



Pedagogical Sciences University
José de la Luz y Caballero
Liberal Arts Faculty
English Department

DIPLOMA PAPER

**A SET OF PROFESSIONAL PEDAGOGICAL
COMMUNICATIVE SITUATIONS TO INCREASE
MOTIVATION TOWARDS THE PEDAGOGICAL
PROFESSIONAL STUDIES IN STUDENTS FROM
FIRST YEAR MAJOR IN EDUCATION IN ENGLISH
AS A FOREIGN LANGUAGE SPECIALTY**

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SUMMARY

This research is focused in the critical objective of the trends about the teaching-learning process of English and proposes a set of pedagogical professional situations which may allow the systematic increase of motivation towards the pedagogical professional studies in students from first year major in Education in English as a foreign language specialty. This research presents the essential elements of the theoretical and the methodological research design through the different methods used for its development, referred to the theoretical framework and the needed conceptualization about the matter subject, with the necessary analytic, critical, reflective, conclusive perspective. It also includes the diagnosis of the current state of the problem as well as the proposed solution in first approximation. The research results presented here were obtained with the use of scientific methods of pedagogical research, both theoretical and empirical. Among the first ones, analysis-synthesis, historical-logical, abstract-concrete, and modeling are highlighted; while among the second ones survey, interview, and observation were of great importance. The motivation factor for becoming English teachers in first year of pedagogical higher education in Holguin city is affected, mainly due to the lack of creativity of teachers, according the interest in the subject. That is why it was necessary to try to find a way to solve the above mentioned situation. This paper is designed with the objective of serving as a tool for helping teachers to increase pedagogical motivation in first year students from the pedagogical higher education.

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First and foremost, I want to thank God for guiding me and being with me all the time, my family, friends, and specially my classmates, who believed and always had faith in me, they helped me one way or other, they were with me along the way, have always been, will always be.

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To all those who lent hand and heart to me and to my research.

DEDICATED TO

My family. The best family. The greatest family. Particularly to my parents.

My University professors. They gave me the tools.

My classmates. They meant an extra prompt.

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INTRODUCTION

The Cuban society in these recent years has worked hard to offer students the necessary conditions to develop their knowledge, habits and abilities. That is why it is focused in a battle for a general comprehensive culture, which poses enormous challenges to education; one of them is to ensure that Cuban students achieve proficiency in at least one foreign language. The national educational system is experimenting a revolution which unfolds through numerous programs to ensure free learning for all citizens of quality and durability, emphasizing the general cultural background and life, which are not left out of such an endeavor.

Commander in Chief Fidel Castro Ruz has recognized, in several occasions, the need to achieve learning levels that allow the use of English as a foreign language, not only as a means of communication, but also as an instrument of ideological struggle with the language as a weapon, since it allows the disclosure and defense of the work of the Revolution. The English language has been taught in a large number of elementary, junior and senior high, and polytechnic schools, as well as in medical and pedagogical sciences universities, in most countries for many years. The necessity of teaching and learning this language lies on the bases of the cultural, social, economical, political and scientific interchanges among peoples of the world.

In the present days the English language is facing a very important decade of advanced development towards the reach to the status of the first global lingua franca, since it has paramount importance in the world of science, in particular scientific information, and the development of the new technologies and other spheres of social, economic, and political life. This process, in general, is being foreseen in the most immediate future, and nothing will stop it. The English language reigns important fields of international level such as the communication media, its teaching as a foreign language, commerce, trade business and others. The objective of becoming the English language as the first global lingua franca yields in the interchange among investigators and academicians from all nations of the world and not only to be used in the interchange with the natives. This

important future status of this language makes it especially necessary for its learning.

Teaching English to non-native speakers represents a significant challenge. Language and cultural barriers make it especially difficult for students dealing with English. In the specific case of Cuba, where Spanish is the national language, it is necessary to consider the marked existing differences between this language and English in the phoneme-grapheme relation and in the syntactic rules, since Spanish belongs to the branch of Romance languages and English to the branch of Germanic ones, though both are members of the Indo-European family, the corresponding branches they are particularly involved in are quite different in pronunciation, vocabulary, and grammar.

Although the students who are learning the foreign language as specialty at the Pedagogical Sciences University of Holguin are very motivated in the English language learning, it has been proved, by means of different empirical methods, that motivation towards the pedagogical profession has not been entirely achieved by them. It has been so, despite of the many contributions of the pedagogical sciences and the development of teaching in principles, as well as the necessity and the commitment this profession has.

Among other factors, the psychological elements of motivation, the language use to perform teaching functions and interact in the communicative context with specific situations can be mentioned. In the same way, the type of students whose courses have been designed for and the reasons that move them towards the profession are also of importance.

Although the Cuban educational authorities have made great efforts to make the teaching of English an achievement, where children and young people achieve a prominent development of performance in competitiveness and motivational language in the exploratory study conducted by the author through observations, visiting classes and having daily-teaching practice, the following situations have been found:

- Appropriate levels of motivation towards the study of the English language

- High levels of acceptance of the Integrated English Practice lessons and their teachers
- Adequate levels of the formation of a general comprehensive culture
- Disposition and professional preparation on the part of the teacher to contribute to an effective formation of the students
- Manifestation of lack of motivation towards the pedagogical profession
- Lack of activities in the Integrated English Practice lessons that contribute to the reinforcement of the pedagogical vocational orientation
- Negative signs which show apathy towards disciplines which contribute to the general and to the pedagogical formation
- Insufficient exploitation of activities typical of the age of the students of higher education.

Due to all these factors, it is quite difficult to create a relaxed atmosphere in the classroom. This situation is in contradiction with the desired level in the family and the society, as it has not still achieved an effective level in the motivational field that allows the student, after completing their studies, to serve himself in the pedagogical profession in the foreign language, to use the learnt content in the same communicative situations of professional and daily life and to accomplish with the overall preparation of the English language.

The teachers' skills in motivating learners play a pivotal role in the students' achievement. Lack of motivation leads to lack of focus and effort, and ultimately lack of success. Instructors must figure out effective techniques to motivate students, if these learners are to make improvements in their English language communicative competence.

In many occasions, students instead of feeling discouraged are rather inhibited, leading to think that the greatest difficulties are associated with the affective-cognitive level. Students must provide cooperation; otherwise, they would show themselves apathetic or disinterested, which leads them to a negative attitude to

learn the subjects of the curriculum, mainly those related to the general formation and pedagogical sciences, thus affecting also their interest towards the foreign language.

Under this circumstance, it is important to state that the students' motivation and desire to learn play an important role in the learning process. The relationship between learning and the affective factors among motivation has been the main subject for many investigations, which have yielded interesting theories about how this process should be taken into that relationship.

Teaching and learning English is a priority in the Cuban system of Education. It responds to economic, social, cultural and diplomatic realities. Such relevance has been analyzed in a variety of investigations addressed at determining the most effective strategies for the teaching-learning process of English.

Motivation has been studied widely all over the world, since it is one of the basic concepts of Psychology. Many authors have worked on the basis of motivation; some of them are: Krashen, H. (1981); Philips, J. (1983); Cornwell, B. (1984); Kramer, A. (1986); Davidov, V. (1988); Norton, J. (1990); Arnold, J. (1994); Shearin, D. (1994), Conrad, W. (1996); Johansson, S. (1998); Kerren, N. (1998); Kendell, J. (2001); Clive, C. (2003); Mithman, B. (2006); Warren, L. (2009); Greg, Mc. (2011); and Ferrera, M. (2012).

In Cuba, motivation has been approached by Arias, G. (1979); Antich, R. (1988); Faedo, A. (1988); Acosta, R. (1996); Alvares de Zayas, C. (1998); Acosta, P. R. (1999); Alfonso Hernández, J. (2001); Batista, A. (2003); Calvet, V. (2004); Medina, A. (1998, 2004, 2006); Fonseca, M. (2008); Gómez, J. (2010); and Cuevas, R. (2012).

Studies by Krashen, H. (1981, 1985), establish that a motivated student develops a positive attitude that will allow him to learn better, while an anxious and an unmotivated student will create a mental block that can interfere markedly in his learning process. However, for some students, motivation does not arise by itself,

and in some cases, it depends on external factors among which one can mention: content, materials, time, and even the teacher.

The motivation factor should always be taken into account; otherwise, the objectives of the teaching-learning process would be practically impossible to be fulfilled. That is why one needs to have an understanding, as complete as possible, about the diagnosis, motivational environment and the motivating conditions of each of the students, since the whole group should not get motivated in the same way.

