to the pandemic situation our country is facing, it was not possible to apply the scientific result in the scholar course 2019-2020 to the selected population. So, with the purpose of answering the orientations given by the Language Faculty Scientific Commission, the methodological indications for the implementation and the main suggestions for its further application are suggested as follows, which are based on the characteristics of the Major Program in Accounting and Finances.

On this idea, the authoress suggests controlling the application process by the application of the following empirical methods: participant observation, a survey to the students, and the investigative tool experience file.

The application should take place during the whole scholarly course, and the professors should guarantee the required atmosphere, to assure the success of the activity for each player, the conditions for the students to assimilate the rules and, the answers about the situations for the efficiency of the lesson. The rules should be formulated to promote participation taking into account the principle of equity among the participants. Before the realization of the game, the student must know its operating conditions, characteristics and rules. They should base on the algorithm: preparation,

implementation and, conclusions and, ensure emotional stability and the level of participation during the game.

Clearly, the didactic game is a very complex educational process, both theoretically and practically. The acquired experience along the years about the implementation of didactic games shows that it is used requires great preparation. While applying the didactic games it is important to consider some procedures which provide the achievement of the objectives proposed for the English Level A1, as a subject matter:

1. Students should be clear of the objectives they should reach.
2. The professor should explain the knowledge, habits, and abilities to be developed.
3. Not to force the self-evaluation.
4. Create a favorable climate.
5. To direct the activities in a way that when the professors evaluates the students, this evaluation favors the appearance of satisfactory experiences.
6. Do not evaluate too much content at the same time.

To control the efficiency in the application of the scientific result the authoress suggests the following evaluation criteria for the participant observation:

Aspect to evaluate	Total	Partial	None
Explanation of the objectives of the games.			
Interaction and correct participation during the games.			
Motivation to apprehend proper communication.			
Explanation of the knowledge, habits, and abilities to be developed.			
Explanation of the common mistakes of Spanish speakers that can affect the introduction of the games.			

In contrast, for the control of the results of the application of the survey to the students the following criteria are suggested:

Evaluation criteria	Total	Partial	None
Presentation of the didactic games.			

Student´s motivation during the lessons.			
Student role during the application.			
Use of teaching aids.			
Use of didactic games.			
Levels of motivation achieved during the application of the didactic games.			

Concerning the information to be gathered in the experience file, the authoress suggests to make five sections in which the students will present their opinions about the scientific result, as well as the daily collection of the data obtained from the introduction process. In the same way, some principles should be taken into account to facilitate the correct development and control of the games:

- Principle of active and conscious participation: it is when the students put in tension their physical and intellectual force, in the function of the activity.
- Principle of the dynamism: all game has a beginning and an end; the factor time can determine its result for what should be dynamic during all its realization.
- Principle of the training: when it consolidates, it deepens; it applies and enriches the knowledge.
- Principle of interpretation of list: the form in that the students express the phenomena of the imitation, improvisation in the development of the activity.

In conclusion, the following chapter exposed the main results of the applied empirical methods to characterize the actual situation of the motivation in the students of the Major Program in Accounting and Finances to achieve the A1 level. Also, the rationales for the scientific result are suggested alike with the methodological and practical basis for the further implementation of the system of didactic games.

Role of the professor

The role of the professor in the implementation of the didactic games to stimulate motivation in A1 level students at the University of Matanzas are described as follows:

Role of professors in the use of games. Games to be included in lesson and materials.

Informer	<ul style="list-style-type: none"> a) Providing students with information about language and tasks. b) Checking. c) Clarifying language.
Manager	<p>Organizing activity (the game).</p> <p>Explaining what to do.</p> <p>Guiding students and managing activity.</p> <p>Managing class groupings, interaction.</p> <p>Handing out info-gap sheets.</p>
Involver	<p>Encouraging students to participate, contribute ideas (e.g. though mapping, brainstorming, etc).</p>
Questioner	<p>The professor must generate questions and involve all students.</p>
Diagnostician	<p>Checking if activity is working.</p> <p>Listening to identify learner strengths and weaknesses in language and skills.</p> <p>Checking levels of motivation towards the activity and language learning.</p>
Recorder	<p>Writes down important information (e.g., directions or group work, performance of students, etc).</p>
Language resource	<p>Helping with/modelling/giving feedback on language.</p> <p>Answering language questions.</p>
Facilitator	<p>Encouraging students to participate, contribute ideas.</p> <p>Guiding students, checking/clarifying language.</p>
Counsellor	<p>This role can be performed at any time in the lesson.</p> <p>This involves professor providing support and advice on different linguistic aspects, for example: language or performance problems etc.</p> <p>The professor is in charge of equipping students with important information so that they can see the extent of the their success or failure in performing the game.</p>

The professor must advise students and wait for the game or task to be completed and then, will tell the students how they improved in order to correct the mistakes gradually.

