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**DIDACTIC ALTERNATIVE TO MOTIVATE STUDENTS TOWARDS THE A1 LEVEL ENGLISH
LESSON**

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DEDICATED TO:

To my family and my boyfriend, because they have been my support throughout this exciting and hard process of investigation.

To those professors who helped me to grow up as a professional.

To professors from the Department of Foreign Languages, for their help and support.

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“Give a man a fish, and he will eat for a day.

Teach a man how to fish, and he will eat for a lifetime”

-Italian proverb

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ABSTRACT

Motivation has been included in the factors that influence the achievement degree of Language Learning process. It provides the stimulus needed not only to initiate the language learning, but also to sustain that desire during the learning process. As motivation, warm up is a fundamental component of the teaching- learning process of English as a foreign language. The above mentioned serves as point of reflection on how teachers think students must be motivated to the learning of English as a foreign language. The present research deals with the way warm ups behave and the importance and effectiveness in the motivation of A1 level students at the Language Department of Matanzas University. The theoretical foundations that supported this investigation were the works of Vygotsky, Leontiev, among others. The application of the Dialectic Materialistic Method, as well as Theoretical and Empirical ones, gave the authoress the opportunity to elaborate a Proposal of Didactic Alternative that includes objective, indicators to be considered and methodology to be followed which takes shape in the activities to be developed as warm ups. The Didactic Alternative helps to increase students' motivation towards the English lessons. Finally, the practical significance of the research entails the structuring and implementation of a Didactic Alternative of warm ups activities.

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INTRODUCTION

Language emerged from the necessity of communication among people and it has been developed through the human history according to its progress. Language can be shown through different ways (body language, speaking language and written language) but all of them constitute ways of feeling, emotions and experience expressions of the human being.

Learning a new language is always an important and difficult process because each one has certain linguistics characteristics. Specifically, English learning has reached a big importance because it is used as a language of international communication all over the World. According to American Academy Art & Sciences the most recent data on language learning in the European Union shows that sixty- six percent of all European adults have some knowledge of more than one language likewise a big number of Chinese students are now learning English. In addition, it is stated that children prove especially receptive to language education and it is critical that language education begins at the earliest possible moment in the educational continuum, therefore the offer of meaningful instruction in world or Native American language as part of the standard curriculum can be a global goal.

The process of learning English starts in primary school; it goes through junior high school, senior high school and the highest levels of education in Cuba. The role of the subject matter English Language in the National System has reached a big importance due to the country keeps relations and interchange with several countries in the political, scientific, economical, educational, and cultural and sports fields. Furthermore the cooperation and the new technologies allow an easier way of communication among countries including Cuba. Thus, English language plays an essential role among the relationship Cuba - others countries.

The academic formation of Cuban students requires the teaching of at least, a foreign language in all academies of the country.

The subject English language contributes to the scientific formation of students where motivation is an essential psychological factor which interferes in the formation process as future professionals.

Nowadays can be confirmed that the learning process is characterized as a cognitive and motivational process at the same time, because motivation is a fundamental link in the teaching- learning process. For this reason, student's motivational levels have been the current investigation topic of several researchers. Some of them are L.S Vygotsky (1982), A.N Leontiev (1982), L.I Bozhovich, Diego Gonzales (1994), Maria O Casanova (1995), Ana Laura Olivera (2019), among others. But difficulties already persist related to the way of motivating students, mainly on the importance to motivate students correctly.

Intellectuals such as Velandia. R (2008), Lady Patricia Espíndola (2010), Ashia Akther (20014) and Hasan Savas (2016) have investigated about the role of warm ups in student's motivation but difficulties persist in the following aspects yet:

- Lacks of motivated activities in some syllabus.
- Any of the previous mentioned researches are applied to syllabus.
- There is not variety of warm ups activities in some syllabus.

Face2Face syllabus is a very complete program of study due to all the skills are integrated in each lesson with the objective to develop them at the same time. The syllabus provides students all the condition to be prepared in the different six levels according to the Common European Framework of Reference for Languages because it has different materials for learning. Level A1 is named basic user because students can interact in a very simple way. Lessons from Face2Face books belonging to the aforesaid level description do not pay attention to students' motivation because all of them start with a Quick Review, strengthening the content of the previous lesson. In fact, there is not presence of warm ups or energizers activities to motivate students at the beginning of the lessons.

In view of the above stated problematic situation the follow contradiction can be identified: The integration of all the skills in each lesson from the syllabus that allows to form students better prepared linguistically and the authoress discern the lack of warm ups or energizers on the lessons to motivate students.

Based on the previous contradiction the authoress declares as **scientific problem:** How to contribute to students' motivation through warm ups towards the A1 level English Lessons?

Therefore the **object** of study is defined as the use of warm ups activities in the teaching- learning process. The **action field** is the use of warm ups activities in A1 level of the Department of Foreign Languages.

The **objective** of the present investigation is: to design a Didactic Alternative of warm ups activities to increase student's motivation in the A1 level.

In order to fulfill the objective previously stated the authoress states the following **scientific questions**:

1. Which are the theoretical foundation needed for sustaining the use of warm ups in the English teaching learning process?
2. What is the current situation of the use of warm ups in the English teaching learning process in the A1 level of the Department of Foreign Languages?
3. What activities can be selected in order to elaborate a Didactic Alternative based on warm ups activities to increase student's motivation in the A1 level of the Department of Foreign Languages?

To answer these questions, the following **scientific tasks** are proposed:

1. Determination of the theoretical foundation of the use of warm ups in the English teaching learning process.
2. Characterization of the current situation of the use of warm ups in the English teaching learning process in A1 level of the Department of Foreign Languages.
3. Elaboration of a Didactic Alternative based on warm ups activities to increase student's motivation in A1 level of the Department of Languages.

The **dialectic-materialistic method** has been the general method used to guide this research although the following theoretical and empirical methods have been also used:

Theoretical methods

The historical-logical: It was used to determine the trajectory and characteristics of motivation in the teaching-learning process of the English Language.

The inductive-deductive is used to establish regularities and particularities of the object and the action field of this research to generalize them.

The analytic-synthetic: It is applied for the study of documents, to go deeply into the essence of the elements that characterize the use of warm ups in the teaching-learning process of the English Language and the investigations that have been developed by different authors about the theme of this research.

Empirical methods

The application of the empirical method made possible the diagnosis of the use of warm ups to motivate student in the teaching-learning process in order to obtain the needed data for its comprehension:

The observation was carried out to check if the warm ups activities are used in the teaching-learning process of the English Language on lesson in the Languages Department before the application of the didactic alternative.

The survey was used to obtain information about the students and professors' opinions.

Percentage Analysis was used to make the percentage analysis of the data obtained.

The unit of study is constituted by fifteen students belonging to A1 level of the Department of Foreign Languages at the University of Matanzas

The practical significance of the investigation consists on the structuring of a didactic alternative that contributes to increase motivation in the teaching-learning process of English Language at the Face2Face (Starter) syllabus without neglecting the use of the quick review already planned belonging to A1 level in the Faculty of Languages, its structure and implementation.

The present work has two chapters with three epigraphs, the first one and the second one with four, conclusions, recommendations, bibliography and annexes. The first epigraph of the first chapter provides the theoretical foundations about motivation in the teaching - learning process. The second epigraph is concerning to motivation and language learning. The third epigraph offers general information about warm ups and their influence in language learning motivation. The first epigraph of the second chapter gives the characterization of the current situation about the use of warm ups to increase students' motivation in A1 level. The second one presents the theoretical foundations of the proposal of the Didactic Alternative. The third and last epigraph describes the proposal of Didactic Alternative.

Chapter I. Theoretical foundation for the use of warm ups in English language teaching - learning process

1.1. Theoretical foundation about motivation

The word “Motivation” is derived from the Latin term “Movere” which means to move. It can be defined as the forces acting on or within a person that cause the arousal, direction and persistence of goal-directed, voluntary effort (Encyclopedia).

The word is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior (Houghton Mifflin, 1997).

After the analysis of the two previous definitions of motivation stated, it can be said that all of them have as common point that motivation is a goal – directed behavior. The authoress of the investigation assumes that motivation is the experience of desire or aversion caused by internal and external aspects therefore it has both an objective aspect and a subject aspect.

Different Theories about Motivation has been developed through times such as:

- Hull’s Drive Theory created by Clark Hull and further developed by his collaborator Kenneth Spence. It was partly derived from the laws of learning and he specified a mathematical relation between the drive (energy) and habit (direction) determinants of behavior such that $\text{Behavior} = \text{Drive} \times \text{Habit}$. He was the first dominant theorist in America. Hull stated that stimulus- response linkage (habits) could provide the direction but not the energy required for action. According to him, for prior association to be displayed, there had to be some unsatisfied need to transform a drive to action.
- Lewin’s Field Theory created by Kurt Lewin. The theoretical statement of the theory held that behavior is determined by both the person and the environment. According to Lewin, the motivational force on the person to reach an environmental goal is determined by three factors: Tension (t) or the magnitude of a need, valence (G) or the property of the goal object and the psychological distance of the person from the goal (e). The aforesaid is represented on the following mathematical relation: $\text{Force} = f(t, G)/e$.
- Although Lewin and Hull had different motivational formulas, both reached similar conclusions about what determines motivated behavior: needs of person (drive or

tension), properties of the goal object (intensity) and a directional variable (habit or psychological distance).

- Atkinson's Theory of Achievement Motivation: Atkinson like Hull and Lewin attempted isolate the determinants of behavior and then to specified the mathematical relation among the components of his theory in the following equation: $T_s = M_s \times P_s \times I_s$. Where T represents the tendency toward success, M the motivation, P the probability of success and I the incentive. In its simplest form, this theory states the tendency to approach an achievement – related goal (T_s) is a product of three factors: The need for achievement or the motive for success (M_s), the probability that one will be successful at the task (P_s) and the incentive value of success (I_s).
- Expectancy-Value Theory created by John William Atkinson. The basic assumptions of it are in accordance with common sense thinking about motivated behavior: what behavior is undertaken depends on the likelihood that the behavior will lead to the goal, and on the subjective value of that goal. According to the Expectancy – Value, student's achievement and achievement related choices are most proximally determined by two factors: Expectancy for success (specific individual beliefs) and subjective task values.
- Rotter's Social Learning Theory created by Julian Rotter also was concerned with the choices that individuals make when they are confronted with a number of possible alternative ways of behaving and it is represented with a mathematical relation. The four basic concepts in Rotter's theory are behavior potential, expectancy, reinforcement value and psychological situation (Weiner 20013). The motivational model formulated is entirely consisting with the general expectancy-value perspective and it is represented with the following equation: $\text{Behavior} = f(E, RV)$. According to Rotter, motivation is a function of expectancy (E) and reinforcement value (RV).
- Attribution Theory created by Fritz Heider with the subsequence contributions of Harold Kelly and Bernard Weiner. It is concerned with the perceived causes of success and failure and its unique contribution is the addressing of the antecedents and consequences of both intrapersonal attributions (how one perceives the self)

and interpersonal (how one perceives other people) (Sandra Graham 2020). The theory presumes that motivation is best represented as a temporal process initiated with an event and ending with some behaviour or behavioural intention.