Taking into account all these aspects, the author determined the following as a **research problem**: the necessity to better up motivation towards the pedagogical profession in students from first year major in Education in English as a Foreign Language specialty, at José de la Luz y Caballero University of Pedagogical Sciences in Holguin.

In correspondence with the problem the following **research object** was determined: the teaching-learning process of English language in the Integrated English Practice lessons in first year of students of English at José de la Luz y Caballero University of Pedagogical Sciences in Holguin.

In order to solve the problem the following **research objective** was formulated: to structure a set of pedagogical professional situations to increase motivation towards the pedagogical professional studies.

This research work will move its investigation through the following **scope of action**: the stimulation of motivation towards the pedagogical professional studies in the teaching-learning process of English.

To carry out the research towards a scientific logical way, the following **research questions** were determined:

1. Which are the theoretical and methodological referents of the teaching-learning process of English language in higher education and their relation with motivation towards the pedagogical profession?

2. What is the current situation of motivation towards the pedagogical profession and their relation to the effectiveness of learning English as a foreign language?
3. How to structure a set of pedagogical professional situations to better up motivation towards the pedagogical profession during the English-learning process?
4. How to corroborate the effectiveness of the set of pedagogical professional situations through its application in the pedagogical practice?

Taking into account the research problem, the objective, the research questions and for the successful development of this investigation the following **research tasks** were formulated:

1. To determine the theoretical and methodological referents of the teaching-learning process of the English language in higher pedagogical education.
2. To determine the real state of motivation toward the pedagogical profession.
3. To structure a set of pedagogical professional situations to increase motivation towards the pedagogical professional studies.
4. To corroborate the effectiveness of the set of pedagogical professional situations through its application in the pedagogical practice.

Some research methods were applied with the purpose of approaching and studying the theoretical information, to process the scientific data of the research, the conceptual interpretation of the theoretical foundations and for the elaboration of the set of pedagogical situations and its application in the educative practice.

The theoretical methods **analysis-synthesis**, as well as **induction-deduction** were used mainly in the exploratory stage to identify the problem situation for raising the students' motivation towards the pedagogical profession, and finding different ways to raise it and also for the analysis of information collected and the study of the different criteria posed by the authors of various latitudes to address the issue. All this allowed extracting regularities and trends related to the students' motivation.

The **systemic** method favored to establish a relationship between each of the parts of the object, which has a specific structure whose components are closely interrelated to help integrate the dynamics of the teaching-learning process towards the demands and idiosyncrasy of the current socialist society and to structure the proposal of pedagogical professional situations.

The **modelation** method allowed the representation of the set of pedagogical professional situations and its components, besides, it served as an essential element of its conception, design, implementation and adequate evaluation in terms of subject matter.

The Empirical Methods were:

Observation was applied with the purpose of testing the given treatment to motivation towards the pedagogical profession to the students in class.

Interview and survey were applied to teachers and students to know their view points about the motivational states towards the pedagogical profession from first year Major in Education in English as a Foreign Language specialty, at José de la Luz y Caballero University of Pedagogical Sciences in Holguin.

For the development of this research, the students from first year major in Education in English as a foreign language specialty, at José de la Luz y Caballero University of Pedagogical Sciences in Holguin, in the academic course 2013-2014, were considered as population, which is 86, while the selected sample was 26 students belonging to group Number One out of three.

This research is based on the need of a significant increase of motivation towards the pedagogical profession from first year students major in Education in English as a Foreign Language specialty, at José de la Luz y Caballero University of Pedagogical Sciences in Holguin. That is why the expected results of this work are to provide a higher interest in the students for learning the language, to develop a relaxed and motivated mood in the students with the objective of gradually eliminating the signs of apathy they usually present towards the profession and to make them feel free to get the aimed content during the lesson without any distraction in the teaching-learning process. The practical significance of this

research is given in the proposal and its components, which contributes to increase motivation towards the pedagogical profession from first year students major in Education in English as a foreign language specialty.

The **novelty** of this work lies in presenting a proposal of pedagogical professional situations that increase motivation towards the pedagogical profession in students from first year major in Education in English as a Foreign Language specialty, at José de la Luz y Caballero University of Pedagogical Sciences in Holguin. This proposal has particular characteristics; it addresses an important area within the comprehensive formation of students' personality with the motivation towards the pedagogical studies, and it is contextualized to the formative environment of the subjects of the investigation.

CHAPTER 1: THEORETICAL AND EMPIRICAL FOUNDATIONS OF MOTIVATION TOWARDS THE PEDAGOGICAL PROFESSION

This chapter concentrates on the examination of the theoretical and methodological referents of the teaching-learning process of the English language in higher education and its motivation towards the pedagogical profession in the first year of the specialty at the University of Pedagogical Sciences. It includes the analysis of the current situation of motivation towards the Pedagogical Profession among the 2013-2014 first-year students of the specialty, focused in the theoretical elements about pedagogy and motivation.

1.1 A Theoretical and Methodological Foundation of the Teaching-Learning Process of English in Higher Education and its Relation to Motivation towards the Pedagogical Profession

In order to systematize the existing theory related to the object of the investigation, it has been determined to start by an approximation to the concept of motivation, then its relation to the professional pedagogical approach, and to round up the analysis, the study of the formation and development of communicative competence in English, as the final goal of the teaching-learning process.

Motivation is the feeling nurtured primarily by the teacher in the learning situation. In humans, motivation encompasses both conscious and unconscious impulses. Theories of motivation in psychology establish a primary motivation level, which refers to the satisfaction of basic needs such as breathing, eating or drinking, and a secondary referral to social needs, such as achievement or affection.

No theory of motivation has been universally accepted. First, many psychologists, within the scope of behaviorism, argued that the minimum level of stimulation to an organism was behaving in a way that tried to eliminate such stimulation, leading to a desired state of absence of stimulation. In fact, Luther, K. (1995) states that much of human physiology operates this way. However, recent cognitive theories of motivation described human beings trying to optimize, rather than eliminate, their state of stimulation. In doing so, these theories are more effective to explain the human tendency toward exploratory behavior, the need-or taste-for variety,

aesthetic reactions and curiosity. A person who lacks the motivation to have a preference may be resigned to accept all the customs and can therefore develop a philosophy of prudence. That person lives in this way, in accordance with the moral behavior of the time and society. Due to the great diversity among students, educational facilities and fields of study, has not yet formulated any comprehensive theory applicable to all educational psychology. By contrast, psychologists work on theories about specific phenomena of learning, motivation, development and education.

Scholastic motivation is not a technique or method of tutoring, but a cognitive affective factor present in every act of learning and teaching process at all, either implicitly or explicitly. The teacher should be focused on inducing motifs in their students regarding their learning and behavior to apply voluntarily to class work, giving meaning to homework and providing them with a specific purpose, so that students develop a real taste for school activity and understand their personal and social utility.

According to Kramer, A. (1986) the role of motivation in the achievement of meaningful learning relates to the need to induce in the students' interest and effort, and work of the teacher is providing the direction and guidance relevant to the situation. It would be ideal to expect the attention, effort and the students' thoughts guided by the desire to understand, to develop and to integrate information significantly, but an experienced teacher knows that this does not always exclusively occurs. The attention of students is determined by their fear of failing or seeking a personal acceptance. In fact, motivation for learning is a very complex phenomenon, conditioned by aspects such as:

- The real possibility that the student has to achieve the proposed goals and perspectives to the assumed studies.
- The student knows how to act, what further learning process (like thinking) to successfully meet the presented tasks and problems.

- The preliminary knowledge and conceptions the students have about the curriculum to learn, their meaning and usefulness, and the strategies to be employed.
- The context defines the teaching situation itself, particularly the messages received by the student by the teacher and classmates, the organization of school activities and forms of assessment of learning.
- The values and behaviors the teacher models in students, which may facilitate or inhibit their interest in learning.
- The usage of a series of motivational principles that teachers can use in the design and conduction of the teaching-learning process.

Krashen, H. (1981) states that motivation cannot get activated automatically and is not unique to the commencement of the activity or task, but covers the whole episode of learning and teaching to the student. The teacher should deliberately perform certain actions before, during and after, to persist or increase a favorable disposition for the study. In consequence to the teacher, the management of motivation for learning should be present and integrated in all the elements that define the design and operation of education. In the introduction to the lesson the teacher should include prior information to summarize the necessary elements of the knowledge system to be used as a diagnosis of preparation achieved by individual students. Motivation is not only present in the introduction, but in every moment of the lesson, in the development of the lesson as well as the direction and execution of independent work.