It is vitally important that the professor become sensitive to these students in the role of advisor or counsellor, and realize when to correct.

Monitor

Checking.

Observing.

Controlling.

Assessor

Occurring throughout the lesson, as the professor is constantly collecting information about students' work though observing them, and maybe asking/interacting with them at times

Giving feedback on performance.

Professor evaluates the progress of each work session.

Controler

The main function of controlling is when the professor is in charge of the class.

The professor has a very important task that consists on evaluating the work of the students and their performance.

The professor controls not only what students do but also when they speak and what language they use.

Timekeeper

Professor keeps group on task and on time.

The roles of professors presented above can also be summarized as follows:

- To act as mediators in the student's process of communication. Less professor directed (student centered as it was previously mentioned).
- To create an atmosphere of trust, security and empathy in the classroom. The professors' work should influence all the spheres of the student's personality- intellectual, emotional, moral, motivational, and social.
- To organize learning situations based on real problems with reasonable challenges in order to favor the enhancement of the Next Zone of Development mentioned by Vigotsky, L.S and the intrinsic motivations.

- To support the students in their acceptance of new learning challenges so that they learn to identify and solve problems.

In that case, the authoress proposes the following **roles for students**:

- To be active learners.
- To solve simple individual tasks knowing that their performance is important not only as an individual but also for group performance.
- To reflect on their difficulties –linguistic, professional and personal development- and search for solutions to eradicate them.
- To recognize the causes of their behavior in English lessons and plan new goals to correct it.
- To self-evaluate their performance.
- To take responsibilities and decisions.
- To include themselves in activities solution while developing cooperative work.
- To develop the communicative competence conceived for students of Level A1.

In general, the authoress proposes the following methodological orientations to be followed by professors while applying the system of games. It is important to pay attention to the characteristics of the system presented in this chapter. The following items must be considered:

- Study and determination of the objective(s) to be accomplished while developing the game.
- Labeling of the content to be taught according to the Level A1 Program.
- Selection of the didactic games to be used in class with regards to the individualities of the students and the group and the content to be taught.
- Creation of the proposal of cooperative games according to the initial characterization of communicative nexus in its different contexts. This will propitiate the development of an efficient communicative work with objectivity.
- Students are primary decision makers. Professor provides a challenge - students determine response. There is no right or wrong response.
- Opportunity for students to work together, struggle, deal with failure and master the problems presented to them is important. The slogan must be: “Everybody is in; no one is left out.”

- Students build better relationships with team members if working in teams. Professors must build self-confidence for individuals and groups. They develop social abilities which implies communication.
- Students interact verbally and physically in order to master challenges presented.
- Develop cognitive abilities in students while enjoying their performances and learn new behaviors. Students learn to think on their feet, make quick decisions, and understand rules and strategies.
- Students learn techniques to better handle the stresses language learning. Type of evaluations to be considered: self-evaluation, assessment or formative evaluation that is qualitative in nature, summative evaluation and alternative assessment used in some instances- especially for less formal activities at low levels where “testing” may not be the most effective option.

Seating arrangements:

Seats could be placed in different positions like rows, circles, in U form, etc.; it is the professors' choice. What is important, among other aspects, is the performance of the task, the roles of professors and students, and the linguistic content to be developed.

Role of instructional materials

In this opportunity, the authoress proposes simulations that represent real-world scenarios, materials used should simulate the materials that would be used in the real world. For example, cashiers, papers, money can be employed in simulating a bank. An even more extreme example of a simulation resembling real life and using real life materials.

What have been said can be analyzed in the following games presentation:

Game: If you love me, won't you please, please smile?

Objective: To motivate the students by practicing communicative functions to introduce yourself and someone else.

Communicative functions: To talk about themselves and to introduce someone else.

Communicative expressions: Hello! What's your name? / My name is... / what's her/his name? / His/her name is.../ I would like you to meet my friend.../ I would like to introduce my friend / How old are you?

Materials required: chairs located in a circle way.

Students' roles:

- Organizer
- Checker
- Questioner
- Assessor
- Encourager
- Summarizer
- Spokesperson
- Timekeeper
- Team facilitator
- Elaborator

Procedures: Two groups are to be created. Every student is seated in a circle with a volunteer standing in the middle. The student selected as organizer will provide the group with the overall process structure and introduce the spokesperson who will present group work to rest of the team and – at the end of the game to the rest of the teams. A questioner will sit in front of the seated person of his or her choice, look at one team member in the eyes, and say, “If you love me, won’t you please, please smile? What is your name? / What is your full name? / What is your last name? How old are you?” The seated person responds by saying, “You know I love you, but I just can’t smile. My name is ... My full name is... My last name is... I am...” This must be said without smiling. If one student does smile, he or she becomes the person in the middle and must choose a partner he/she will introduce to the rest of the group. While developing the game the encourager must model and reinforce appropriate social skills and the checker selected will make sure that all team members understand the concepts and the team's conclusions. The timekeeper will keep group on task and on time. A very important role will be played by the summarizer who will restate the team's conclusions or answers at the end of the game as part of a whole class session. A team facilitator will moderate team or group discussions once finished the game, keep the team on schedule, ensure that work is completed by all, and make sure that all have the opportunity to participate and learn. At the end, the assessor must evaluate the

progress of the work session and the elaborator will relate the discussion with prior knowledge.