- Maslow's Hierarchy of Needs theory developed by Abraham Maslow suggests that individual needs exist in a hierarchy consisting of physiological needs (basic needs necessary for survival), security needs (needs for safety in the physical environment and stability), belonging needs (desire for friendship and acceptance in a certain community of individuals), esteem needs (needs associated with obtaining the respect of one's self and others) and self-actualization needs (the achievement of one's own potential to become the best person one can possibly be).
- Alder's ERG Theory is an extension of the previous Maslow's theory created by Clayton Alderfer. He suggested that needs could be classified into three categories: existence needs, relatedness needs and growth needs. The existence needs form the basis for human existence. Related needs focus on the importance of a social status and interaction with other people for a person. Growth needs concern the need of people to grow and develop themselves and it corresponds with the fifth level of Maslow's theory. (Patty Mulder 2014).

The conception of motivation starts from a Marxist approach of the man and therefore from the dialectic between the man and his social context. All human decisions and the necessities that are satisfied with them, have a socio-historical conditioning. (Rodríguez Casanova María 1995).

Referring to the motivational processes the affective components predominate and participate in the inductive regulation of the behavior. Nevertheless, from the historical-cultural approach conception of dialectic nature, the motivation processes can be only studied considering that in its nature is present the unity of the affective and the cognitive and above all, that the higher level of motivation regulation in any area is reached by strengthening this unity. (Rodríguez Casanova María O 1995)

Different intellectuals have written about this topic giving their point of view, due to the importance for the development of the present research relevant aspects to be taken into consideration are stated:

- L.S Vygotsky explains that every action is the result of the different experiences the man lives and of the influence that people, groups and institutions make on him, by how the experiences affected his subjectivity and what meaning they gave to his daily life. He also says that the role played by the experience in the development and later expression of the personality, makes it a main topic for studying and understanding the man and his motivational hierarchy (L.S Vygotsky, 1987).
- A.N. Leontiev conceived the motive as an object that answer to some necessity and once it is reflected by the way the man leads the activity in order to satisfy that necessity.” Until it is satisfied for the first time, necessity does not know its object, it has to discover it”. (A.N Leontiev, 1982)
- According to the ideas of L.I. Bozhovich, motivation cannot be reduced to objects in which necessities will embody and she gives a mobilizing and directly regulatory function to the needs. To this author as motives can act the outside world, images, ideas, feelings, word emotions, everything in what the necessity has found its embodiment.

The authoress of the present investigation assumes Vygotsky’s arguments because it takes into account all the factors that influence in the motivation and the development of the personality from individuals as an essential aspect to talk about motivation. On the other hand, all human activity is addressed to reach an objective which in turn is determined by a motive or a system of motives as the “Activity Theory” states. The Theory basically allows the comprehension of motive formation but has theoretical and methodological limitations to back up the analysis of the complex phenomena that are explained in the personality aspects and the take of decisions in the appearance of new motives from the interpersonal relations.

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.

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 kind of conflicts. According to Diego González, the internal psychic 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. (Gonzales Serra, Diego 1995)

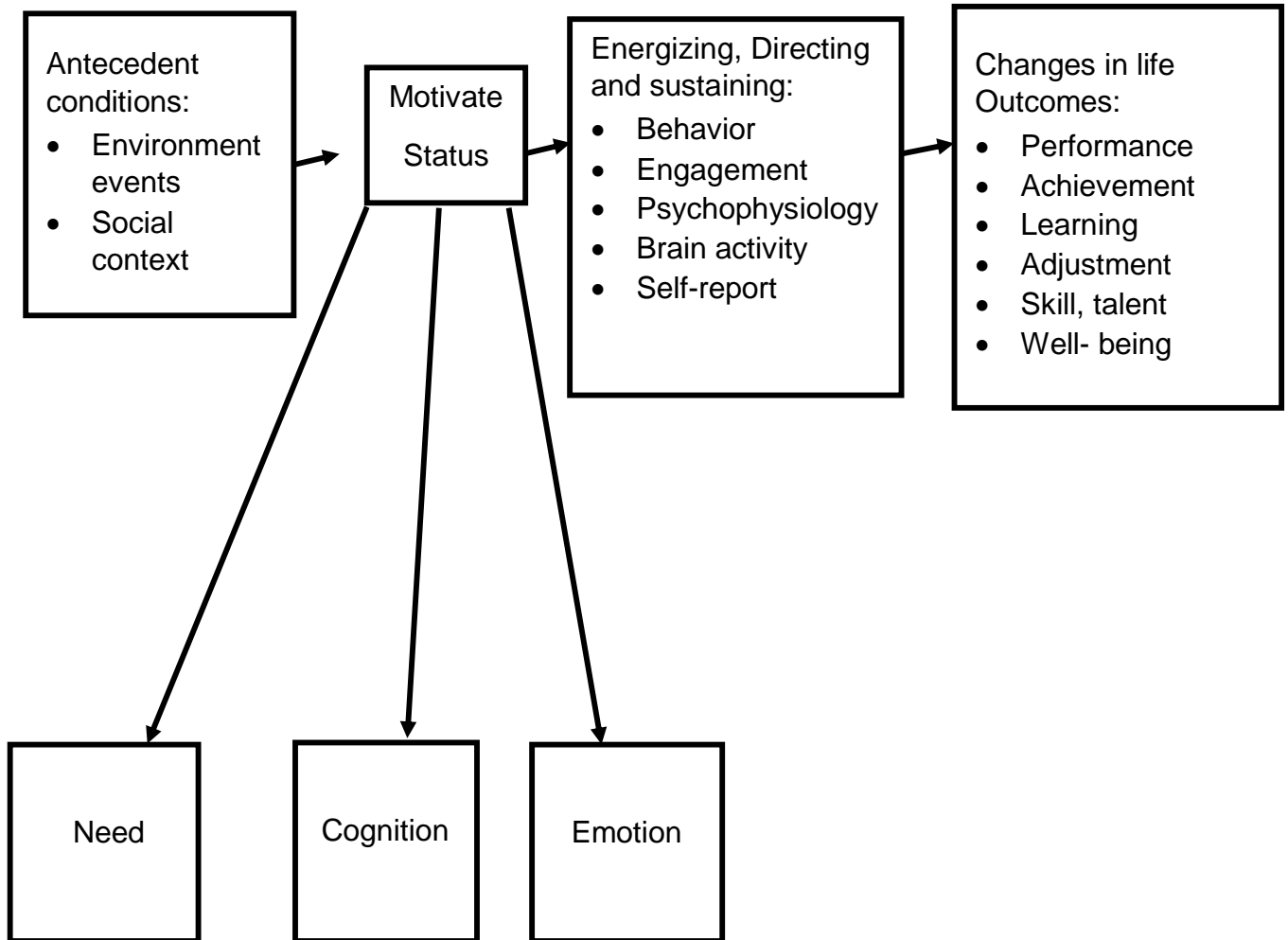
Taking these ideas as starting point, it can be said that the most typically human motives develop throughout life from the assimilation and develop of the historical-social experience. At the same time, in the development of the motivational hierarchy the man self-conscience will play an important and decisive role.

Bozhovich emphasizes that in personality the functional structures appear by means of which motivation acts and mediates the external influences. The authoress of the present this research agrees with him.

L.I Bozhovich also possesses that necessities are the basis of the other stimulus of the conduct, but with the past of the time 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 process of conversion of natural necessities in their mediated forms, a process only found in man. (Bozhovich, L.S)

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. (Rodriguez Casanova, Maria O)

The model below illustrates the framework for how motivational psychologists study the process of motivation as well as its elements. It also shows why the study of motivation is so relevant to people's lives and how motivation contributes positively to significant life outcomes like achievement, performance, and wellbeing, to name a few (as cited in Souders.B, 2020):



Psychological needs are also significant drivers of motives as they represent inborn needs for the development of a sense of autonomy, competence, and relatedness. When an individual tries to force itself to do something that contradicts those needs, these innate forces can be tough to overcome.

The conflict between chosen behaviour and the need for satisfaction of psychological needs like autonomy can create dissonance, which can lead to avoidance or procrastination. While the fulfilment of physiological needs is about preserving wellbeing, satisfying psychological needs is about thriving and growing as a person (Reeve, 2018).

The psychological phenomenon of Motivation has reached a big importance in the educational context and the different theories developed through times about it has helped to understand it. Personality is an essential aspect when it is talked about

motivation although all the action of humans are stimulated by external and internal factors that constitute motives or system of motives.

1.2. Motivation and Language Learning

During the history of foreign language teaching many methods and approaches has been developed all over the world. The Grammar Translation Method (until ending of XIX century), Direct method (end of the XIX century and beginning of the XX century), Audio-Lingual (1940-1950), The Total Physical Response (1960 decade) and the last one the communicative approach (decade of 1970). Literature often distinguishes between methods and approaches used in language teaching. Jack Richards and Theodore Rodgers “describe an approach as a set of beliefs and principles that can be used as the basis for teaching a language”. According to Richards and Rogers, methods are described as teaching systems which are specifics about teaching techniques and the role of teachers and learners. (Katharina Baron, 2006)

Within the Gang Zhou and Xiaochun Niu’s writings is sated that Daisy (2012) said that Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Richards and Rodgers (2001) confirmed that Communicative Language Teaching has as main purpose to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. They further emphasized that in the light to the concept of this approach; language carries not only functional meaning, but also carries social meaning. Thus, both learning the linguistic forms and understanding their potential communicative functions and social meanings are equally important. Littlewood (1981) further proposed that one of the most typical features of CLT approach is that it lays stress on both functional and structural aspects of language. CLT is based on Hymes’ (1966) concept of communicative competence which is an extension of Chomsky’s (1965) concepts of linguistic competence and performance. (Zhou.G & Niu. X, 20015) Hymes (1966) posited that it is not enough for the learner to be competent in linguistics or grammar alone to use language in a given cultural social context (Zhou.G & Niu. X,

20015). Therefore, the situation in which language has to be used becomes relevant for language teaching.