The behavior of the protagonists in the professional educational process cannot be completely spontaneous, but must be planned and organized, regardless of the existent specific conditions (cognitive and creative), take place in principles, rules and methods, which by invariants form, the teacher needs to give a master class quality.

The determination of the objectives or the selection and structure of content is not enough. According to Morton, J. (1985) creativity requires a pedagogical work of

motivation with the design of tasks and problems that not only stop at purely instructional, but to put them in the service of the most enduring and transcendent personality in training, motivation is done to achieve:

- Ideological and humanistic convictions
- Assessment of being as priority, his life and the quality of it
- Love towards work and professions
- Development of the will and proper criterion based on the most beautiful human values
- Correct use of language and comprehension of native culture
- Ethics of the compromised professional with his epoch and society
- Professional qualities
- Fair world's valuation
- Development of professional interests.

Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language. The sociological factors affecting language learning situations which Schumann, S. (1985) refers to as creating social distance play an important role. There are some dangers inherent in the blanket term motivation. For example, some inexperienced teachers may confuse the generating of enthusiasm, undoubtedly an important motivational element, with the whole task of motivating the students to undertake and persevere with work.

Willingness to learn maybe related to parental encouragement, not necessarily positively, or to happy learning experiences in other subjects, or to some temperamental trait. Interest may be original to the student, or it may have come via parent, another relative, another student, a visit, or a television show. Interest is often regarded as being a major element, incentives, variety of classroom activity are further tactics available to the teacher, but their effects on success will depend on their quality.

The study of motivation was long dominated by the concept of drive. For psychologists such as Hull and Thorndike, M. (1982) this was emphatically directed towards a given goal. For example, learning part of a language may increase motivational strength: that is, the learner may want to learn the rest. Also, although learning the language is pursued with a particular goal in view, the satisfaction or payoff from the activity of learning itself may be just as great as that from the final attainment of the goal. Simple conceptions of drive theory confuse these aspects of motivation.

Houghton Mifflin, A. (1997) defines motivation as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories discussed in this chapter is to create the circumstances that influence students to do what you want them to do.

Biehler, S. (2009) asserts on the criterion which establishes that cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes account for success and failure, and one's beliefs about the nature of cognitive ability.

After analyzing the previous issue, the author wants to highlight a few more elements that are of paramount importance for the development of this research such as the **pedagogical professional approach**, which constitutes the matter

subject of such investigation. According to López, C. (1995) professionalism is based in the quality of a person who makes his own specific work with relevant capacity to accomplish rationally his objectives, giving to him certain lifestyle. This can be approached in the use of principles, methods, ways, technologies and media corresponding to each case, with a higher preparation (including experience) to transform and to produce some new knowledge and values for a better performance. Professionalism is manifested in individual full satisfaction when actions are executed with attention, carefulness, accuracy and rapidity.

Mirtha, C. (1990) defines pedagogical professional approach as the orientation of the pedagogical process in the formation of professionals for the education, which content is given in the existing relation among the students' formative orientation and the necessities of the graduated from pedagogical university studies' social practice. The essence of this relation is constituted by the settled demands to education taking into account the development universal tendencies and the historical concrete conditions of each country.

Pedagogical professional approach is multidimensional and includes various factors such as:

- Methodological instruction
- Development in the autodidactic capacity
- Pedagogical and curricular domain in the knowledge system
- Development of an alternative thinking.

Addine, F. (2002) deepens in the topic and declares that:

Professional approach is expressed in the organization and direction of the educative influences system departing from the professional practice demands of the future graduated, which implies the necessity of forming the student in the professional practice and for the professional practice allowing simultaneously and in a gradual way in the development of interests, knowledge, and professional abilities, such as the formation of an adequate auto-evaluation of the student in his professional effort and the

development of his reflexive and flexible thinking in the application of such problems in the professional practice. (Translated by the author)

On the base of the exposed analysis, in which contributions of different investigators have been considered, the author considers necessary to take into account the following features in this definition:

- It is an organization and general direction that supports the educative influences' system of the board of teachers in each year as the integrating core of the pedagogical professional formation in the pedagogical sciences universities.
- Since the recognition of the professionalization of teaching-learning process the preparation of the student to identify and to solve professional problems is been prioritized from the first year in their university studies.
- It takes into account a correct formation and development of communicative competence and methodology to allow facing the professional performance with a comprehensive and contextualized character.

Foreign languages special didactics, in these recent years, has used in a profuse way, a specific term to design the kind of communication that the teacher of foreign languages must use to direct the teaching-learning process. The author is talking about '*Teacher Talk*', which is defined by Osborne, D. (1999) as a speech used by teacher that is characteristically modified in four areas: lexis, syntax, morphology, and discourse.

However, the differences in teacher talk as compared to a typical sociolinguistic domain are not systematic or widespread enough, and they tend to disappear as the class advances. That is why it may not be forgotten due of its incidence in the English teaching-learning process, and although it does not constitute a competence in itself, it is present in the whole performance of the foreign languages teacher, since it constitutes the socio-linguistic variable used by the teacher to make himself comprehensible in the class. It is composed by four principal areas or states of the language, which are: phonological, lexical,

syntactical and discursive. It is referred to this matter as an essential lack of the traditional model of body language, as a very important extra linguistic element that completes intentions and add meanings to the word, relevancy components in the Cuban educative context as the affective essence of this kind of communication and its ethics implications, such as other elements in the language that can satisfy specific needs in future English teachers.

In the Pedagogical Sciences University of Holguin, an English teacher, Julio Cesar Rodriguez, is developing a scientific study to obtain his PhD. in Pedagogical Sciences based on the study of teacher talk. This author has demonstrated the inconsistencies of this category to satisfy the communicative needs for the formation of English teachers. In this context he has provided a new concept with its corresponding definition: Professional and Pedagogical Oral Communicative Competence in English. And its definition is:

Integration of capacities, knowledge, abilities and linguistic and extra linguistic habits that are manifested during the communicative act of the foreign language through its proper use as an essential tool to direct the teaching-learning process. This process takes place within an organization and general direction which are part of the system of educational influence of the teaching staff as the basis of the pedagogical and professional formation in the universities of pedagogical sciences. The professional character of the teaching-learning process of English prepares the students to identify and solve professional situations starting at freshman level, focusing on an adequate communicative formation to face their practice teaching with a comprehensive and contextualized approach. (Translated by the author)

After concluding the previous analysis, the author considers that it is necessary to move forward the investigation on the basis of the research of the pedagogical communicative competence. Acosta, R. (2009) defines communicative competence as the psychological configuration that the individual develops to

precisely determine what to say, to who, why, how, where and when to say it, and to perform a proper and correct use of the language.

Communicative competence contains four main directions, although some authors recognize two further directions which are the psycho-linguistic competence and the socio-cultural, while there are some other authors who also recognize the affective competence of learning, orthographical and cognitive. Communicative competence is the supreme objective of teaching, although it becomes, in time, in a means to the multilateral formation of the students, which is finally, the end of education.

According to Raúl, S. (2007) pedagogical professional communicative competence is nothing more than the teachers' general preparation state which allows him to plan, to execute and to evaluate communication, making possible the successful accomplishment of functions and social tasks, taking into account the specific particularities and demands of the involved individuals and the concurrent different contexts.

Pedagogical professional communicative competence has a process character; it can be improved to pedagogical modeling and consequently formed and developed as a perfected level of pedagogical communication. Varona, M. (2007) refers to four existing basic elements that are integrated, conditioned and complemented in this process inner structure, they are:

- Content domain
- Psycho-pedagogical preparation
- Communicative abilities
- Communication style.

As it is known, no one can well speak about what is limited known or fully unknown, that is why knowledge possessed level about the content object of communication makes a very marked influence in the communicative performance.

Language learning and its progressive perfection is the major premise for forming the pedagogical professional communicative competence. According to the

author's opinion, it is necessary to depart from the dialectical materialist understanding of the pedagogical professional communicative competence, as a superior level of pedagogical communication, which allows us to distinguish its appearing as the result of the development of communication, which goes from simple, inferior and less structured forms to better organized and more complex ones, with new and superior attributes and potentialities. Departing from this perspective, pedagogical professional communicative competence has its antecedents in the individual's learning system till the moment of his admission to the pedagogical university studies. He begins to get formed and developed during his studies in the institution and continues his ascending evolution line in the course of the professional practice.