Time required: 10-15 minutes.

Groupings: independent, pair work and whole class.

Evaluation: self-evaluation and assessment.

A different game requiring a more complex performance is Stick figures.

- Game: Stick figures.

Objective: to motivate the students by practicing oral skills identifying each family member.

Materials required: The blackboard/a piece of chalk.

Communicative functions: To talk about family members.

Communicative expressions: Who is he / she? / He/ she is my .../ Where is your...?/

He/she is in the... What is he/she doing? / He/ she is ...

Students' roles:

- Organizer
- Recorder: writes down important information (e.g., directions or group work).
- Checker
- Questioner
- Assessor
- Encourager
- Summarizer
- Spokesperson
- Timekeeper
- Team facilitator
- Elaborator
- Research runner

Procedures: The professor will divide the classroom into teams (3 or 4 or as many as necessary) and spokespersons –the one who represents the group and presents group work to rest of the class- will be chosen. The research runner will get needed materials and is the liaison between teams and between their team and the instructor. Sticking figures will be presented by the professors to the spokesperson to the organizers whom

will share them with their teams. Each team checker will make sure that all team members understand the concepts and the team's conclusions. Teams will work together with the questioner in generates questions - involving all students- then both teams begin asking questions to each other about the ticking figures, cheering themselves to use their imagination; later the spokespersons will add new elements to the figures and new members must be identified. A question is written on the blackboard (Who is he / she?), at the time the spokespersons add new elements so the questions will change (Is he your father? /Is he sleeping? / Where is your brother? What is he doing?). The encourager will model and reinforce appropriate social skills and the summarizer will restate the team's conclusions or answers. The questions should be graded to the whole team members, trying to involve them all. As homework students can write simple descriptions of their family members and bring a picture of the one they prefer. The next activity will be creating a family board to know special family members highlighting their best characteristics. At the end of the games the assessors will evaluate the progress of each work session and the elaborators will relate the discussion with prior concepts and knowledge

The timekeepers will keep group on task and on time and the team facilitators will moderate discussions, keep the team on schedule, ensure that work is completed by all, and make sure that all have the opportunity to participate and learn.

Time required: 20- 25 minutes.

Groupings: Independent, Pair, Small group, Whole class.

Evaluation: self-evaluation and assessment; they will reflect on their contribution to team achievements and will select the best team.

The concrete situation made known by the present world have made researchers and professors in the field of teaching English as a foreign language face the issue of communicative competence as a goal in language learning and how to reach this goal. The real condition of the English programs and syllabi applied in Cuba, mainly at High Education, search for new solutions in the development of the Youngers communicative competence so that their maximum success can be ensured in interaction.

CONCLUSIONS

- The theoretical foundations which support motivation towards the English lessons to achieve the A1 level are based on Vygotsky's historical-cultural approach, the theory of the Marxist philosophy, Leontiev and, Boscovich's criteria, and the zone of proximal development expressed in the context of the Cuban psycho-pedagogy.
- With the application of the diagnosis, the authoress of the present investigation proved that there is a low level of motivation in students of the Major Program in Accounting and Finances towards the English lessons. Due to the professor's responsibilities is to motivate the students towards the English lessons, in which they link theory with practice and realize how important the English language is in their future professional and personal life.
- The system of didactic games that is presented is integrated in a coherent, methodological and progressive way. It is contextualized, flexible and intentional to increase the students' motivation towards the English lesson.
- The basis for the further application of the system of didactic games is suggested, which intends to achieve the motivation towards the English lesson in the A1 level students which consequently will ease the way professors and students interact in the English lesson.

RECOMMENDATION

From the conclusions above, the following recommendation is suggested:

- To apply the suggested scientific result next scholar course.
- To continue working on the improvement of the proposal in further scholar years.

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ANNEXES

Annex-I

En el proceso de enseñanza-aprendizaje de las lenguas extranjeras en Cuba en la actualidad se asumen los niveles del Marco Teórico de Referencia Europeo para evaluar el nivel de desempeño de los estudiantes. Para ello se implementan categorías e indicadores para determinar el nivel de aprendizaje del idioma en los estudiantes (A1, A2, B1, B2, C1, C2), los que tienen que presentarse a un examen de nivelación auspiciado por el Centro de Idiomas de la Universidad de Matanzas.