According to Howatt (1984) The Communicative Language Teaching stresses the importance of providing learners opportunities to use English for communicative purposes and attempts to integrate such activities into a broader program of language teaching. In the light of this approach, both instructional and learning goals are aimed at communication. It assumes that language does not occur without a social context. Based on this concept, therefore, both language teaching and learning should be accomplished in its context. Learning emphasizing communicative competence is now commonplace in the world. (As cited in Zhou.G & Niu. X, 20015)

Having taken the previous aspects about The Communicative Language Teaching Approach, also known as The Communicative Approach, the authoress of the present investigation state that in it, students play a very important role because teachers have the responsibility to guide the teaching - learning process giving them the necessary tools and orientation so they can control the language according to their needs but students should be aware at the kind of work which is been done. Nowadays this approach is what is used at the universities and it is based on the daily students' experience with the development of dynamic lessons but putting the content in context. On the other hand, the main objectives of this approach are: The development of communicative competence in students, Involving students in the learning process according to the Essential Principles of the Communicative Approach.

One of the most important motivation approaches is to be good relationship between teachers and learners. For example, teachers need to try communion of interest with students both in and outside the classroom. Through communicating with their teachers on an informal condition, learners could feel familiar and friendship. During their activities, even if they face problems and difficulties, they would not lose their specific goal.

Different kinds of students have different kinds of motivation although they study the same lecture in the same class, according to their absorbed ability. Therefore, it is important for teacher to guide and help them positively depended on each need. In the

class, teacher should be initiator, facilitator and motivator. Most of students are absent the class due to negative feeling to the teacher and course.

Motivation is a permanent condition in the teaching – learning process because it propitiates the development of a positive attitude on students. Therefore the no motivated learning of the communicative activity destroys the objective of the activity and in turn this one loss the psychological contentment. (Antich. R, Ganderias. D, Lopez. E .1988)

According to Gardner and Lambert (1972) (as cited in Alizadeh.M, 2016)., learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance. Furthermore to think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure.

Motivation can help to sustain activities during a certain period of time thus it can have a variety of effects on student's behaviors, preferences and results. There are three key factors to achieve the previous state: positive attitude towards the learning of the second language is very important, the enjoyment of learning and an external pressures.

A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated".

Such statements imply that motivation has a major influence on our behavior. Therefore the authoress of the present Diploma Paper states that it is a powerful tool for teachers by mean of the following aspects:

- It helps to direct attention in a right way toward the tasks that need to be done.
- It allows doing this task in a short period of time as well as maintaining attention till the end of these one.
- It can influence in the perception of how easy or difficult tasks can appear.
- It minimizes distractions.

Nowadays the role of teachers is recognized as being highly significant in the motivational process general. Motivation is considered a key to learn something in many cases created, forested and maintained by an enthusiastic and well - prepared classroom teacher. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies have been dedicated to the discussion of the influence of teachers in the process of foreign language learning stating the qualities that teachers must display. What the authoress of the present diploma paper attempt is just to summarize the most important ones. Those qualities are:

- Teacher's enthusiasm, acknowledgment and stimulation of student's ideas.
- The creation of an enjoyable and relax atmosphere in the classroom.
- The presentation of activities in a clear, interesting and motivated way.
- The encouragement of pupils with difficulties, helping them to increase their expectation of themselves.
- The correction of important mistakes tactfully by rephrasing a question, expanding answer or giving the answer.

The learning of a foreign language can be conditioned by cognitive motives such as the desire to speak a new language, read its literature, but there can also be extrinsic motives like the necessity to examine the language as subject (Antich. R, Ganderias. D, Lopez. E .1988). The two types of motivation shall be defined Due to the importance of the aforesaid statement:

Intrinsic and Extrinsic motivation cannot be isolated because they work together interacting between them, for example, a student can be motivated by the fact to obtain good grades because student likes the subject. In addition, it is going to be talking about the different specific types of intrinsic and extrinsic motivation.

Intrinsic or Integrated Motivation represents all the internal factors what means the source come from them and that is why it occurs when students are motivated by internal rewards like self-improvement or they think it is important besides they feel that what they are learning is significant.

Specific kinds of Intrinsic Motivation:

- Competence & Learning Motivation or Learning Motivation: It states that people are motivated more by the process itself than by the reward at the end. In this case, students are motivated by the act of learning or getting better as they move towards the completion of a goal or task.
- Attitude Motivation: This one is cultivated through the desire to change the way of thinking and feeling. However, it has similarities to affiliation or social motivation. Students who are motivated by it engage in actions and interactions with the express intent of making themselves and people around them feel better.
- Achievement Motivation: It says that people are driven by the desire or pursue and achieve specific goals. When students are motivated by desire they are driven by the achievement of a task or goal itself, and not necessarily because of the reward.
- Creative Motivation: This is manifested itself as an internal feeling when people have something to say that need to get out.
- Physiological Motivation: Humans are driven by some internal forces. These represent the physiological motivational factors that are both internal as well as outside of our control.

An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that students' motivation to put any effort into the project. This sort of motivation refers to it that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

Through the analysis of this information it has been stated the following traits of human nature:

- To be curious
- To be active
- To initiate thought and behaviour
- To make meaning from the experience
- To be effective at what we value

Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in students. Teachers do not motivate students but rather create

opportunities through teaching that can evoke motivation within student. The following aspects help to create it:

- When the goals are rewards of the learning are meaningful to the learner
- When the learning is important to the student
- When the learning assists the learners in integrating themselves with the world with others, and promotes self-awareness.

Extrinsic or Instrumental Motivation refers to motivation that comes from outside and individual. The motivated factors are external or outside rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. Whether it is to please parents, receive a reward, or fulfil some pragmatic aims, learners are motivated to satisfy some external pressures.

Specifics Kinds of Extrinsic Motivation:

- Incentive Motivation: In this case the individual is motivated more by the reward than by the achievement of the goal itself. Students who are motivated by it are driven to take actions because of an expected reward.
- Fear Motivation: It can be sound as a negative motivator due to people are not motivated by a reward but by the avoidance of pain or consequences. Students will fulfil the task because of the fear to the consequences.
- Power Motivation: In here the individual motivated by control over their own lives or the life of others. When the lesson is developing students can try to take the control over it.
- Affliction & Social Motivation: This one states that the individual is motivated by social factors like belonging and acceptance. So students can have certain behaviour to be accepted by their classmates.

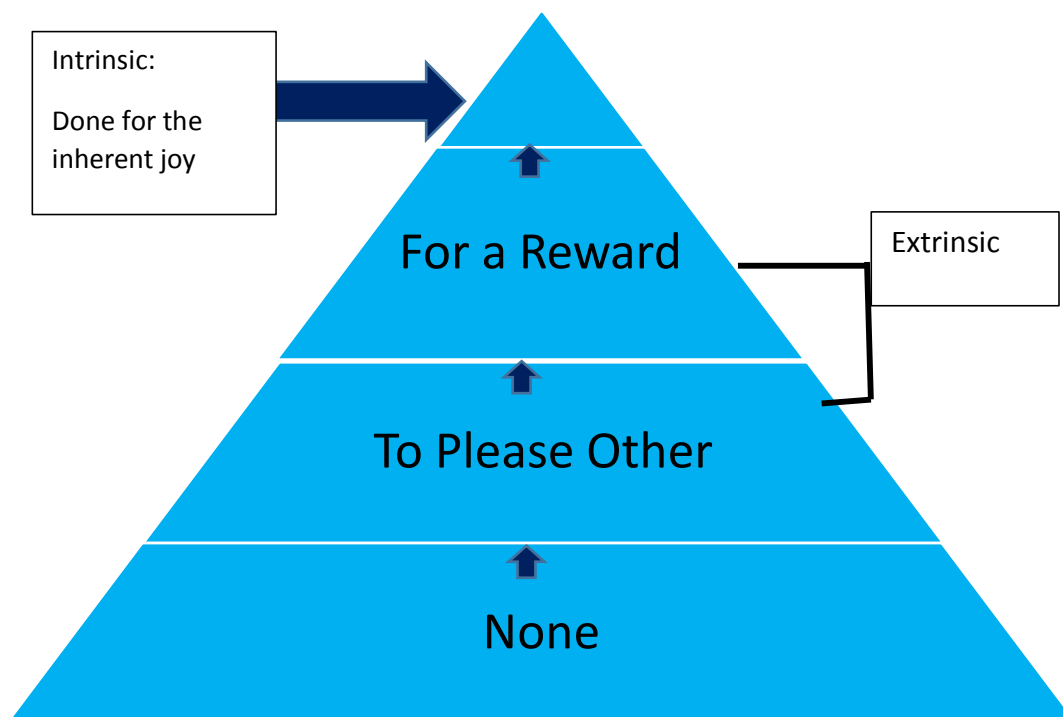
An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward (Cáceres.L. 2010). For example: a student who dislikes math may work hard on a math equation because wants ta good grade for completing it.

This kind of motivation does not mean, however that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate

from some external rewards will continue to be a motivator even when the task to be done holds little or no interest.

Having explained these aspects the scheme of Motivation Hierarchy is going to be presented:

Motivation Hierarchy



According to the Common European Framework of Reference for Languages a high level of intrinsic motivation will promote greater learner involvement and extrinsic motivation can also play an important role for completing the task successfully.

Motivation has a big influence in the learning of any language, including English. Nowadays students show a low level of motivation toward the study of English Language due to the fact that it is studied as a foreign language, not a second one in Cuba.

English language teaching process has got a lot of changes in its structure and essence since the Cuban revolutionary victory in the country. The first study plan was named Plan A; it emerges in 1977, besides it emphasizes the development of the linguistics and communicative abilities and the theoretic-practical control of the language as well. There have been different study plans which have suffered changes till this last one

called Plan E, it has the purpose of preparing more integral professionals and states that students get into the language centre after passing the diagnostic levelling test. (Ministerio de Educación Superior 2016)

The teaching-learning process of English in Cuba follows a system of general didactic principles. These principles are essential in the psych-pedagogical theory. These didactic principles are: (Leon Castillo, Yuniet)

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

The teaching-learning process in its beginnings just recognized the teacher as the main responsible of this process (Leon Castillo, Yuniet) but nowadays the way of conceiving it is different because the role of the student has changed. In fact, 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 and it has been discussed a lot. Some of the specialists that have contributed the most to Cuban pedagogy agree in considering the three follow dimensions of the growth promoting learner: (Leon Castillo, Yuniet).

1-The activation regulation (it concerns to the intellectual, productive and creative activity, and thought processes).

2-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).

3-The motivation towards learning (It is caused by the motivational processes that encourage, support and give direction to learning).

Within this moment motivation is very important in the growth promoting learning process as well as in the teaching - learning process in general. As the authoress of the present investigation said previously, motivation can be caused for external and internal factors, but it is highly important to use both in a right way by mean of motivated

activities. Learners' motivation can go up and down depending on the context of language learning. Motivation has a key role in the development of language skills.