Stephen, N. (1996) states that during initial preparation, the development of the pedagogical professional communicative competence goes through four main stages, they are:

- Imitative professional expression
- Critical-reflexive professional expression
- Reconstructive professional expression
- Independent professional expression.

Recent researches allow to assert that the early formation of pedagogical professional communicative competence is possible during the course of initial preparation of the teachers' personnel in the universalization conditions. It is necessary to say that the pedagogical professional communicative competence must be kept in its formation and development during the professional practice, since in the current conditions, professional formation is permanent and uninterrupted.

The critical analysis carried out with the main categories related to the object of the investigation allowed the author to determine that there is a wide variety of conceptions related to motivation, both from the more general pedagogical sciences, as well as from the Didactic of foreign language teaching. So, it is

assumed that motivation is a common knowledge that for foreign language learning to occur, a certain degree of motivation should be in place. Otherwise all efforts to teach the students to speak, write, and read, simply go down the drain.

In the same way, different authors have thrown light upon the concept pedagogical professional approach, which can be assumed as the process of formation of foreign language professors. It implies that, whatever the foreign language teachers do at the pedagogical university, no matter the subject they are working with, the activities should be directed keeping in mind what the students will do with the skills being developed, in their professional work.

However, there is lack of sufficient theoretical and methodological references about how to foster motivation towards the pedagogical profession based on the motivation the university students have to learn the foreign language. In the same way there is also lack of specific communicative tasks to foster motivation towards the pedagogical profession, making use of the existent theoretical foundation. It is the author's intention to fill this gap, in a first approximation, in the second chapter of this written memory.

1.2 Characterization of Motivation towards the Pedagogical Profession and Its Relation for Learning English

To characterize the current state of motivation towards the pedagogical profession in the first year students from the specialty of foreign languages at the Pedagogical Sciences University Jose de la Luz Caballero and basing the analysis on the professional pedagogical approach in the subject of Integrated English Practice 1, various empirical methods were applied.

Firstly, a survey to students was used to determine their interests and motivations towards the pedagogical profession. Then, an interview to teachers of the specialty was applied with the objective of obtaining information about the teachers' performance to favor motivation towards the pedagogical profession in the first year students of the Foreign Languages major.

The results obtained in the already mentioned methods paved the way for the application of a more generalizing method, the scientific observation. This was used with the goal of allowing to verify the favoring motivational actions towards the pedagogical profession in lessons of Integrated English Practice 1.

The analysis of the professional motivational state was carried out with 30 students integrated in two groups; taking into account this in the first year of university studies for those who entered higher education and in particular to the languages studies, it is known the lower level with which these students enter to the specialty and the varied interests they have, in most of the cases, with no relation with the practice of the pedagogical profession.

Survey to students:

The survey was applied to 10 students of the group object of the investigation. (See Appendix 1)

- In question one, eight of the students coincided that they liked the lessons **sometimes**.
- In question two, seven of the surveyed students said they enjoyed activities with pedagogical approach **sometimes**.

As to the question on the pedagogical activities they carried out more frequently, the results are:

- Role plays. All ten said **yes**.
- Answering written questions, nine said **never**.
- Answering oral questions, eight said **never**.
- Searching for information. Seven said that **sometimes**.
- Narrations. Nine said that **most of the time**.
- Professional situations. Eight said that **all the time**.
- Dramatizations. All said **yes**.
- Dialogs. Eight said that **sometimes**.

- Exchanging in English with your partners. Six said “**Yes of course**”, four “**I speak Spanish too**”.
- OTHERS. Which? They mentioned changing the end of a story, writing a postcard or a letter to a professor.

The last question rendered the following:

A. The students do not discern on the importance of being a teacher, nor as a means to educate and enrich other cultural backgrounds.

B. The students see the pedagogical preparation in class as a burden, a punishment, a waste of time in class, with no clear values in sight. According to them, pedagogy is strenuous, tiresome and empty.

The completion of the surveying stage allows asserting that the students' motivation towards the pedagogical profession is **very low**. Given what was detected in the previous stage, it is logical to assume such outcome, and the method applied so confirms it.

Interview to professors:

Secondly, an interview was applied to four professors of the specialty, with a long teaching experience in the subject Integrated English Practice in general. (See Appendix 2). The objective was to obtain information on aspects related to the preparation and presentation of the pedagogical profession in the class.

The answers to questions one and two were unanimous: The pedagogical formation is an important activity that must be developed alongside the lesson, and it is basic to motivate the students towards their future goals and towards any other skill.

Question three elicited that the professors prepare the lesson and themselves devotedly. As to enhance motivation towards the profession, they posited that such motivating session carries the same amount of preparation. They added that creative exercises are the best ground for motivating the students towards the pedagogical career.

The professors replied that there is no key moment to include motivating pedagogical activities in the lesson; the motivation towards the pedagogical career can be presented in any of the three stages of the lesson.

They said that the tasks they devise for motivating the students towards teaching are “*most of the times*” varied, and try to stimulate the students towards the profession. Sometimes they ask the students to make researches for information about famous pedagogues and with it, involve them in their beautiful professional labor.

Finally, in the last question the answers provided coincide on the fact they know the students are not very much prone to the profession, they are rather biased and do not really welcome such activities in class, protesting sometimes.

The completion of the interviewing stage allows concluding that the motivation towards the career is deemed as fundamental, and that the activities devised to that purpose must be varied, motivational, and creative. The professors are conscious of the dissatisfactions in the students towards the teaching career.

Observation to lessons:

Thirdly, observations were carried out to determine how the professors dealt with motivation towards the pedagogical profession in class to motivate the students towards it. Seven lessons were visited in the current 2013 first-year of the specialty of English.

Indicators that would approach the main concerns of the observation as a method were designed: (See Appendix 3)

1. How the professor addressed the lesson in general and prepared the students from a motivational perspective.
2. How the pedagogical tasks were presented to the students within the lesson.
3. How the students were drawn into and involved in the process of language learning especially towards the profession.

4. How varied the pedagogical tasks proposed were so that motivation could be kept in acceptable-to-high levels, given the evidences compiled.
5. How attractive were the topics selected by the professor.
6. How much time was devoted towards pedagogical tasks in the lessons.

After analyzing the results of the observations and analyzing them, the following was determined:

- There were no noticeable intentions by the professor that would indicate a motivational approach in the lesson towards the profession in particular.
- The tasks used were presented with a tendency to follow the standard way, with no systematic specific attention to the fact that the students were to confront acts towards the profession.
- The orientation, execution, follow-up and control of the skills did not differ from the usual procedures. No special attention was given to the professional activities.
- There was not much variety in the pedagogical tasks. Most of the students were concentrated on writing, reading and listening or speaking, with a similar pattern to what had already been discussed in the previous skills, with no variations to create information gaps and new situations.
- The choice of topics was not bad, although some of them could be updated.
- There were still problems with the time allotted for the development of motivation towards the profession, and the lessons displayed the gamut of situations depicted before in terms of using the skills as a time saver or discarding it.

The completion of the observation stage allows to state that the degrees of motivation that must be activated in class to encourage the students are not

satisfactory, which has an impact on the stimulation of their professional performances.

The triangulation of the results obtained with the use of the different empirical methods made it possible to determine the following **regularities**:

1. Most of the students are partially unmotivated towards the profession.
2. The blank space in motivation goes back to lesson quality and unfulfilled professional orientation in previous years.
3. The students seem to limit their professional formation to what they mechanically know about the teaching subject.
4. The tasks and activities to which they are exposed are not creative, nor attainable in some cases, definitely not varied, and hardly systematic.
5. Language problems affect the students' performance in writing, and by extension modify unconstructively their levels of motivation towards the skill, in a vicious circle.
6. Teachers do not really master how to direct the students' professional orientation through the English lessons.
7. Teachers are not aware of the negative response of students towards the career.

Partial Conclusions of Chapter One

The development of the first stage of the investigation permitted to establish its theoretical foundation. It analytically delved into the reality of the professional interests of the students, exposed the main difficulties they have to get involved in that situation, and approximated to some elements concerning motivation and the pedagogical profession.