El nivel A1 se refiere al nivel inicial de desarrollo de la competencia comunicativa, en el que el estudiante debe ser capaz de comunicarse en idioma inglés de forma adecuada a través de situaciones comunicativas. El Marco Común Europeo de Referencia (MCERL) define los siguientes niveles de dominio:

- Nivel A1: Corresponde al nivel principiante.
- Nivel A2: Corresponde al nivel elemental.
- Nivel B1: Corresponde al nivel intermedio.
- Nivel B2: Corresponde al nivel intermedio alto.
- Nivel C1: Corresponde al nivel avanzado.
- Nivel C2: Corresponde al nivel muy avanzado.

Annex II: Documental analysis guide:

Objective: To check the motivation in the A1 level students of the Major Program in Accounting and Finances at Matanzas University.

General Professor's data:

Name:

Years of teaching experience:

Year level:

Aspect	Total	Partial	None
Preparation for the new content			
Motivation during the lessons			
Student role			

Use of teaching aids			
Use of didactic games			
Levels of assimilation used in exercises and homework			

Annex-III. Lesson observation guide

Objective: to check the methodological procedures to improve the motivation in the A1 level students.

General data

Group:

Year:

Indicadores a observar	Se observa	No se observa
1: Se concibe en la clase la motivación de los estudiantes.		
2: Se motiva a los estudiantes para que se cumplan los objetivos de la clase.		
3: Se dirige la atención hacia los procedimientos para la motivación de los estudiantes.		
4: Se propicia un clima adecuado que favorezca la motivación de los estudiantes.		
5: Se asegura y se organiza la disponibilidad de materiales necesarios para motivar a los estudiantes.		
6: Se realizan actividades que motiven a los estudiantes en el transcurso de la clase.		
7: Se propicia que los estudiantes se comuniquen a través de las actividades que utilizan para motivar.		
a: en parejas		

	B: en equipos.		
9: Se aprovechan las potencialidades de la motivación para realizar la labor educativa.			

Anne- IV Survey for the students

Objetivo: Conocer el nivel de motivación hacia la clase de inglés en los estudiantes.

Estudiante: La siguiente encuesta que vas a realizar es parte de una investigación sobre como contribuir a mejorar la motivación hacia las clases de inglés, necesitamos su sincera colaboración al responder el siguiente cuestionario. Gracias.

Cuestionario

1) Consideras importante el estudio del idioma inglés entre las asignaturas que contribuyen al desempeño de tu futura actividad profesional.

Sí___ No___ No sé___

2) Te sientes motivado por el inglés. Si___ No___. Si tú respuesta es negativa marca con una (X) las causas que a tu juicio hacen que rechaces el inglés.

- a) ___ No se realizar los ejercicios.
- b) ___ No entiendo el contenido.
- c) ___ No me explica bien el profesor.
- d) ___ No entiendo las clases.
- e) ___ No les veo ninguna aplicación a los contenidos que doy.
- f) ___ No comprendo los ejercicios.
- g) ___ Me aburro en las clases.

3) A continuación se relacionan un conjunto de factores que pueden influir en la motivación hacia las clases de inglés. Clasifícalos entre 1y 5 (1 equivale a los menos importantes, 5 los más importantes).

- A. ___ Sabes expresarte oralmente, pero no sabes escribir.
- B. ___ No entiendes lo que te piden los ejercicios.

- C. Te faltan conocimientos (no sabes lo necesario).
- D. Te falla la memoria (se me olvida lo que ya sabía).
- E. No estudio lo suficiente.
- F. No te interesa la asignatura.
- G. Para ti son demasiado complicados los ejercicios.
- H. No se entienden los ejercicios que se hacen en las clases.
- I. Antes de comenzar a resolver el ejercicio ya se sabe que no va a salir bien.
- J. Otras dificultades que se te ocurran.

4) Te gustaría que tu profesor desarrollara diferentes tipos de actividades para hacer más amenas las clases de inglés.