Teachers can play a significant role in motivating learners to the learning of a foreign language. Teachers should help their learners to find motivation in the areas where they do not expect it and also to research for their own motivational processes so they can take advantage of it.

1.3. Warm ups; its influence in language learning motivation.

The phrasal verb warm up is used when it is talked about a preparation stage to start an action or a lesson in all the education branches as well as in sports.

First of all, it is necessary to consider the relation between motivation and warm up activities because it is the desired goal to enrich the learning of the subject matter, in this case, language learning. Warming up activities can foster motivation and this is, in turn, an essential component when planning warm ups activities.

A warm-up can be defined as a stage; in fact, a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning (Rushidi, 2013, as cited in Velandia, 2008).

According to Robertson & Acklam “warm up is a short activity for the beginning of lesson”. Kay claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson (Velandia, 2008).

The authoress of this research taking as started point the previous explanations about warm ups states that a warm up activity is used to start a class with an interesting task to help students to be comfortable in the classroom setting and to help them start thinking in English. Furthermore, it is an effective way to help students to review previously introduced material. Different types of warm ups help to provide variety and interest in the lesson.

According to Velandia these types of activities have some principles to perform for their design. Those principles are:

- Be short.
- Be related to the topic.

- Go at the beginning.
- Be useful to continue the class.
- Be an interesting and enjoyable activity.
- Prepare students for a period of concentration.
- Help students begin to work.

The principles of warm ups activities above-mentioned stated show that they are not only processes to begin the class, but tools that help teachers to catch student's attention that in turn the other steps can be developed easily. The warm ups must also be short because it is like a preparation for the other class stages besides it has to be related with the topic and centered in communicative aspects which could involve activities that emphasize the practice of different skills. In addition, the activities must be prepared taking into account the student's learning styles. (Velandia, 2008)

Warm ups can be classified according to the purpose they have:

- Active warm – ups: Those are fast paced games that might cause student to break a small sweat
- Get-to-know-you games: It consists of games which help student to know each other.
- Team building activities: They are activities to build words and unity. They also can occur synchronously or asynchronously.

The authoress of the present investigation states that there are two forms of starting a lesson: A warm up or a quick review. The quick review often leads into the current lesson meanwhile the purpose of a warm up is to help students to get in the mood for class what it does not mean that warms up activities can not be related with the content of the previous lesson. In addition, an essential aspect at the beginning of a lesson is to active student's existing knowledge and related them to the new information they are going to learn (Joshi, 2006, as cited in Akther. A, 2014).

A typical ninety minutes class usually starts with an instructor – led warm up activity tailored to the theme of the lesson. The activities are designed according to the objective of each lesson. The general objective of lessons must follow certain statements presented in the following table:

Students will understand...	Students will know...	Students in class will...
<p>That there is not only one set way to express themselves in a given situation.</p> <p>That class activities should be related to the overall theme of the lesson.</p>	<p>Different words and phrases to use in common situations one may encounter when abroad</p> <p>How to ask for help when communication breaks down</p>	<p>Use a rubric to evaluate peers' performance</p> <p>Reflect upon their own performance</p>

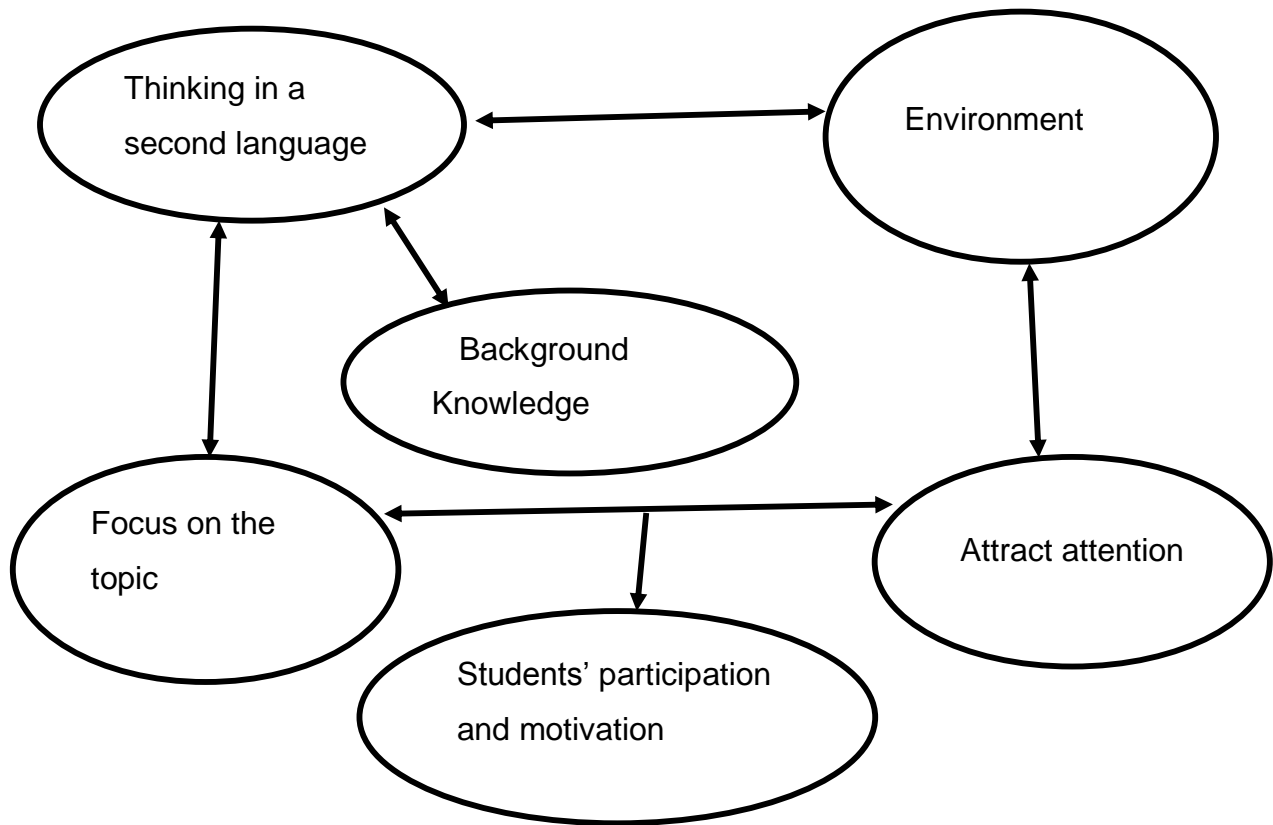
Some students could feel bored doing the same activities in the classroom. If they are not interested in activities, they would not progress much in their language learning. In spite of traditional activities, teachers should vary their activities.

To motivate learners, it is important to know background knowledge and abilities.

Teachers have to plan the activities which provide learners with opportunities for their early success and gradually increase the degree of difficulty with the assignment and exams as the semester progress. Therefore, teachers select the activities such as short video clip activity, warm ups activities (icebreaker activities), and story performance activities with group.

An interesting way of starting a lesson could be using activities called warm-up activities or ice- breakers. Different types of warm-up activities such as songs, games and discussion questions can be used to get students' attention in class (Treko, 2013, as cited in Akther. A.2014), Ruiz & Ramírez (2008) state that to improve students' learning and to get the best from them, it is a must to start a class with a good warm up session (Akther. A. 2014).

The following diagram displays the effects of warm ups activities:



Learning process is facilitated through building a positive relationship with the students. A fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning (Krishnan & Hoon, 2002, as cited in Akther. A, 2014).

Teachers' attitude is an important factor to develop cooperation between students and teacher. If teaching style is cooperative, learning condition becomes good (Klippen, 1985 as cited in Akther. A, 2014).

Klippen mentions that the teacher sets an atmosphere within a class without being aware of it by choosing certain types of exercises and topics (Akther. A, 2014). The teacher can help the students share their ideas and opinions in less tensed situation by developing rapport with them (Lassche, 2005, as cited in Akther. A, 2014). On the other hand, building up a sense of rapport and mutual trust among the teacher and the students is the pre-condition to create a positive atmosphere in classroom (Richards & Bohlke, 2011, as cited in Akther. A, 2014).

The authoress of the present investigation agrees with the previously aspects stated. The teaching – learning process develops better when teachers build a positive and comfortable atmosphere and use the right methods to motivate students to raise the positive attitude toward learning in classroom. In addition, the positive relationship among students – students and teacher – students play an essential role to avoid tense situation when the lesson is been delivering.

Learning is a goal orientated activity in which teacher’s job is to engage students to find out the importance of learning materials and make that journal enjoyable (Cheung, 2001, as cited in Akther. A, 2014). According to Wisniewska motivation for learning is influenced by the learner’s interest in the class activities besides Nseendi suggests that students will be motivated to learn when the activities and exercises for language learning are interesting for them (as cited in in Akther. A, 2014).

There are some specifics aspects related to warm ups which could make students’ learning more stimulating according to Velandia:

1. Breaking the monotony of learning.
2. Making the task more interesting.
3. Increasing the involvement of the students.

Warm-ups or icebreakers activities help to create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other for other activities easily (Hansen & Liu, 2005, as cited in Akther. A, 2014). They help the students stop being distracted and focus their attention on the lesson. These kinds of activities lead the students to effective language learning from the beginning (Velandia, 2008).Furthermore, shy students can find warm up activity as a threat when he/ she feels strained to perform exercises alone in front of the whole class (Klippel , 1985 , as cited in Akther. A, 2014).

Warm ups activities like joke, game, and puzzle establish a positive learning environment and make the students comfortable to participate in the classroom (Joshi, 2006, as cited in Akther. A, 2014). Krishnan and Hoon (2002), state that in the language classroom learners need to support and motivate each other to promote success in learning (as cited in Akther. A. 2014).

Positive Teacher-Student Relations is essential, which involves teachers' appraisal and emotions that they carry the positive attitude. Language teachers should be aware of the usefulness of warm ups activities especially for the first lesson of any new class where students get an opportunity to know each other and the teacher gets a chance to understand the general level of the class. It will not be a successful class if the students do not feel interested at the very beginning of a class. Therefore a teacher should try starting a lesson in a way which keeps his/her students engaged.

The use of warm ups to prepare students for a period of concentration may involve physical movement with activities to keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants. All these types of activities are, among other, enjoyable and motivating chart.

The authoress of this investigation state that warms ups activities play an essential role to increase student's motivation in their learning process and the activities must be design taking into consideration certain principles. The use of warm up is highly required and important for language teachers to develop a successful lesson.

In conclusion, an interesting activity to start a lesson, to help students set a positive mood for learning and to keep them engage in class, using warm ups can be an effective way. Moreover, teacher can use warm up to get student's attention at the beginning of the class and motivate them to participate in further activities.