The author of this diploma paper assumed that the motivation of the students is one of the most important factors influencing their success or failure in learning the language. Some inexperienced teachers may confuse the generating of

enthusiasm, undoubtedly an important motivational element, with the whole task of motivating the students to undertake and persevere with work.

Concerning Professional Pedagogical Approach is assumed as the orientation of the pedagogical process in the formation of professionals for the education, which content is given in the existing relation among the students' formative orientation and the necessities of the graduated from pedagogical university studies' social practice. Teacher Talk is also taken into account as a speech used by teacher that is characteristically modified in four areas: lexis, syntax, morphology, and discourse.

These categories are a central point to the investigation as a whole. Now Chapter Two will contribute the proposal made by the author to solve the problem declared.

CHAPTER 2: A PROPOSAL OF PEDAGOGICAL PROFESSIONAL SITUATIONS TO IMPROVE MOTIVATION IN STUDENTS FROM FIRST YEAR MAJOR IN EDUCATION IN ENGLISH AS A FOREIGN LANGUAGE SPECIALTY

This chapter is devoted to the presentation of the main elaborations which resulted from the second stage of the process of investigation in order to fulfill the research objective, and thus try to solve the research problem. To do so, the author presents a set of pedagogical professional situations to increase motivation towards the pedagogical professional studies in students from first year major in education in English as a foreign language specialty.

According to Medina, A. (2012) the term professional situation means to bring to life in the classroom what normally happens in real life and integrates it into some kind of communicative event. Van, E. (2012) considers it as the complex of extra linguistic conditions which determine the nature of a language act, of which four components are distinguished:

1. The social role which the learner will be able to play
2. The psychological roles which the learner will be able to play
3. The settings in which the learner will be able to use the language
4. The topics which the learner will be able to deal with in the language.

Motivation and necessities towards studying are satisfied with the development of the students' own activities of the study and knowledge, capacities, habits, and abilities that prepare them for their future social life.

2.1 Methodological foundation for the elaboration and application of the pedagogical professional communicative situations

It has been the author's purpose to base this proposal on the following **methodological foundation**:

- a) Every situation, in content and in form, should suit the learners' interest, both individually and collectively, so as to foster motivation towards the pedagogical career emphasizing the motivation towards the profession.

- b) The way in which these pedagogical situations will be carried out in class will grant the permanent processes of interaction among the learners, so that they will be active all the time, while expressing the importance of their profession as future teachers, interacting and collaborating with one another, while the teacher will play the role of facilitator.
- c) Taking into consideration the level of the students, that is, higher level, the pedagogical situations have been designed so as to favor oral communication. However, the four communicative skills are used in an integrated way; using one contributes to the development of the others. Under these circumstances, the activities will follow an integrative approach.
- d) The way in which the proposed pedagogical situations are structured will favor the use of teaching learning intra and extra-curricular and learn from each other. These will contribute to the reinforcement of their values formation, with emphasis on the values of solidarity and responsibility, allowing cooperative learning.
- e) The participation of the learners in these pedagogical situations will not be limited to the development of the proposal. They will take part in their own evaluations, that is, they will develop participative learning.
- f) The language material proposed, both by the students and the teacher, will be taken from native speakers and based on real life situations, so as to approach authentic learning as near as possible.

Apart from the methodological support already mentioned, there are other elements the author wishes to highlight, which the professional situations are aiming at establishing student interaction during the lesson, in which they will integrate the different English abilities, that is, oral and written expression. The development of these abilities will be based on their daily life.

However, the teacher will play a fundamental role at the time he orients and controls the professional situations, while his role will be that of a facilitator during the development of the pedagogical situations. The idea of using some tasks in the

classrooms contributes to strengthen individual and collective activities in the subject.

Considering the important role motivation has in the teaching-learning process to stimulate learning in a foreign language, this Diploma Paper presents a set of pedagogical situations with the objective of guiding teachers of English on how to motivate the students towards the pedagogical profession. This set of pedagogical situations was elaborated with the objective of leading students to look for new sources of information, to widen their knowledge and cultural background through some teaching-learning activities, taking into account the students' necessities and interests to awaken their interest in loving the pedagogical career and learning a foreign language.

For the proposal of the set of pedagogical situations the author of this research took into account the following aspects:

- The place where the University is located
- The University conditions
- The way of life of the students
- The level of assimilation of the students
- The different degree of formation of their motivation towards their profession
- The language level in English and its relation to the content of the situation
- The social situations of the learners in reference to the objective and subjective conditions for the development of their university studies
- The English teachers' qualifications characterized by satisfactory levels of development of their didactic and communicative competences in the foreign language
- The author's own possibilities to facilitate the development of the proposed situations.

2.2 A Proposal of Pedagogical Professional Communicative Situations

The pedagogical situations that will be offered here are the result of the author's endeavors. They emerge from the revision of other sources (the advisor's lesson plan, and books), and their adaptation to first year, in the circumstances currently marking the level and the type of student, as well as the place of action in the framework of the subject as a reinforcement of the other skills and mostly, though not always, during every phase.

In the structure of the pedagogical situations the following features are presented:

- ✓ Title of the pedagogical professional situation
- ✓ Objective
- ✓ Procedures
- ✓ Recommendations

Now the author of this paper presents the pedagogical situations, which application can be combined, taking into account the psycho-pedagogical exigencies previously pointed out.

Situation Number One

Title: "The Light Plane"

Objective: To reflect towards the importance and meaning of the pedagogical profession for the students from their own elaboration, using mainly the oral communicative skills, so as to contribute to the development of the positive affective life experiences regarding the pedagogical profession.

Media: No special media required.

Procedures: The teacher selects seven students among which he distributes the following roles: a lawyer, a pregnant woman, a teacher, a husband (head of a family), a doctor, a farmer, and an artist. Then the teacher gives them the following situation:

You are traveling on a light plane and suddenly one of its engines explodes, seven people are traveling with you and the only way to survive is jumping off the plane but there are only three parachutes for the most significant characters. According

to their roles, each of them has to prepare an argument in which they expose why they think they deserve to be given one of the parachutes for saving their lives. They present any argument and try not to reject the possibility of earn one of the parachutes. They have to try to be chosen by the rest for taking one of the parachutes and be saved.

After developing the dramatizations, listening to the arguments and refutations of those who thought should be saved, the seven characters decide among them, through votes, which of them will occupy the three parachutes.

Then the analysis will be carried out to the whole group. The class will finally decide which of the characters should take the parachutes after making the assessments about the role each of the characters has in society.

The teacher will emphasize on the role of the teacher leading the reflections towards the importance this profession has in society. With the objective of promoting the discussion concerning the personal assessments made towards the pedagogical profession, and towards the personal identification.

At the end of the situation the teacher will ask to the students:

Who identified himself as the teacher? Why?

How did you feel in the development of the situation?

How do you feel being a teacher to be?

Vocabulary hints to guide the students:

I think that...

I consider...

My point of view is...

In my opinion...

Situation Number Two

Title: “Ideas Approach”

Objective: To provide arguments that support, are against and reveal the most interesting aspects of the pedagogical profession.

Media: A piece of paper, pencil or pen, blackboard

Procedures: The students will write individually on a piece of paper the positive, negative and interesting aspects of being teacher.

The teacher will divide the blackboard in three columns, the first one for the positive aspects, the second one for the negative aspects and the third one for the interesting aspects individually selected towards the profession.

The teacher then will promote the collective reflection fostering the ideas of evaluating if the positive, negative and interesting aspects of the profession are really as positive, negative and interesting as they think they are, beginning by the positive aspects and finishing by the interesting ones. The teacher should (after running out the ideas and assessments) emphasize on the positive and interesting aspects, and even try to seek the positive side in those aspects presented as negative towards the profession, always departing from the collective analysis, the teacher will only guide the reflection towards the wanted goal.

The teacher and the class will finally get to a balance among the three aspects, demonstrating the superiority of the positive and interesting aspects over the negative ones, linked to the objective of the profession.

At the end of the activity the teacher will ask to the students to express:

How did you feel during the activity?

Make a list of the emotions you had. Share with your classmates.

Situation Number Three

Title: “The Best Teacher”

Objective: To appraise the attributes the teachers should have for the development of their roles using the oral and written skills, with the appropriate use of technical professional terms, thus reinforcing the motivation towards the pedagogical profession.

Media: A piece of paper, pencil or pen, blackboard.

Procedures: The students will be oriented to write on a piece of paper the qualities, which according to them should have the personality of the best teacher. They should write them in a hierarchical order.