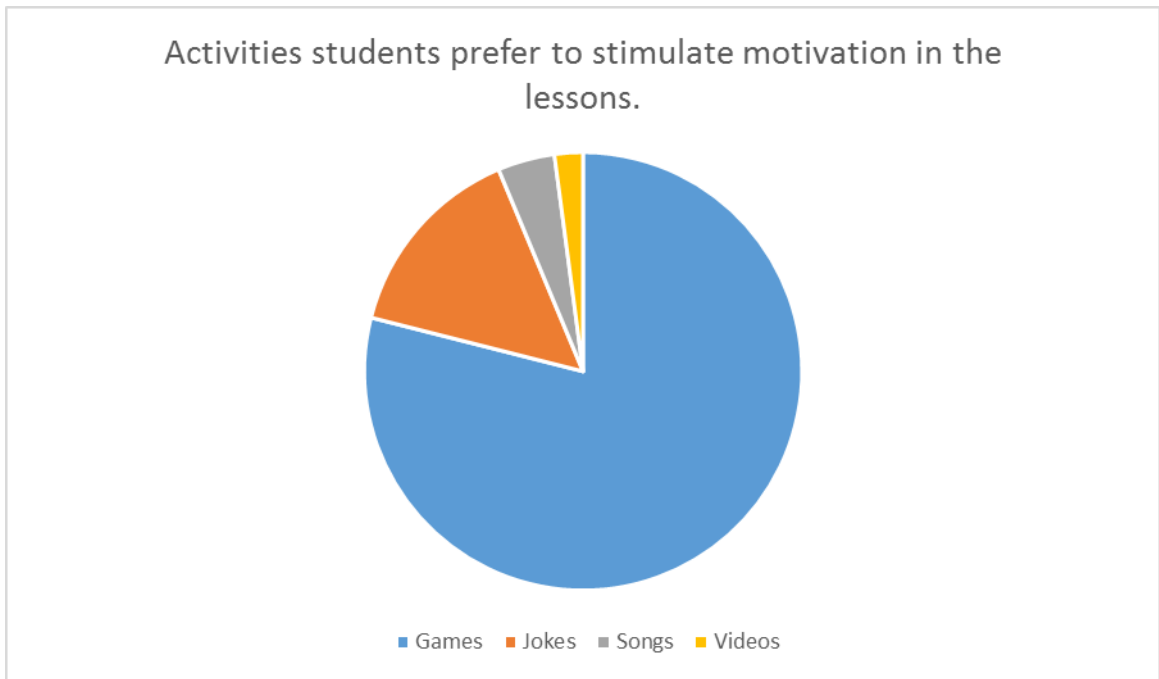
Sí No Tal vez

5) Enumere por orden descendente de preferencia (1 el máximo y 11 el mínimo) lo que le gustaría tener en las clases:

- | | | |
|--|--|--|
| <input type="checkbox"/> Diálogos | <input type="checkbox"/> Juegos | <input type="checkbox"/> Ejercicios integradores |
| <input type="checkbox"/> Trabajo en pareja | <input type="checkbox"/> Solución de problemas | <input type="checkbox"/> Historias cortas |
| <input type="checkbox"/> Videos | <input type="checkbox"/> Trabajo en grupo | <input type="checkbox"/> Canciones |
| <input type="checkbox"/> Trabajo cooperativo | <input type="checkbox"/> Chistes | |

Muchas gracias por su colaboración.

Annex V. Results of question 5 of the Survey to students.



Annex VI. SYSTEM OF DIDACTIC GAMES

Game 1

Title: If you love me, won't you please, please smile?

Objective: To motivate the students.

Procedures: Two groups are to be created. Every student is seated in a circle with a volunteer standing in the middle. The student selected as organizer will provide the group with the overall process structure and introduce the spokesperson who will present group work to rest of the team and – at the end of the game to the rest of the teams. A questioner will sit in front of the seated person of his or her choice, look at one team member in the eyes, and say, “If you love me, won't you please, please smile? What is your name? / What is your full name? / What is your last name? How old are you?” The seated person responds by saying, “You know I love you, but I just can't smile. My name is ... My full name is... My last name is... I am...” This must be said without smiling. If one student does smile, he or she becomes the person in the middle and must choose a partner he/she will introduce to the rest of the group. While developing the game the encourager must model and reinforce appropriate social skills

and the checker selected will make sure that all team members understand the concepts and the team's conclusions. The timekeeper will keep group on task and on time. A very important role will be played by the summarizer who will restate the team's conclusions or answers at the end of the game as part of a whole class session. A team facilitator will moderate team or group discussions once finished the game, keep the team on schedule, ensure that work is completed by all, and make sure that all have the opportunity to participate and learn. At the end, the assessor must evaluate the progress of the work session and the elaborator will relate the discussion with prior knowledge.

Time required: 10-15 minutes.

Groupings: independent, pair work and whole class.

Evaluation: self-evaluation and assessment.

Game 2.

Title: Candy instructions

Objective: To get the students to know each other.

Teaching aids: Variety packs of candy.

Procedures: The professor passes around the candy and tells each student to choose anywhere from 1 to 5 pieces that they want. Instruct them not to eat it yet, though. After they have chosen their candy, the professor will tell them what each candy type/color represents. The professor has to write on the board the following:

- Red – Favourite hobbies
- Green – Favourite place on earth
- Blue – Favourite memory
- Yellow – A dream job
- Orange – Wildcard (tell us anything about yourself)

Each student takes turns introducing himself /herself, beginning with their name and then saying one of the facts for each candy type that they have.

Time required: 15-20 minutes.

Groupings: independent, pair work and whole class.

Evaluation: self-evaluation and assessment.

Game 3

Title: Stick figures.

Objective: To motivate the students.

Teaching aids: Variety packs of candy.