As partial conclusions of the first chapter it can be said that student's motivation in general is an essential component with a big influence in the teaching – learning process. The motivational process has been studied due to the influence they has in the personality because each student has certain characteristic because of that all of them are motivated by different internal and external factors. There are different types of motivated activities among them warm ups which must follow certain principles to be designed. They are so effective to get student's attention by mean of fanny and interesting activities, besides it is a way to direct students to the objective of the lesson increasing their motivation and keep them motivated through the whole lesson.

Chapter II. Proposal of a didactic alternative in order to enhance a1 level student's motivation through warm ups

2.1 Characterization of the current situation of the use of warm up to increase students' motivation in A1 level

Through all learning process every teacher should master the psychological characteristics of the students during this period of life. The authoress of this investigation has considered necessary to mention some important aspects related to this stage of human development.

Age limits:

According to the World Health Organization (WHO) (2000), the age limits of youth are from 12 to 32 years old and it is divided into three stages (Olivera. A.L, 20019):

- From 12 to 14 years old - Puberty
- From 15 to 17 years old - Late adolescence.
- From 18 to 32 years old- Young adults.

The unit of study used in this investigation belongs to the last stage declared by the WHO and as the age average of the students in the unit of study is from 19 to 21 years old, they are classified specifically in the full youth stage.

Youth constitutes a social group of heterogeneous character where each subgroup wants to be differentiated from the rest and from the adults. Young people develop the sense of belonging, which is the reason they search for the same traits in their peers. To have an employment, autonomy and independency to form a family, are the main concerns in this stage.

The authoress of the present degree paper applied a survey to the unit of study constituted by fifteen students belonging to the level A1 with the objective of knowing the situation of student's motivation and the students' knowledge about the use of warm ups to motivate them .

All students what represents 100 % state that motivation is very important to them in English lessons and activities like games and short videos which can make them interact with the teacher or a classmate are motivated ones (see annex 1).

While 33.3 % of surveyed students state that their level of motivation is very good and they like warm ups activities besides these types of activities are used to motivate

students toward English lessons the other 33.3 % of surveyed students considered that their level of motivation is good but they do not know if they like warm ups activities because they do not know what warm ups activities are (see annex # 2).

The last 33.3% of surveyed students confirmed that their level of motivation is bad and they like warm ups activities but these type of activities are not used enough toward English lessons (see annex 2).

The survey was applied to seven professors, three of them ATD of the Language Faculty of the University of Matanzas with the objective of knowing the current situation of the use of warm ups to motivate students toward English lessons (see annex # 3).

The results show that 57.1 % of the surveyed professors consider the motivation really important toward English lessons and 42.9% very important, besides just a teacher confirmed students are motivated what represents just 14.2 % of the surveyed professors meanwhile 72.4 % answers that students are not enough motivated and the other 14.2 % answer that students are not motivated (see annex # 4).

Although 100% of surveyed professor suggest didactic games and fragments songs, they confirmed the use of warm ups in their lessons. In addition, 28.6 %state that the use of warm ups is important and they sometimes apply warm ups activities in their lessons and in turn 71.4% says that the use of warm ups is really important and they always use warm ups activities in their lessons (see annex # 5 and annex # 6).

Finally 85.7% of the surveyed professors confirm that the use of warm ups activities are effective because it motivates students and help to present them the objective of the lesson .While 14.2% says that the use of warm ups is effective because they put students into the mood of learning the language and 100 % coincide that warm ups activities are used at the beginning of the lesson.

Another method used was the analysis of documents, specifically lessons from Face2Face book (starter). All lessons was taken as the sample units to make this revision, we analysed the presence of ice –breakers and energizers.

Forty lessons were analysed. The result of this analysis showed that there were not presence of ice-breakers (warm ups) and energizers in any of them.

Through the results of the survey done to professors and students by the authoress of this investigation it is showed that some students are motivated and others are not

motivated or not enough to learn this language in the level A1 of the Faculty Language at the University of Matanzas Nowadays. On the other hands, professors know the importance of the use of warm ups activities though there are professors who always use them and there are others who does not use the warm ups activities as frequent as they must be used. Due to the aforesaid explanation the following main weakness and strengths are stated.

On the first place, after a long term analysis of the situation described before it has arisen to the conclusion that not enough motivation toward the Face2Face lessons is one of the main weaknesses the Foreign Faculty is facing in the teaching – learning process. Secondly, the lack of warm ups activities on face2face books as a syllabus is also a very important matter and teachers can improve it by mean of creation of didactic materials based on warm ups activities. Last but not least a big part of students are unfamiliar with the use of warm ups activities in lessons belonging to the basic level is another of the weakness it has been facing.

Among the main strengths of the teaching – learning process at the Language Faculty of Matanzas are the existence of well - prepared English teachers in the Department of Foreign Languages to deliver the subject and students get the knowledge quickly with an appropriate direction. Another significant strength is the existence of physical Face2Face books as well as in digital support what help students to development and improvement of their skills by their own at home.

The interaction of teachers and students by mean of awareness and motivated activities made possible a right atmosphere in class and a democratic – constructive style on lessons consistent with the socialist sociocultural norms and values.

The indicators used by the authoress of the present diploma paper of the described variable are:

1. Energy and Commitment :
 - Degree in which teachers contribute to the alertness and quite resolve by mean of motion, sound, heat and growth.
 - Degree in which teacher contributes to the fulfilment of the common purpose using funny and useful activities.

2. Skills:

- Degree in which teachers perceive the possession of skills by mean of direct or indirect measures to indicate purpose and ambitions.
- Degree in which teachers must take into consideration the linguistic competence to develop belonging to each level.

3. Staying power:

- Degree in which cooperation helps in the face of problems, difficulties or setbacks by mean of couple or team work.

4. Enjoyment:

- Degree in which teachers shows themselves interest of students enjoy the lesson because it goes hand in hand with motivation.

The authoress of the present investigation declares the following main weaknesses and strengths

Within the annex # 5 is showed all the indicators that professors can use to manage motivation in the teaching- learning process

After the whole analysis of all the methods used to diagnosis the current situation of the use of warm ups to increase students' motivation in A1 level is reached to the conclusions that teacher knows about the importance of the use of warm ups activities therefore they use them in their lessons although face2face syllabus do not have planned these type of activities in its lessons.

2.2. Theoretical Foundations about the proposal of the Didactic Alternative

Some definitions of didactic materials have been written and they can vary depending on the authors as follow: (as cited in Fernandez & León, 20016)

- Tomlinson (1998) stated that didactic material is what is used by teachers or students to facilitate the learning of the language.
- Odgalde & Bardavid (2003) defined didactic material as all the means and resources with the objective of facilitating the teaching – learning process in a global and systematic educational context and in turn stimulate the senses to facilitate the acquisition of concepts and skills as well as the formation of attitudes and values.

- Harmer (2005) referred to didactic material “a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity”.

After the analysis of the three aforesaid definitions of what a didactic material is the authoress of this diploma paper assumes the one given by Odgalde and Bardavid (2003) because it makes reference to all the specific factors that interfere within the teaching – learning process of a foreign language. In addition Tomlinson and Harmer’s definitions make it clear that didactic material has the purpose to facilitate, construct and give meaning to explanation focusing on language learning.

Materials could be classified according to its context as teaching, extra teaching, extracurricular and according to its objective: didactic, pedagogical, methodological and educational (Martinez Gonzales, Luis E, 2005)

According to Waldorf, Montessori, Jena and Decroly a didactic alternative ought to be view as fixes for changing imposed models that often prove to be effective due to their being poorly suited to their educational partner, particularly professor and students (as cited in Albulescu 2018).

Taking as starting points the concepts about didactic materials, specifically didactic alternative, the authoress of the present research state that an alternative is one more option, apply in flexible and contextualized way with own request to develop better the teaching-learning process.

Considering the different classifications given below the authoress of the present investigation classifies the Alternative as a didactic one because it contributes to the improvement of the Teaching- Learning Process of English as a foreign language. It also facilitates the acquisition of concepts and skills as well as the formation of attitudes and values.

A didactic alternative is considered a good tool for both, teachers and students belonging to A1 level. It is a good option to support the quick review existed on the face2face books and it also increases student’s motivation if the indicators proposed to measure the effectiveness of the use of warm up activity by the authoress of the present diploma paper are used correctly.

2. 3 Methodological indications for the implementation of the Didactic Alternative

Teaching English to starter students does not only imply the acquisition of linguistic forms, but the acquisition of trust on themselves and security to construct and reconstruct the new knowledge. They constitute a social group of heterogeneous character where each one has different behaviour. Students from level A1 belongs to the age limits of youth because they are from 18 to 20 years old. They also try to have autonomy, independency and form a family although they always get close to who traits them in the same way they do. In addition, the students are active, curious and get fast the new content in class.

The authoress of the present research states that for the implementation of the didactic alternative the following aspects must be taken into consideration:

- Teachers should consider what level the material is created for and what knowledge of language students have supporting meaningful learning.
- Activities ought to be short and related to the topic of the lesson addressing students learning objective in it through the cognitive, psychomotor and affective domains.
- Activities go at the beginning and must be useful to continue the lesson ensuring that the majority engaged actively in all learning task.
- They must be interesting and enjoyable activities engaging students in an instant activity upon entering class.
- Activities should promote cooperation and collaboration among students as well as higher thinking skills like negotiation.
- Activities have to prepare students for a period of concentration and help them begin to work.

Both teachers and students play an essential role in the development of the Didactic Alternative. The Zone of Proximal Development is an important aspect to take into consideration because when students are in it, proving the appropriate assistance will give them enough tools to move thought it. Thus, teachers must direct students focusing on two important components which aid the learning process during the development of warm up activity: The presence of someone with knowledge and skills beyond that the learner and social interaction with a skilful model that allow learner to observe what to do. Teacher is an essential element in the direction of the process

because teacher directs, organizes and helps students, therefore the teacher is not nor an instructor neither evaluator, the teacher is a teaching facilitator. Besides, students assume a protagonist role and they should be able to apply their already getting knowledge within a motivated activity playing an active role participating individually, in pairs, in groups and for the whole class.

According to the Common European Framework of Reference for Languages level A known as Basic User includes the levels A1 and A2. The level A1 (Breakthrough) allows students to use basics phrases and familiar every day expression in all the skills. The methodological steps to apply the Didactic Alternative in the level aforesaid described by the authoress of the present investigation are the following:

- The teacher establishes a physically and emotionally safe learning environment and in this way students fell trust development the activities faster and more comfortable during the lesson.
- The teacher demonstrates effective time management by establishing and organized instructional climate and using protocols that include a limited transition time between activities.
- The teacher presents the content of the activity to students and explains in a clear way providing examples if it is necessary and how many times as students need.
- The teacher organizes students according to the indication of the activity and the sitting arrangement selected for each activity.
- Control the time of the activity known as pacing (not more than 15 minutes). Teachers ought to check the exercise at the planned time. If some student has not finished, teacher must indicate to another student to help him/her promoting cooperation among them.
- Check the evaluation (self – assessment) on students. Teacher should check it in a very fast but right way by mean of questions about how students feel doing the activity or how they think their classmate do the activity.