Then each of the students will read the written qualities and the teacher will write them on the blackboard as a “brain storming”.

The whole class then will establish a hierarchical order of each of the qualities written on the blackboard according to the others and the teacher will establish reflections departing from the following questions:

- Why the first question? (This procedure should be done with the first three written qualities on the blackboard)
- Then the teacher will ask: Which of these qualities do you have? (This reflection should be made individually and in group form). Did you know you had them?
- In the case you didn't, what would you do for becoming a better teacher?

Observation: This professional situation can be combined with dramatizations of positive and negative qualities, with the goal of comparing and discussing. Some support questions can be added such as:

How did you feel in the role of the ideal teacher?

How did you feel in the role the worst teacher?

Finally, the teacher will ask for self-reflections about the qualities they lack for being a good teacher and on such basis to establish goals for fulfilling successfully this profession.

Situation Number Four

Title: “The Professional Suitcase”

Objective: To reflect on the attributes the students have to form for becoming good professionals and to determine those they need for fulfilling their own interests as future educators; meanwhile, they will make use of communicative skills with emphasis on the oral ones.

Procedures: The teacher must make the students play a role in the following situation:

“We are all teachers and we are gathered in the meetings room of the school where we work. The information is about the government for going on a mission to the different countries of the Latin American continent. Since the election of those who will go to the mission will be very strict, we need to place in a suitcase our best qualities as teachers, since these are the ones we will carry with us, and we will place in a chest those qualities which are below the level we want, let’s say the professional weakness which must stay.”

The whole group will do a collective analysis departing from what each one of the students placed in the suitcase or in the chest.

Situation Number Five

Title: “The Ball of Wool”

Objective: To offer their personal critical opinion about the pedagogical profession, under the teacher’s guidance, with emphasis on the affective sphere and making use of their oral communicative competence.

Media: A thick ball of wool thread.

Procedures: All the students have to stand up and form a circle. The teacher will give to one of them a ball of wool, this student will give his criteria about the pedagogical profession, then he will take the tip of the thread and he will throw the ball to another student who also has to express his/her opinion. The action will be repeated until every student has participated. Once they have said their own criteria about the pedagogical profession, the last student who got the ball will have to express the opinion of the one that threw the ball to him, and the other student will have to do the same operation allowing the ball to travel back until it gets to the first student who threw it.

The teacher must warn the students to be attentive to the opinions of their partners, since they will not know who will be the next to receive the ball.

Situation Number Six

Title: “Professional Problems Solution”

Objective: To foster their pedagogical formation through the solution of proper teachers’ tasks with the goal of preparing them to lead the teaching-learning process, reinforcing their oral and written communicative competence with emphasis on fluency.

Media: No special media required.

Procedures: These activities can be done in a gradual or systematic way with the help and supervision of the teacher. The author proposes the following:

- To provide some characteristics of a group of adolescents, their families and their community.
- To guide activities in the community where the school belongs.
- To guide activities with the family (school meetings).
- To solve problems regarding teacher-student relations

- To discuss in class the results of the pedagogical situations.

Situation Number Seven

Title: “My Profile”

Objective: To foster their pedagogical formation through the creation of a teacher profile preparing the students to lead the educational process and reinforcing their oral and written communicative competence.

Media: No special media required

Procedures: You are going to create a brief profile of yourself as a teacher. The following activities will help to focus your thoughts.

a) Work together.

Read through the teachers’ opinions below. Do they correspond to your beliefs about teaching and learning? Discuss together, and explain why you agree or disagree with them.

- Teachers should use English at all times in class.
- Grammar exercises are boring and don’t help students to learn the foreign language.
- Without grammar, learners will never be able to learn English properly.
- Speaking practice is more effective than writing practice.
- Effective ways of practicing language are dialogues, role plays and discussions.
- Reading and studying texts helps learners to understand how language is used.
- Giving learners opportunities to experiment with language promotes fluency.
- Playing games in class contributes to language learning.

- Teachers must control what learners say and do in class at all times.
- If learners have too much freedom, they will make too many mistakes.

b) Consider your teaching approach. Do you use a mix of approaches, or do you tend to follow one approach? Some examples of approaches are listed below. Discuss them with your partner – what do they mean? Add to the list any other approaches you know.

Teacher-centered approach

Learner-centered approach

Communicative approach

Task-based approach

Traditional approach

A mix of different approaches

c) Here are some adjectives which describe teaching styles. Work in groups and discuss whether you apply any of these styles and, if so, when. Can you think of any other adjectives for describing teaching styles?

Add them to the box.

Democratic	Controlling
Formal	Lecture
Friendly	Supervisory
Approachable	Creative
Distant	Motivational
Authoritarian	Inspirational

d) Now create your teaching profile. Use ideas from the discussions you had in the previous activity and jot down notes in the spaces provided.

My profile	
My beliefs about teaching and learning	
My approach	
My style	

e) Work with your partner and discuss:

- Has your profile changed since you began teaching?
- If so, in what ways?
- What were the reasons for the changes?
- If you haven't changed, why do you think it is so?

Situation Number Eight

Title: "Teacher Roles"

Objective: This aims to prepare participants for the following stage where they will identify which roles are transferable from teaching to training. There are three stages (a) discussion (b) matching and (c) exemplifying a role from classroom experience.

Media: No special media required

Procedures: The next activity presents examples of the types of roles involved in teaching, together with definitions which participants match to the roles.

- Divide participants into groups.

- Move to (a) what does a teacher do? Participants brainstorm the kinds of actions teachers carry out in the classroom.
- For more advanced participants, they could consider training courses they have attended and discuss:
 - How important was your trainer in the outcome of the course?
 - How did your teacher contribute (or not) to your success/lack of success?
 - What did you find helpful?
 - Was there anything your trainer did which you feel was unhelpful?
- Elicit some brief examples from their discussions and talk about roles, i.e. how teachers adopt different roles according to what the classroom situation requires. For example: diagnostician (identifying the strengths and weakness of learners/finding out what they have learnt or what they still need to learn); disciplinarian (maintaining order, dealing with behavior issues, etc.); assessor (testing learning).
- Move to (b) Role definitions. Distribute the cut up roles and definitions and ask participants to work together to match them.
- For more advanced participants, distribute the roles without the definitions and ask them to discuss what they think each role involves; then distribute the definitions and ask them to compare with their own suggestions.
- Check answers and give participants an opportunity to ask for clarification about any of the roles which are unclear. For example, there is similarity between mentoring and guiding, though mentoring is usually more long-term and more intensive. There is also some overlap between organizing and facilitating, though facilitating also tends to involve monitoring and giving help where needed.
- Move to (c) Classroom roles. Give each member of the group one role. Ask them to think of an example of this role from their own classroom practice, e.g. a facilitator setting up a role play would decide who took which roles, how the

furniture in the room was arranged, etc. They can make notes to help them if they wish.

- Next, describe their experience of the roles in their groups.

Roles	Definitions
Assessor	Test and evaluate learning
Diagnostician	Identify strengths and weaknesses, uncover barriers to learning and their causes
Disciplinarian	Ensure that rules are respected, that behavior is acceptable and order maintained
Facilitator	Ensure tasks and activities run smoothly; use techniques to enable effective participation; help learners learn for themselves
Guide	Give advice and direction to enable learning to take place
Provider	Communicate facts; provide information, tools, knowledge and skills to foster effective learning and developing
Materials developer	Create worksheets, activities, texts, games, etc. to make the learning process more motivating and effective
Mentor	Empathize with and counsel learners, and help them to find answers to problems or difficulties; give advice to assist development

Organizer	Manage the space, i.e. make decisions on seating arrangements, class dynamics, how activities will be carried out, what equipment will be used, etc.
Planner	Decide on learning aims, procedures for achieving these, materials to use, tasks and activities to be carried out
Problem-solver	Responding to problems as they arise, e.g. breakdown of equipment, difficulties with planned activities, behavioral issues
Resource	Source of knowledge, know-how, information
Role model	Exemplar of best practice, standards of excellence, quality input

Partial Conclusions of Chapter Two

This chapter presented the main contribution of the Diploma Paper: the proposal of a set of pedagogical situations to increase motivation towards the pedagogical professional studies in the 2013-2014 first-year students of the specialty. It enriched the presentation with notes and suggestions on how to approach the career in class. A quick look at the term situation was volunteered too, as a prelude to the proposal.