Procedures: The professor will divide the classroom into teams (3 or 4 or as many as necessary) and spokespersons –the one who represents the group and presents group work to rest of the class- will be chosen. The research runner will get needed materials and is the liaison between teams and between their team and the instructor. Sticking figures will be presented by the professors to the spokesperson to the organizers whom will share them with their teams. Each team checker will make sure that all team members understand the concepts and the team's conclusions. Teams will work together with the questioner in generates questions - involving all students- then both teams begin asking questions to each other about the ticking figures, cheering themselves to use their imagination; later the spokespersons will add new elements to the figures and new members must be identified. A question is written on the blackboard (Who is he / she?), at the time the spokespersons add new elements so the questions will change (Is he your father? /Is he sleeping? / Where is your brother? What is he doing?). The encourager will model and reinforce appropriate social skills and the summarizer will restate the team's conclusions or answers. The questions should be graded to the whole team members, trying to involve them all. As homework students can write simple descriptions of their family members and bring a picture of the one they prefer. The next activity will be creating a family board to know special family members highlighting their best characteristics. At the end of the games the assessors will evaluate the progress of each work session and the elaborators will relate the discussion with prior concepts and knowledge.

The timekeepers will keep group on task and on time and the team facilitators will moderate discussions, keep the team on schedule, ensure that work is completed by all, and make sure that all have the opportunity to participate and learn.

Time required: 20- 25 minutes.

Groupings: Independent, team work, whole class.

Evaluation: self-evaluation and assessment; they will reflect on their contribution to team achievements and will select the best team.

Game 4

Title: React and act.

Objective: To motivate the students by means of an ice-breaker activity.

Teaching aids: Sheets of paper and pens or pencils, a bag.

Procedures: The professor has to pass out sheets of paper and pens to the players. Have each student to write an event. Once everyone writes an event, fold the paper once and place it into the bag. Divide the group into two teams. Ask five students on each team to randomly select an event from the bag. Instruct them to react to this event, without explicitly giving away what the event is. Choose a time limit (30 seconds to a minute) and when you say "GO", have all five students to simultaneously react to their event using exaggerated gestures, facial expressions, and their voice. After time expires, the other members of the team try to guess what happened to each student. Each team gets a point for each correct answer.

Time required: 15-20 minutes.

Groupings: independent, team work and whole class.

Evaluation: self-evaluation and co-evaluation.

Game 5

Title: Group Dialogue.

Objective: To warm-up the students to receive the new content, to make them speak in class and be creative.

Teaching aids: No needed.

Procedures: Each student must say a word associated with the word mentioned by the student before him or her, have them repeat the same procedure but with complete sentences, as if it were a discussion between two people. For example: student 1, "Hi how are you Joe?" student 2, "Oh pretty good Sue. How about you?" student 3, "Well, not so good." student 4, "Why not?" etc. The dialogue must proceed in such a way that the last person concludes the discussion and they bid each other goodbye.

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation and co-evaluation.

Game 6

Title: King Elephant

Objective: To motivate the students by means of an active icebreaker.

Teaching aids: Students' voices.

Procedures: The professor should instruct all the players to have a seat and arrange everyone in a circle, facing each other. Each sit in the circle will be a different animal, arranged in order from the top of the food chain down to the bottom of the food chain. Designate one person to be the King Elephant and, then assign the other animals in order. The typical motions for the animals are:

- King Elephant - hold one arm out, extended away from someone's nose, while the other arm wraps around and hold your nose.
- Bird - join both of your thumbs together and flap your hands like a bird flying.
- Chicken - place your arms under your armpits and flap your arms.
- Alligator – extend your arms out in front of you, with one hand facing up, and the other down, and clamp them both together like an alligator's jaw.
- Bear – hold your two hands out like giant bear claws.
- Lion – connect your hands above your head like a circle; make a growling face like a lion's roar.
- Snake – make a slithering snake movement with one of your arms.
- Fish – claps both your hands together and imitate a fish swimming upstream.
- Monkey – puff cheeks, while pulling your ears out.
- Worn – wiggle one bent finger.

King Elephant is a rhythm game in that you must successfully stay on beat. Depending on the chair you are currently seated in, each student adopts an animal gesture. The task is to correctly do your animal signal when called upon, and then to make another animal's signal to try to get that student to make a mistake. The rhythm to maintain is set by the student who is King Elephant. He/she can alter the speed as desire. Everyone follows the rhythm of a 1-2-3-4 pattern, where 1 is a pat on the knee, 2 is a clap, 3 and 4 are left and right thumbs (or the signals). The student does his/her signal

first, follow by other animal's signal. When students fail to keep the rhythm or make a mistake on their signal then they become the new worm and everyone else moves up by sliding up a seat. Those who change seats take on the role of the new animal.

Time required: 15-20 minutes.

Groupings: independent, and whole class.

Evaluation: self- assessment.

Game 7

Title: Identifying music

Objective: To motivate the students to practice vocabulary about countries.

Teaching aids: A display to reproduce music.