Due to the extremely importance to know the difference among self - evaluation, and self – assessment both definitions are stated as follows:

- Self- evaluation is a process of critical evaluation of one's performance in which explicit criteria are used to scrutinize and appraise work against a set of agreed

upon standards (Tillema 2010). In addition, it is a quantitative process.

- Self- Assessment is the relatively autonomous and deliberate engagement in reviewing and critiquing one's work in an appraisal of progress made over a period of time (Tillema 2010). Therefore it is a qualitative process.

Having stated the difference between self- evaluation and self- assessment the authoress of the present diploma paper proposes to use self- assessment in the Didactic Alternative as the general way of evaluation because of the characteristics of the exercises used in it.

Teaching aids are not more than tools used by teachers to improve learners to improve their skills, illustrate or reinforce a fact or idea to be the lesson effectively. In addition among them it can be find cards, mobile, chalk, computer and blackboard which are used at the present didactic alternative what does not mean it is obligatory to use, the teaching aids can change according to the creativity of teachers.

The advantages the teaching aids previously mentioned is explained as follow:

Cards: The use of flash cards is so useful because they provide students options to choose supporting activities besides they are comfortable teaching aids to bring out to class.

Mobile and computer: The use of technology has reached a big importance because it facilitates to bring out information to students and makes easier to create a good activity.

Chalk and blackboard: Those are old teaching aids but play an essential role in the development of a good lesson. The use of them support teacher's arguments, activities and clarify student's doubts.

The way of teachers organize students in foreign language classrooms known as sitting arrangement is another important aspect to take into consideration when an activity is going to be developed. The types of sitting arrangement are: orderly row, circles and horseshoes, separate tables, clusters, desk rows, table rows, semi – circle and pairs. The ones used in the warm up activities of the present didactic alternative are semi – circle and pairs.

Semi – Circle consists of a few tables touching each other placed in a semi – circle shape. All the tables are faced in front of the classroom allowing teachers and students see each other therefore teachers used it when the activity must be done in teams. These types of sitting arrangement allow the collaborative learning and give direct instructions to students. The advantages of the present sitting arrangement are presented as follow:

- All group members gain from each other's efforts.
- Students recognize that all group members share a common fate (they all sink or swim together here).
- They know that one's performance is mutually caused by oneself and one's team members. (They can not do it without their classmates' help).
- Students feel proud and jointly celebrate when a group member is recognized for achievement. (They all congratulate the classmate on her/his accomplishment!).

Pairs consist on two chairs placed together on a table and each one is away from other pairs. Students are faced toward the front of the class in these sittings so they can easily see the instructional aids. Teachers use it when the activity must be done by couples. Some of the advantages of these sitting arrangements are presented below:

- It creates fun and allows the teacher to use games, increase learners' motivation and concentration.
- If the whole class work in pairs, this will increase learners' attention.
- It is used in error correction increasing language fluency of students.
- It increases the class dynamics as it enriches communication.
- It promotes a friendly classroom ambiance that is conducive to learning.

In conclusions, teachers must take into account aspects such as what is a didactic material and which are the advantages to use them as starting point and then apply it to the alternative. Another aspect to take into consideration carefully is the methodological steps (the use of teaching aids, sitting arrangement, type of activity used in the alternative and types of evaluation used) to follow to the implementation of it.

2.4 Description of the proposal of Didactic Alternative

In the context of the complex epidemic situation that is facing the world as well as our country, the authoress was not able to apply the necessary techniques to evaluate the final result. Therefore in order to answer to the orientation given by the Scientific Commission of the Language Faculty, the following methodological indications are presented for the implementation of the didactic alternative to increase motivation.

The proposal of the alternative of didactic activities is based on the principles of the Cuban Education:

- Contextualized: for assuming the seat as a cultural institution because it has the social role of forming and developing from intellectual, moral, ideological physical point of view, the subjects that participate in the educational process.
- Intentional because it has a defined objective aimed at the increasing students' motivation towards the warm ups activities.
- Flexible because it can be applied and adapted to other levels with the same problem. It is open to modifications if the objective is not achieved.
- Participatory because propitiates the student-student relation as well as the student-teacher relation and its activities are student- centred.

When an activity is been design there must be six factors for it finishes successfully:

1. Level: It indicates the minimum and sometimes the maximum threshold the activity can be carried out.
2. Time: It may depend on students need to develop the activity and the one teacher has planned to do it.
3. Aims: They indicate the broader objective of each activity, such as developing confidence or becoming sensitive to the concepts expressed in language.
4. Organization: it refers to whether the activity involves, a pair or work groups and in the latter case, how many students should be in each group.
5. Preparation: It can be understood as the time of teachers prepares themselves to develop the activity with the students.
6. Procedure: it consists of a step – by – step guide to the activity.

The didactic alternative consists on fifteen warm ups activities with two procedures each one. The didactic principles were taking into consideration as well as the linguistic ones. It is structured as follows:

1. Title: The name of each activity is different.
2. Objective: The purpose to reach on each warm up activity is a specific one.
3. Content: All the warm ups activities have different contents.
4. Teaching aids: The ways of supporting warm ups activities can coincide.
5. Procedures: Each warm ups activities have two procedures what means that teachers can select one of them in a free way.
6. Evaluation: The way of evaluation can coincide depending on the procedure.

Classroom activities are activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher.

According to Professor Jack Richard the term "Classroom activities" applies to a wide range of skill-based games, strategies and interactive activities that support students' educational development. The goal of all activities is to enhance students' understanding, skill or effectiveness in a specific area by engaging multiple styles of learning. School activities also serve to infuse fun into learning as well as bolster student confidence and the ability to think critically.

A good design of classroom activities could not only help the students handle the relationship of "input" and "output" during their speaking process, but also mobilize the interaction between teachers and students inside the classroom.

This design is, guided by the Task-based teaching method, based on the correct choice of teaching content and reasonable arrangements for classroom tasks, and with a variety of classroom activities, to stimulate the students' interest and successfully complete the speaking process in the oral course classroom. It's helpful to both the students and the teachers to make satisfying achievements for the teaching task.

The **general objective** is: To increase motivation towards warm ups activities in the English lessons in level A1

Within the purpose to show all the previous statements about what aspects must be taken into consideration to design a classroom activity in an already designed one the authoress of the present diploma paper has taken the follow three activities from the didactic alternative as an example.

Activity # 1

Title: What are they talking about?

Objective: To train phrases already acquaintance in previous lessons.

Content: One student speak using phrases and the rest of them try to guess what the specific topic is.

Teaching aids: The chalk and the mobile

Procedure: Students form a circle in front of the classroom and they are going to pass the chalk among them while the music is played. Teacher must be back to student because the teacher must not see who has the chalk in the hand to stop the music. When teacher stops the music the student who get the chalk has to talk about something by mean of phrases already studied and the rest of students try to guess what he/she is talking about.

Evaluation: Self-Assessment

Activity 1.1

Title: What are they talking about?

Objective: To train phrases already acquaintance in previous lessons.

Content: One student speak using phrases and the rest of them try to guess what the specific topic is.

Teaching aids: Flash cards

Procedure: Students form two teams in front of the classroom. Teacher give a flash card to a member of the one of the two teams and the student shows the flash card to the others members of the team. Then the team talk about the topic written on the flash card by mean of phrases already studied and the other team try to guess what they talking about. Each team has a short period of time to guess. Having finished the time to guess the roles changed between the teams. The team which guess faster wins

Evaluation: co – evaluation.

Activity # 2

Title: Back to back

Objective: To practice the content related with describing people physically.

Content: Students pick a couple and talk about physical characteristics.

Teaching aids: Mobile and chairs

Procedures: When a piece of music is played, students walk around the room and looking for a couple and observing his/her physical appearance. When teacher stops the music they get their couple and say one characteristic of each other.

Evaluation: Co – evaluation

Activity 2.1

Title: Back to back

Objective: To practice the content related with describing people physically.

Content: Students watch a short video and talk about physical characteristics.

Teaching aids: Computer and chairs

Procedure # 2: A certain amount of chairs are located in front of the class. When a short musical video is played, students walk around the chairs. When teacher stops the video they get a sit. The person who does not get a sit has to describe physically one of the person who appears in it.

Evaluation: self - assessment

Activity # 3

Title: Proverb matching

Objective: To present new phrases by mean of proverbs

Content: Students pick a card and look for the corresponding card to complete the proverb.

Teaching aids: Cards and blackboard

Procedure: Students pick a proverb card and write the part of the proverb written on the card in the blackboard to find out his\her partner for the other half. Then they together have to perform a short story or situation which illustrates their proverb in front of the class. The same process is repeated till all the proverbs will be completed.

Evaluation: Co - evaluation

Activity 3.1

Title: Proverb matching

Objective: To present new phrases by mean of proverbs

Content: Students receive a card and look for the corresponding card to complete the proverb.

Teaching aids: Cards

Procedure: Students receive an incomplete proverb card. So one student goes in front of the class and show it and the classmate who has the corresponding missing part go to her/his side. Then they what similar proverb there is in Spanish and English

Evaluation: Evaluation: Co – evaluation.

As the examples above show, the activities of the present didactic alternative conforms the entire requirement. It is constituted by flexible activities because they can be done in at least two ways by mean of different teaching aids. They have a clear and precise objective. The procedure to follow in the performance of the activities depends on the sitting arrangement and the teaching aids used on them. In addition, the way of students' evaluation depends on how students work (pairs, team, etc.)

As partial conclusions of the chapter, it can be said that the current situation of the use of warm ups to increase students' motivation in A1 level is reached to the conclusions that teachers recognize about the importance of the use of warm ups activities, therefore they use them in their lessons although face2face syllabus do not have planned this type of activities in its lessons. Consequently, a didactic alternative is considered a good tool for both, teachers and students belonging to A1 level.

It is a good option to support the “quick review” sections existed on the face2face books and it also increases student's motivation if the indicators proposed to measure the effectiveness of the use of warm ups activities by the authoress of the present diploma paper are used correctly. In addition, teachers must take into account aspects such as

the features of the didactic material, the advantages of its use as starting point and then its application to the alternative. Another aspect to take into consideration is the methodological steps (the use of teaching aids, sitting arrangement, types of activity and evaluation used in the alternative) in order to follow the implementation of it.

Conclusions

The social nature of warm ups activities provide an opportunity for real communication and should be regarded has an integral part of the language syllabus.