The professional situations aimed at establishing student interaction during the lesson, in which they will integrate the different English abilities, that is, oral and written expression. The development of these abilities will be based on their daily life.

However, the teacher is to play a fundamental role at the time he orients and controls the professional situations, while his role is to be a facilitator during the development of the pedagogical situations. The idea of using some tasks in the classrooms contributes to strengthen individual and collective activities in the subject.

This set of pedagogical situations was elaborated with the objective of leading students to look for new sources of information, to widen their knowledge and cultural background through some teaching-learning activities, taking into account the students' necessities and interests to awaken their interest in loving the pedagogical career and learning a foreign language.

CHAPTER 3: APPLICATION OF PEDAGOGICAL COMMUNICATIVE SITUATIONS IN THE EDUCATIVE PRACTICE

This chapter presents a preliminary corroboration of the effectiveness of the pedagogical professional situations of the proposal via specialists' opinion, in a partial application practice, and a certification letter. (See appendix 7)

The effectiveness of the pedagogical professional communicative situations proposed to increase motivation towards the pedagogical professional studies in students from first year major in education in English as a foreign language specialty was evaluated by means of a pedagogical experience.

3.1 Specialists' Criterion

To gather consensus about the methodological aspects of the proposal, the pedagogical professional communicative situations were presented to a group of experienced professors with years devoted to the teaching of English as a foreign language. They were surveyed. (See appendix 4)

The survey applied to ten experienced professors. Their academic ranks and scientific degrees are summarized as follows:

5 Masters, 3 Ph. D's, and 2 B.Eds.

2 Lecturers, 4 Assistant Professors, 1 Associate Professor, and 3 Full Professors.

The age average of the professors was 46.5 years. The years of experience averaged 28.1.

A special item where the professors are asked if they have in anyway been in contact with the topic (motivation towards the career) was added to the survey. A 90% of them marked yes. Together with the average of their ages, years of experience and their academic ranks, this item adds an extra reliability to their capacity to give validations on the matter, and singles them out as specialists.

The results in each indicator rendered the following:

Indicator #1:

Five marked C1. Five marked C2.

Indicator #2:

1 Professor marked C2, 7 professors marked C3 and 2 professors marked C4.

Indicator #3:

All 10 professors marked C1.

Indicator #4:

All the professors surveyed marked C1.

Indicator #5:

According to the contribution of the proposal in this indicator, all the professors surveyed marked C1.

Partial conclusions from the survey to the professors (Specialists' Criterion)

An analysis of the results obtained in this survey shows that the novelty proposed have potential enough, therefore, they qualify as an adequate alternative to be applied in the teaching-learning process. The prevailing categories marked moved from C3, to C2, to remarkable C1 selections in some of the indicators. Another outstanding element is that no professors marked C5. The fact that the categories selected move from C1 to C3 allows to state that the professional situations are a positive contribution and an alternative to what is being done in class, and marks them as a proper choice to be applied.

3.2 Corroboration of the Effectiveness of the Application of the Proposal in Class

Due to the characteristics of this investigation, the proposal of Pedagogical Professional Situations could not be carried out by the researcher himself. So, one of the experienced teachers belonging to the staff in charge of Integrated English Practice was selected for the application. Besides her experience, it was taken into consideration that she carried out her research to obtain her degree as a Specialists in topic related to this investigation. So, the author of the Paper visited three lessons in the 2014 first-year group. He familiarized himself with the group of

students where he was to be a visitor, not to be an alien element in the classroom while applying the observation guide, by conducting lesson moments in the group and applying the initial and closing surveys. This allowed the process to move naturally. The indicators and parameters used were adjusted to suit the context and scope of the Diploma Paper. This process of validation was possible through practice with an observation guide. (See appendix 5)

The effectiveness of the novelty was by means of a pedagogical experience. The population of first year students at José de la Luz y Caballero Pedagogical Sciences University is 86 students and the sample chosen was integrated by 26 students.

The students of this group keep a climate of trust and respect towards each other and towards the teachers. They share interests and wishes. Most of them have achieved a relative psychological maturity. They are critical and able to offer their opinions departing from a deep analysis of different topics. The 65 % of them have good results in English.

First Visit

Communication indicators:

1. Oscillating on all three parameters, with a slight tendency towards C.
2. Ranging on B and C with a tendency towards C.

Activity Indicators:

1. Stable on B.
2. Between B and C, with a tendency towards C.
3. Between A and B, with a tendency towards B.

Second visit

Communication Indicators:

1. Oscillating between A and B.

2. Stable on B.

Activity Indicators.

1. Strong tendency to A.
2. Full B.
3. Full B.

Third visit

Communication Indicators

1. Full A.
2. Between A and B with a tendency towards A.

Activity Indicators.

1. Ranging on A and B with a tendency towards B.
2. Towards B.
3. Towards A.

Partial conclusions from the observation

First visit:

The tabulations show that during the first part the ranges are not satisfactory in most cases, and there is an oscillating distribution; what shows the students are not used to these tasks and start adapting to them.

Second visit:

The tabulations show an improvement in most of the indicators. It should be noticed, however, that in the case of the activity indicators, the progress is still slow.

Third visit:

The improvement in the indicators is more noticeable by the third moment. The students have progressively adapted and responded to the tasks in the two aspects controlled.

3.3 Survey to Students

After the pedagogical experience a survey was applied to 10 students of first year from the already mentioned class and university. This process of validation was possible through the application of the survey. (See appendix 6)

In Question Number 1:

The students marked in the following way:

2 marked Good.

6 marked Normal.

2 marked Bad.

1 wrote the lessons were “boring”.

1 wrote the lessons “depended on the teacher”.

No student selected “excellent”.

In Question Number 2:

The survey rendered the following:

9 students selected “excellent”.

1 student selected “good”.

8 students wrote the lessons were “different”.

8 students wrote the lessons “motivated more”.

7 students wrote the lessons were “interesting”.

In Question Number 3:

All students marked “yes”.

No student marked “I don’t know”.

Partial conclusions from the survey to students

The results of the survey indicated that there was a high degree of acceptance and motivation from the students, what adds to the results obtained in the survey to the professors and the validation in practice.

Partial Conclusions of Chapter 3

Chapter Three was dedicated to corroborate the effectiveness of the pedagogical professional communicative situations through the preliminary validation moments, all of which attested that the proposal was satisfactory in scientific terms.

In the survey to professors an analysis of the results obtained in this instrument shows that the novelty proposed have potential enough, therefore, they qualify as an adequate alternative to be applied in the teaching-learning process.

The tabulations show that during the observation to lessons the students have progressively adapted and responded to the tasks in the main aspects controlled.

Each validation moment proved the efficacy of the tasks. Criteria from experienced professors, a practical implementation in class and its description, an explanation with scientific methods, and finally an approach to the opinions of the recipients of the situations permit to state that the proposal is valid.

GENERAL CONCLUSIONS

The development of the first three research tasks of the investigation allowed the author to approximate to the real situation existing, both from the theoretical and empirical points of view, and thus to try to solve the existing problem with a singular proposal.

The first stage of the investigation demonstrated that an approximation to the state of the art related to an interaction between motivation and pedagogical professional approach permitted to determine the existence of general referents, and the lack of specific proposal to foster the motivation towards the pedagogical profession in students of first year to become future English professors. In general terms, it was determined that motivation is related to the following terms: interest, enthusiasm, motive and emotion. On the other hand, it is necessary to mention that pedagogical professional approach is a multidimensional phenomenon which includes various factors such as methodological instruction, development in the autodidactic capacity, pedagogical and curricular domain in the knowledge system, and favors the development of an alternative thinking.

In the same way some limitations were detected which hindered the expected results in reference to the reinforcement of pedagogical intensions in this students. The results obtained by means of different empirical methods allowed to demonstrate that the principal problem of the lack of motivation in the students towards the pedagogical profession is based on the lack of exploitation of materials and activities which motivate them to love the profession. These activities and situations are not taken into account in the students' preferences. That is why the students are not interested in the profession.

In the second stage of the investigation, an attempt has been made to elaborate a proposal to solve the research problem. This first try is built up by two main parts: The first one consisting in the theoretical and methodological basis needed for the elaboration and application of the pedagogical situations; and second one, the professional situations as such, which consists in eight proposals, with the same structure and adapted to the specific requirements of the students subjects of this

investigation. This set of pedagogical professional situations takes into account the students' preferences and the methodological foundations of the activities, which main features are: emphasis on the motivational aspect towards the pedagogical profession, interactive approach, cooperative learning and participative learning.