Procedures: Students listen to some traditional folk music or pop from another country and try to guess where it comes from. Things that could help them and make the topic more interesting include having pictures of the instruments used labeled by country, pictures of people in traditional dress dancing to the different kinds of music, and giving them hints if they guess wrong.

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation and self-assessment.

Game 8

Title: Identifying national flags

Objective: To motivate the students.

Teaching aids: pictures of different flags.

Procedures: The professor presents pictures of different flags for students to identify their nationalities. Professors can add more language to this by one student describing the flag and then the country until the others guess what it is without looking at it, e.g. "It's got three vertical stripes. Two stripes are red, and the middle stripe is white. In the middle stripe, there is a leaf. It's a maple leaf, and the most famous food from this country is maple syrup."

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation and assessment.

Game 9

Title: Stop

Objective: To motivate the students.

Teaching aids: a piece of paper

Procedures: Students draw category columns on a piece of paper. Some good categories to use include animals, clothes and accessories, sports and hobbies and jobs. The professor then gives them a letter. When a player has written a word in each column they shout "Stop!", and the round ends. Students then swap papers and score points for each word written.

Evaluation: self-evaluation, co-evaluation, whole class.

Game 10

Title: Charades

Objective: To motivate the students.

Teaching aids: Cards

Procedures: The professor splits the class into two teams. Brings one student from each team to the front of the class, they have to pick a card and represent the occupation given. Both students have to mime the action to their team. The first team to shout the correct answer wins a point. The professor repeats this until all students have mimed at least one occupation.

Time required: 10-15 minutes.

Groupings: independent, team work and whole class.

Evaluation: co-evaluation, whole class.

Game 11

Title: Lucky dip

Objective: To practice adjectives

Teaching aids: A bag, any object

Procedures: The professor places different objects in a bag. Students are invited to come up and feel one of the objects, describing what it feels like. The rest of the class tries to guess what the object is based on the adjectives used.

Time required: 10-15 minutes.

Groupings: independent and whole class.

Evaluation: self-evaluation and assessment.

Game 12

Title: What's the time now?

Objective: To motivate the students to practice time expressions.

Teaching aids: No needed

Procedures: The professor divides the group into teams. One player has to represent the time (eight o'clock, half past two, ten thirty, etc.) to the group by using his/her body so the students can guess it. If the answer is correct, the student who answers wins a point to the team.

Time required: 15 minutes.

Groupings: independent, group work and team work.

Evaluation: self-evaluation and co-evaluation.

Game 13

Title: Who am I?

Objective: To motivate the students by means of active ice-breaker activity.

Teaching aids: Paper, students' voice.

Procedures: For this activity the professor will need one sticky note per student. On each note write the name of a celebrity, political figure, cartoon character, book character, etc. You can choose one category or mix them up. Use a different student for each note. Place a sticky note on the back (or forehead) of each student. The students are to figure out who they are, but can only do so in the following manner. Find a partner and read each other's sticky notes. You may ask the other person three questions to which there are yes or no answers. Once your questions have been asked and answered, guess as to your identity. If you are correct, move the sticky note to your chest and you become a "consultant" who gives clues to those still trying to figure out their identities. If you are not correct, find a new partner and repeat the process.

SPECIAL NOTE: Be sure to choose characters that are appropriate to the age of the participants to avoid "generation gap frustration."

Time required: 10-15 minutes.

Groupings: independent and whole class.

Evaluation: self-evaluation and assessment.

Game 14

Title: Can You Find What Is Different?

Objective: To motivate the students.

Teaching aids: students' clothes.

Procedures: The professor asks for a volunteer to go out of the classroom. While the student is out of the room, the other students change their sweaters, shoes, coats and so on. The professor brings the student who went out of the classroom back inside. He/she has to guess the differences.

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation.

Game 15

Title: Fear in a hat

Objective: To build up teams.

Teaching aids: Sheets of paper, pencils or pens, and a hat.

Procedures: The professor has to divide the group into two and distribute paper and writing utensils to each student. Instruct them to anonymously write a fear or worry that they have. Tell them to be as specific and as honest as possible, but not in such a way that they could be easily identified. After everyone is done writing a fear/worry, collect each sheet into a large hat. Shuffle the sheets and pass out one per student. Take turns reading one fear aloud, and each reader should attempt to explain what the student who wrote the fear means. Do not allow any sort of comments on what the reader said. Simply listen and go on to the next reader. After all fears have been read and elaborated, discuss as a whole group what some of the common fears were.

Time required: 10-15 minutes.

Groupings: independent, group work and whole class.

Evaluation: self-evaluation and co-evaluation.

Game 16

Title: Twenty Questions

Objective: To motivate the students to speak in class and be creative.

Teaching aids: No needed

Procedures: First one member of the class chooses an object, an occupation, or an action whichever the professor decides. Then members of the class try to discover what it is by asking questions that can be answered by "yes" or "no" For example, if the subject is "occupations" then the questions might be like these. Do you work in the evenings? Do you work alone? Do you work outside?