The theoretical foundation for the use of warm ups in the teaching learning process of English are the different studies made by important intellectual among it can find Velandia's ideas, the effectiveness of it and how it must be used.

The current situation of the use of warm ups in level A1 is not good enough in the teaching learning process because face2face books do not provide teachers warm ups activities (ice – breakers) to wake up students toward English lessons although teachers know how important is the use of them and they always try to do one activity at least when they start the English lesson in the Department of Foreign Languages at the University of Matanzas.

In the elaboration of the didactic alternative of warm ups activities was taken into account at first, the type of exercises already existed in the Face2Face book (starter) and the linguistic level of the students who belong to the mentioned level. Then, theoretical foundation of it and its later description have been also aspects taken into consideration by the authoress of the present Diploma Paper.

Recommendations

The authoress of this investigation recommends the application of this exercises to the Face2Face lessons on the level A1 due to the effective and easy way to increase motivation to begin a lesson that warm ups represent. On the other hand, it would be a good opportunity to develop those exercises with a high linguistic level to apply them to students from another level.

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Annexes

Annex # 1

Survey guide

An investigation related with the use of warm ups to increase student's motivation is been doing to students with the objective of fortifying the teaching – learning process, the authoress of this investigation hope your collaboration:

1. Describe a good English lesson according to your opinion.

2. What is your level of motivation on English lessons?

----Good ----Very good ----Bad ----Really bad

3. How important is motivation on English lessons for you?

----Important -----Very important ----Not important at all

4. What could teachers do to improve motivation on English lesson?

5. Do you like warm ups activities?

----- Yes, I like ---- No, I do not like --- I do not know

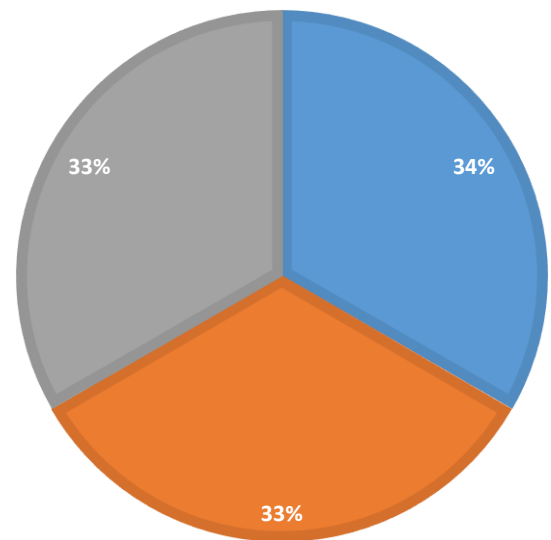
6. Are warm ups used to motivate students toward English lessons?

----- Yes, it is ----- No, it does not ---- Not enough ----- I do not know

Annex 2

SURVEYED STUDENTS TO KNOW THE CURRENT SITUATION OF THE USE OF WARM UPS TO INCREASE THEIR MOTIVATION

- Motivation is very good and they like warm up activities besides these types of activities are used to motivate students
- Motivation is good but they do not know if they like warm up activities because they do not know neither what these type of activities are nor if they are used in class
- Motivation is bad and they like warm up activities but these type of activity are not used them enough



Annex # 3

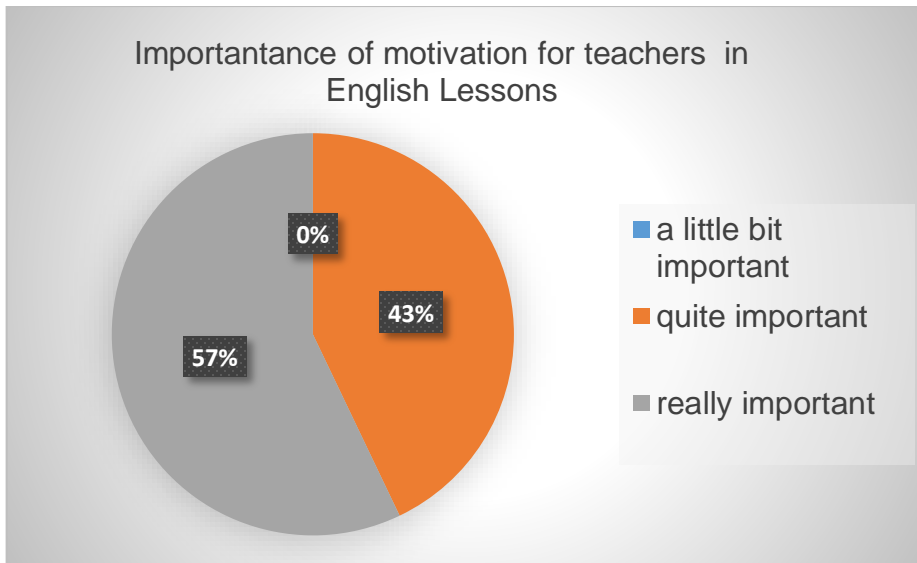
Interview guide

A survey related with the use of warm ups to increase student's motivation is been doing to professors with the objective of fortifying the teaching –learning process, the authoress of this investigation hope your collaboration:

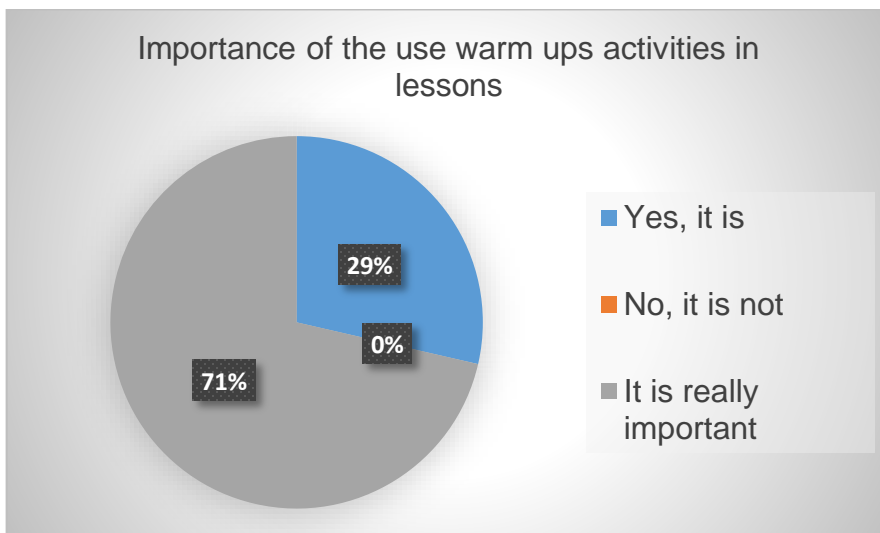
1. How important is for you as a teacher motivation in the English Lessons?
----- A little bit important ----- Quite important ----- Really important
2. Do you think students are motivated enough in English lesson nowadays?
----- Yes, they are -----Not, they are not ----- Not enough
3. Which are the most common activities you prepare to reach a high motivation level towards English lessons?

4. Do you use warm ups activities in your lessons?
----- Yes, I do ----- Not, I do not ----- I do not usually use them
5. Is the use of warm ups important to motivate students toward the lesson?
----- Yes, it is ----- No, it is not ----- It is really important
6. How often do you use warm ups activities in English lessons?
----- Always -----Sometimes -----Never
7. In which moment of the lesson do you use warm ups?
--- At the beginning --- In the middle --- At the end
8. Why the use of warm ups can be considered effective toward English lessons?

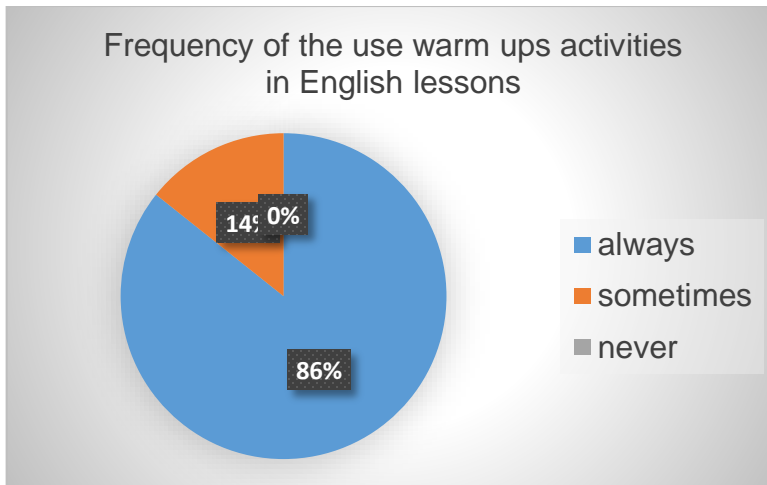
Annex # 4



Annex # 5



Annex # 6



Annex # 7

Indicators to measure motivation:

1. Energy.
2. Commitment.
3. Staying Power.
4. Skill.
5. Single - Mindedness - energy.
6. Enjoyment.
7. Responsibility.

Annex # 8

Didactic Alternative:

Activity # 1

Title: What are they talking about?

Objective: To train phrases already learnt in previous lessons.

Content: One student speaks using phrases and the others try to guess what the specific topic is.

Teaching aids: The chalk and the mobile.

Procedure: Students form a circle in front of the classroom and they are going to pass the chalk among them while the music is played. Teacher must be back to student because she/ he must not see who has the chalk in the hand to stop the music. When teacher stops the music the student who gets the chalk should talk about something by mean of phrases already studied and the rest of students try to guess what he/she is talking about.

Evaluation: Self - assessment

Activity 1.1

Title: What are they talking about?

Objective: To train phrases already acquaintance in previous lessons.

Content: One student speaks using phrases and the rest of them try to guess what the specific topic is.

Teaching aids: Flash cards

Procedure: Students form two teams in front of the classroom. Teacher gives a flash card to a member of the one of the two teams and she/he shows the flash card to the others members of the team. Then the team talk about the topic written on the flash card by mean of phrases already studied and the other team try to guess what they talking about. Each team has a short period of time to guess. Having finished the time to guess the roles changed between the teams. The team which guess faster wins.

Evaluation: Co – evaluation

Activity # 2

Title: Back to back

Objective: To practice the content related to describing people physically.

Content: Students pick a couple and talk about physical characteristics.

Teaching aids: Mobile and chairs.

Procedures: When a piece of music is played, students walk around the room and looking for a couple and observing his/her physical appearance. When teacher stops the music they get their couple and say one characteristic of each other.

Evaluation: Co – evaluation.

Activity 2.1

Title: Back to back

Objective: To practice the content related to describing people physically.

Content: Students watch a short video and talk about physical characteristics.