Through the proposed set of professional situations, motivation towards the career in the students was achieved. These situations were devised, implemented and validated by the author. The results proved that they were effective and could be used to contribute to solve the problem of lack of motivation towards the pedagogical career in the first year mayor students. These professional situations did make a positive difference. Motivation and involvement were the common element.

RECOMMENDATIONS

The author suggests to:

1. Deepen on the theoretical elements concerning motivation in general and specific elements treated. What was systematized here is only a part of how much can be learned and put in creative perspective.
2. Enrich the pedagogical situations with new ideas and variations. The ones presented here are open to modifications and changes that would enhance them and would allow their expansion, and their application in other teaching levels.
3. To analyze the possibility of applying them to other levels, with modifications.
4. Leave an e-copy of this research in the different schools of the municipality, for the teachers interested on the matter.
5. Carry out methodological activities to expand and publicize the results of the paper, and allow other teachers to approach and assess the problem detected.
6. Develop methodological meetings to offer a broader insight into methodological and communicative particulars of the pedagogical situations proposed in terms of:
 - Communicative skills involved in the professional situations proposed.
 - Methodological orientations on how to present and work with the professional situations in class, considering the kind of teachers in front of the students in our realities today.

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APPENDIXES

Appendix 1

Survey to Students

Objective: To explore the opinions of the students of first year in the specialty of English, the 2012-2013 class, about the pedagogical profession.

Dear student: We are carrying out a research on motivational aspects of the pedagogical profession in your level. Your opinions on the issue are a key to find ways to improve the lessons you are taking. Please answer the following survey. Thank you.

Do you like the lessons you are taking at present?

YES _____ NO _____ SOMETIMES _____

Why?

Do you enjoy the tasks with pedagogical approach proposed by your professors in class?

YES _____ NO _____ SOMETIMES _____

Why?

Mark with an X all the activities you do in class for developing your ability as a teacher:

- ___ Role plays
- ___ Answering written questions
- ___ Answering oral questions
- ___ Searching for information
- ___ Narrations
- ___ Situations in English
- ___ Dramatizations
- ___ Dialogs
- ___ Resorting to personal experiences
- ___ Others. Which?

What is your opinion about the importance of being a teacher? How would you classify the pedagogical preparation in class?

Appendix 2

Interview to teachers

Objective: To obtain information on aspects related to the preparation and presentation of the pedagogical formation to the students.

Esteemed colleague:

We have embarked on a research about motivational issues in the lesson of English, particularly those related to the pedagogical profession and student motivation towards it. Your answers in this interview will be crucial in charting our research course. Thank you.

Do you deem the pedagogical formation as an important activity to be developed in class? Why?

Do you consider it relevant to motivate the students in class towards the profession?

How do you prepare yourself and plan the lesson to achieve high levels of motivation in class towards the pedagogical profession in special?

In your opinion, which is the key moment in class to include pedagogical activities to motivate the students towards the career?

Are the tasks you devise for motivating the pedagogical profession varied and stimulating?

Are you aware of your students' attitudes and disposition towards developing such activities in class?

Appendix 3

Observation Guide

Objective: To determine how the professor deals with the motivation towards the pedagogical profession in class.

Activity: _____ Year: _____ Lesson: _____

INDICATORS

1. General motivation of the lessons
2. Presentation of the pedagogical professional situations proposed
3. Student involvement
4. Variety of the pedagogical professional situations proposed
5. Attractiveness of the topics towards the pedagogical profession
6. Time allotted to the pedagogical development

Appendix 4

Specialists' Criterion

Objective: To obtain a preliminary corroboration from specialists on the feasibility and applicability of the proposal of pedagogical professional communicative situations.

Dear Professor: We are in the middle of a research on the motivation of first-year students towards the pedagogical career. It will be very valuable to have your opinion on the pedagogical professional situations we propose to achieve that goal. They are annexed here. We certainly hope to be counting on you whenever we need you. Thank you.

General Information:

Years of experience

Categories	Ph.D.	Instructor
	Master	Assistant
	B.Ed.	Associate
		Full Professor

Have you done any exploratory research or studies on the matter of motivating the students towards the pedagogical career?

Yes No Little

Classifications C1, C2, etc., mean Category 1, 2, etc. C1 is the most positive valuation of the indicator; C5 the lowest successively. The underlined words in each indicator are the guide for the valuation. For example, in indicator 3, Coincidence of the proposal made..., C1 reads High coincidence, C2 Good coincidence, C3 Coincidence, C4 Low coincidence, C5 No coincidence. The categories High, Good, Coincidence, Low and No are valid for all five indicators, changing only in C3, where it will be the underlined word in each indicator. Thank you again.

Indicators to Be Pondered:

1. Pertinence of the proposal of pedagogical professional communicative situations to improve motivation towards the pedagogical profession in respect to the theoretical foundation declared in the research.

C1 C2 C3 C4 C5

2. Correlation between the linguistic demand of the pedagogical professional communicative situations and the students' language level.

C1 C2 C3 C4 C5

3. Coincidence of the proposal made with the methodological elements suggested about the pedagogical situations to be developed.

C1 C2 C3 C4 C5

4. Potential of the proposed pedagogical situations to attain positive changes in the motivation of the students towards the pedagogical career.

C1 C2 C3 C4 C5

5. Contribution of the proposal to the teaching-learning process of English in general and towards the profession specifically.

C1 C2 C3 C4 C5

B) Any other suggestions or opinions?

Appendix 5

Lesson:

Visit:

Note: In all cases

- a. Indicates a high positive corroboration of the indicator.
- b. Indicates an average (mid) corroboration.
- c. Indicates a low negative corroboration.

Observation Guide:

Objective: To obtain preliminary reliable data on the actual effectiveness in class of the application of the proposal.

I. In communication.

1. Quality of the motivational ideas stated.

- a. Good
- b. Fair
- c. Bad

2. Richness of the pedagogical ideas expressed.

- a. Good
- b. Fair
- c. Bad

II. In activity.

1. Participation in the work sessions in class.

- a. Good
- b. Fair
- c. Bad

2. Enthusiasm (motivation) shown.

- a. Good
- b. Fair
- c. Bad

3. Individual, collective or pair-work cohesion when demanded to carry out the pedagogical situations.

- a. Good
- b. Fair
- c. Bad

Appendix 6

Survey to Students

Objective: To know the opinion of the students involved in the process (recipients of the proposal) about the new pedagogical professional situations proposed to them in class.

Dear Student: As you know, we have been working together to optimize the lessons you receive. We are carrying out a research on motivational aspects of the pedagogical profession in your level. This survey will give us much insight into how you have felt with the new proposals made by your professor in class. Thank you in advance for your answers.

Guide:

1- The pedagogical tasks previously assigned to you in other lessons, before you worked with the new proposal, have been: (Mark with an X)

Excellent	Standard	OTHERS
Good	Bad	

2- The new pedagogical situations implemented by your professor have been: (Mark with an X)

Excellent	Standard	OTHERS
Good	Bad	

3- Has the new proposal improved your English in general and your motivation towards the pedagogical career?

Yes	No	I don't know
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Appendix 7

Certification Letter

Institución: University of Pedagogical Sciences José de la Luz y Caballero.
Holguín.

El presente documento hace constar que el aspirante Ariel Adrian Infante Reinaldo, estudiante del 5to año de la carrera Licenciatura en Educación Lenguas Extranjeras inglés, aplicó y validó en esta universidad su investigación en el primer año de inglés curso regular diurno 2013-2014 como tesis de diploma:

**SET OF PEDAGOGICAL PROFESSIONAL SITUATIONS TO INCREASE
MOTIVATION TOWARDS THE PEDAGOGICAL PROFESSIONAL STUDIES IN
STUDENTS FROM FIRST YEAR MAJOR IN EDUCATION IN ENGLISH AS A
FOREIGN LANGUAGE SPECIALTY**

Los resultados obtenidos durante y después del proceso de validación preliminar pueden ser catalogados de buenos, a partir de la constatación de los criterios dados por los profesores y resultados de los estudiantes en la habilidad, a quienes se les aplicaron las situaciones elaboradas.

Dado en Holguín a los 8 días del mes de mayo del 2014

HACEN CONSTAR:

Ms.C. Miguel Ángel Olivé Iglesias

Profesor Principal PILI

Dr.C. Hortensia Cruz López

Jefe de Departamento