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation, co-evaluation.

Game 17

Title: The Truth Walk.

Objective: To build teams.

Teaching aids: Blindfolds and any props that the professor can set up as minor obstacles.

Procedures: The professor must look for a safe area to develop this activity. He/she asks the students to arrange themselves into pairs. Instruct one partner to be the guide and the other to be the blindfolded. Once the blindfolded partner is ready, slowly spin the student around a few times so that they are unsure which direction they are headed. Guide the students to the field with the obstacles. From this point on, the guide should not touch the partner at all, but rely solely on verbal cues (e.g. "In approximately five steps ahead, there will be a tree branch. Go ahead and step over it slowly."). Remember that the guide is solely responsible for his/her partner's safety. He/she should try their best to steer their partner away from the obstacles.

Time required: 10-15 minutes.

Groupings: pair work and whole class.

Evaluation: Peer-evaluation, co-evaluation.

Game 18

Title: Making Words.

Objective: To increase vocabulary.

Teaching aids: a dictionary

Content: vocabulary.

Procedures: The professor divides the class into 2-3- teams, gives each team a

dictionary and writes on the board a long word. Students should compose different words from the letters of this word. After some time, the teams give their words. The team that has the most correct words wins.

For example:

R E T R I B U T I O N

return tribute iron notion note tone rib tube bruit tent tribe bur button rent burin knob
bite burr run route tire tore bent bet bonnet rub nib net nub bin nut bit rube ruin rob rot
unit union unite tier tie tin tint tone toe brute burn brunt butt butter riot tot tenet tenure
terrier retro bone boot born bout totter tote tour bore.

Time required: 10-15 minutes.

Groupings: team work and whole class.

Evaluation: self-evaluation, co-evaluation.

Game 19

Title: Irregular Bingo!

Objective: To motivate the students to practice irregular verbs in the past tense.

Teaching aids: a 5x5 grid with 25 irregular verbs in the past tense in each square.

Procedure: The professor gives the grids to each student and calls out the verbs in their present tense form until a student gets five in a diagonal or horizontal row. Bingo!

It is great as a warm-up game and can have many variations (past-participle, time of day, vocabulary). If the answer is correct, the student who answers wins a point for his or her team.

Time required: 10-15 minutes.

Groupings: independent, and whole class.

Evaluation: self-evaluation, co-evaluation.

Game 20

Title: I Never Ever

Objective: To motivate the students to talk about past experiences.

Teaching aids: a piece of paper

Procedures: All students in the class should start this activity holding five fingers in the air. They then take turns saying things that they never did, but they think their classmates do, e.g. *I never went skiing*. If any student had this experience, they lose a

life, and put a finger down to show that. Optionally, the professor could also ask those students to give a specific experience in the past simple, e.g. *I went to the Alps last year*. A student is out of the game when all of their fingers are down.

The winner is the last player with a life left. Players will have a lot of fun trying to target their classmates by guessing what experiences they have had. It is a good opportunity to correct common mistakes.

Time required: 10-15 minutes.

Groupings: whole class.

Evaluation: self-evaluation and assessment, co-evaluation.

Game 21

Title: Betting/Auction

Objective: To motivate the students.

Teaching aids: a worksheet with sentences using grammar points that have been recently taught.

Procedures: The professor prepares a worksheet with sentences using grammar points that have been recently taught. Some of the sentences should include a grammatical mistake. The professor makes fake money and divides the students into teams of 5 or so. The students then have 10 minutes to study the worksheet to decide and mark which sentences are correct (0) or incorrect (X). Each team receives a set amount of money. The professor reads one sentence and begins to auction off the sentence. The students should try to buy only the correct sentences and bid. The professor sells to the highest bidder and tells whether or not the sentence is correct. If it is correct the team wins the amount which they bought it for and if it is incorrect they lose the amount which they bought it for. Any team may win the lost money by stating the incorrect sentence correctly. After all the sentences have been read the team with the most money wins.

Time required: 15-20 minutes.

Groupings: team work and whole class.

Evaluation: self-evaluation and assessment.

Game 22

Title: Word Grab with Songs.

Objective: To motivate the students.

Teaching aids: pieces of paper

Procedures: The professor selects a song that the students have or have not heard before, chooses 10-15 pieces of vocabulary from the song and writes them on separate pieces of paper. He/she sticks each word to the board with putty (blue tack). Students should be put into 2 teams, each one in a line before the board. The professor plays the song. When the 2 students at the front of their line hear a word in the song that is on the board they must race each other to grab that word from the board. They then go to the back of the line and it's up to the next pair. The team with the most words wins. The song can play a couple of times until they get all the words.

Time required: 15-20 minutes.

Groupings: independent, pair work and whole class.

Evaluation: self-evaluation, peer evaluation, co-evaluation.