Teaching aids: Computer and chairs

Procedure # 2: A certain amount of chairs are located in front of the class. When a short musical video is played, students walk around the chairs. When teacher stops the video they get a sit. The person who does not get a sit has to describe physically one of the person who appears in it.

Evaluation: Self – assessment.

Activity # 3

Title: Proverb matching.

Objective: To present new phrases by mean of proverbs

Content: Students pick a card and look for the corresponding card to complete the proverb.

Teaching aids: Cards and blackboard.

Procedure: Students pick a proverb card and write the part of the proverb written on the card in the blackboard to find out his\her partner for the other half. Then they together have to perform a short story or situation which illustrates their proverb in front of the class. The same process is repeated till all the proverbs will be completed.

Evaluation: Co – evaluation.

Activity 3.1

Title: Proverb matching.

Objective: To present new phrases by mean of proverbs.

Content: Students receive a card and look for the corresponding card to complete the proverb.

Teaching aids: Cards

Procedure: Students receive an incomplete proverb card. So one student goes in front of the class and shows it and the classmate who has the corresponding missing part goes to her/his side. Then they guess what similar proverb is in Spanish and English.

Evaluation: Evaluation: Co – evaluation.

Activity # 4

Title: Ring-ding-dong.

Objective: To learn new word from known words.

Content: Students build new words from the word they pick form the blackboard.

Teaching aids: blackboard and clock.

Procedure: Three columns of word related with food are written on the board. Students shall form teams depending on the amount of student existing on the class. Teams might build a new word buy changing at least a letter from the word picked by them in five minutes. The team with the most words wins.

Evaluation: Co – evaluation.

Activity 4.1

Title: Ring-ding-dong.

Objective: To learn new word from known words.

Content: Students build new words from the word they pick form the TV.

Teaching aids: TV and clock.

Procedure: Two columns of words related with food are presented in a power point Teacher divide the class into two parts what means a column for each part. Students might build a new word buy changing at least a letter from the word picked by them in five minutes. The students' side with the most words wins.

Evaluation: Self – assessment.

Activity # 5

Title: You've been blooped!

Objective: To practice known verbs in teams.

Content: Students substitute the verb using in the question by the word **bloop**.

Teaching aids: Students' voice.

Procedure # 1: Divide the class in two teams. Students think of activities they do every day and they are going to substitute the verb by the word **bloop**. Then the members of one team are going to ask about those activities to the other verb. After finished the questioning round the team say the real verb. Then the other team do the same.

Evaluation: Co – evaluation.

Activity 5.1

Title: You've been blooped!

Objective: To practice known verbs in teams.

Content: Students substitute the verb using in the question by the word "**bloop**".

Teaching aids: Blackboard and student's voice.

Procedure # 2: Teacher says students pick a partner. The partners think thinks of activities they do every day and they are going to substitute the verb by the word "**bloop**". Then they write three of these verbs in blackboard and use it in a conversation, but substituted by the word "**bloop**" of course.

When one of the members of the couple use the verb instead of the word "**bloop**" the couple stops finish the conversation and another do the same.

Evaluation: Self –assessment.

Activity # 6

Title: Speaking fast.

Objective: To resume information about their likes.

Content: Students talk about their likes in few minutes.

Teaching aids: picture and mobile's clock.

Procedure # 1: Students observe a picture and try to summarize what is happening in it by mean of a story in less than two minutes. The student who finished faster wins.

Evaluation: Self –assessment.

Activity 6.1

Title: Speaking fast.

Objective: To resume information about their likes.

Content: Students talk about their likes in few minutes.

Teaching aids: Students' and mobile's clock.

Procedure # 2: Students get into pairs. One member of the couple thinks of a book or a film she/he likes and summarizes the story in less than two minutes. The other one tries to head off for she/he does not finish his/her summarizing on time by mean of questions related with the book or film. The student who finished on time wins.

Evaluation: Co – evaluation.

Activity # 7

Title: What do you think?

Objective: To motivate students to express their ideas.

Content: Students give their opinion about a short controversial statement.

Teaching aids: Students' voice and blackboard.

Procedure: A controversial statement is copied on the board. Students express their agreement or disagreement with the statement as well as provide reason by means of simple communicative functions.

Evaluation: self –assessment.

Activity 7.1

Title: What do you think?

Objective: To motivate students to express their ideas.

Content: Students give their opinion about a short controversial statement.

Teaching aids: Computer.

Procedure: Students get into three groups. Three controversial statements are showed on a computer, in fact one for each group. The groups take turns and the members of them express their agreement disagreement with the statement as well as provide reason by mean of simple communicative functions.

Evaluation: Co – evaluation.

Activity # 8

Title: Let guess.

Objective: To motivate students.

Content: Students guess the actions written on the card by mean of mime.

Teaching aids: Cards.

Procedure: For this activity students get into small groups. A slip of paper is going to be located on student' sits. The students must act out the action on the paper without speaking and their opposed group must guess the answer.

Evaluation: co – evaluation.

Activity 8.1

Title: Let's guess.

Objective: To motivate students.

Content: Students guess the actions written on the card by mean of mime.

Teaching aids: Picture.

Procedure: For this activity students get into two teams. A picture is going to be located on student' sits. She/ he and the teacher are the only two people who can see her/his picture. The students must act out the situation on the paper without speaking and their group must guess the answer.

Evaluation: co – evaluation.

Activity # 9

Title: Ideas shower.

Objective: To motivate students training the memory.

Content: Students brainstorm associated vocabulary for the topic.

Teaching aids: Blackboard and chalk.

Procedure: Students get into pairs. A certain topic is going to be written on the board. Each pair must write in a notebook as many word as they can related with the topic. The couple with more right words win.

Evaluation: Co – evaluation.

Activity 9.1

Title: Ideas shower.

Objective: To motivate students training the memory.

Content: Students brainstorm associated vocabulary for the topic.

Teaching aids: Clock.

Procedure: A certain topic is going to be written on the board. Students write words related to the topic on their notebook. Later on, she/he writes a simple sentence uses the word that he/she has written. They have a certain period of time to do it and the person who has more right words wins.

Evaluation: self- assessment.

Activity # 10

Title: Let's talk about the picture.

Objective: To describe something.

Content: Students describe the picture.

Teaching aids: Blackboard, pictures.

Procedure: Students get into pairs. The teacher distributes one picture to each pair. They describe the picture using WH- questions as prompts. For example: Who is in the picture? Or Where are they?

Evaluation: Co – evaluation.

Activity 10.1

Title: Let's talk about the picture.

Objective: To describe something.

Content: Students describe the picture.

Teaching aids: Pictures.

Procedure: Students get into groups. Then the teacher gives a picture to each group. Students describe the picture using WH- questions as prompts taking turns by groups. The group which provide more information about the picture win.

Evaluation: Co – evaluation.

Activity # 11

Title: Nice and nasty.

Objective: To motivate students by knowing new things about their classmates.

Content: Students write their opinion about what their partner says or how they feel about something.

Teaching aids: notebook.

Procedure: Students work in pairs. They divide a sheet of paper into two columns: one they label 'nice', the other they label 'nasty'. The couple takes turn to write in each column according to his/her opinion what her or his partner like.

Evaluation: Co – evaluation.

Activity 11.1

Title: Nice and nasty.

Objective: To motivate students by knowing new thing about their classmates.

Content: Students write their opinion about what their partner says or how they feel about something.

Teaching aids: Cards.

Procedure # 2: Students work individually. They divide an empty card given by the teacher into two columns one they label 'nice', the other they label 'nasty'. Teacher gives a topic to each student. So they write how they feel about it in one of the two columns according to their opinion.

Evaluation: self – assessment.

Activity # 12

Title: Meeting each other.

Objective: To help students know better each other.

Content: Students ask three free questions.

Teaching aids: students 'voice and blackboard.

Procedure: The structure to ask WH- questions and Yes/No questions is going to be copied on the board. Students get into pairs selected by them. They ask three questions about aspects they want to know each other.

Evaluation: Co- evaluation

Activity 12.1

Title: Meeting each other.

Objective: To help students know better each other.

Content: Students ask three free questions.

Teaching aids: TV.

Procedure: The structure to ask WH- questions and Yes/No questions is going to be presented in a power point presentation on TV. Students ask to the teacher or classmates three questions about aspects they want to know.

Evaluation: Self – assessment.

Activity # 13

Title: Say yes.

Objective: To motivate students.

Content: Students ask and answer question from the blackboard.

Teaching aids: Blackboard and chalk.

Procedure: Five questions are written on the board all of which are Yes/No questions. Students find a partner and ask the first question. If that partner says “yes” then asks other question, but if she/he says “no”, the partner must be changed.

Evaluation: Co – evaluation.

Activity 13.1

Title: Say yes.

Objective: To motivate students.

Content: Students ask and answer question from the blackboard.

Teaching aids: Computer.

Procedure: Three questions are showed on a power point in a computer and all of them are Yes/No questions. Students find a partner and take turn to ask the questions. The member of the couple who says “no” must say why.

Evaluation: Co – evaluation.

Activity # 14

Title: Fact or fiction.

Objective: To develop oral skill.

Content: Students tell a short story which can be true or false.

Teaching aids: Student's voice.

Procedure: Students work along. One student tells a short story about him/her or someone else. Everyone around the classroom has to say whether they think the story is fact (true) or fiction (false). The student reveals the truth when everyone has guessed.

Evaluation: self- assessment.

Activity 14.1

Title: Fact or fiction.

Objective: To develop oral skill.

Content: Students tell a short story which can be true or false.

Teaching aids: Cards.

Procedure: Students work in pairs. The pairs will be formed taking into account who knows each other better. The couple tell a story together. Everyone around the classroom has two cards. Both card have written an F, but one means fiction and the F to say whether they think the story is fact (true) or (false). The couple reveals the truth when everyone has guessed.

Evaluation: Co – evaluation.

Activity # 15

Title: Chain Fairy tale.

Objective: To motivate students to be creative

Content: Students write a sentence to create a fairy tale.

Teaching aids: Blackboard and chalk.

Procedure: A student writes an idea on the blackboard to start a fairy tale(not one that already exists).When the teacher says the word 'Switch' the writer has to stop writing and pass the chalk to the partner who sits to her/his side. The process must be repeated through all the students and the last one must close the story and read it.

Evaluation: self- assessment.

Activity 15.1

Title: Chain Fairy tale.

Objective: To motivate students to be creative.

Content: Students write a sentence to create a fairy tale.

Teaching aids: Paper and pencil.

Procedure: Students work in teams of three people. Teacher gives a paper to one student from each team and she or he writes an idea on it to start a fairy tale(not one that already exists).When the teacher says the word 'Switch' the writer has to put down his/her pen and pass the paper to the partner. A member of each team read the story at the end.

Evaluation: Co – evaluation.