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DEPARTMENT OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH CAREER

IMPLEMENTATION OF DYNAMIC IN THE CLASSROOM AND ITS INCIDENCE ON CHILDREN'S PERFORMANCE AND MOTIVATION OF FIFTH GRADE OF BASIC EDUCATION AT "ANDRES SEVILLA LAUZO" SCHOOL IN GUAYAQUIL, DURING THE SCHOOL YEAR MAY- DECEMBER 2011.

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CERTIFICATION

We, Msc. Maria Eugenia Arcos, Director, and Lic. Marcos Morales, Co-director, duly certify that the thesis entitled: ***Implementation of dynamic in the classroom and its incidence on children's performance and motivation of fifth grade of basic education at "Andres Sevilla Lauzo" school in Guayaquil, during the school year may- December 2011.*** Developed by Mr. Moran Macias Luis who has finished all the subject in applied Linguistics Career of the Army Polytechinc School, has been studied and verified in all its parts and performed under our guidance and supervision, so its presentation and oral sustaining are authorized on the corresponding University instance.

Sincerely,

.....
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This research project would not have been possible without the support of many people. The author wishes to express his gratitude to teachers in the applied linguistics career at the department of languages of ESPE.

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Special thanks also to all teachers in the English area and children at Escuela Particular Mixta Andres Sevilla Lauzo, who participated in this investigation, and made it possible.

DEDICATION

This thesis is dedicated to my wife and sons who have always stood by me and dealt with all of my absence from many family occasions with a smile and who have never failed to give me their spiritual and moral support, for giving unconditional love and support throughout the course of this thesis. This thesis is also dedicated to my teachers in the career who have been my friends, guides and philosophers.

LUIS FERNANDO MORAN MACIAS

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ABSTRACT

Through this research work it was determined the impact of the implementation of dynamic activities in classroom on the students' performance and motivation in the fifth grade of the institution, which determine the listening, speaking, reading, and writing skills of these students, and that is specifically evident in the overall average achievement . According to this study it was determined the need to put into practice the application of dynamic activities as a learning tool on the level of development of the four skills in the educational process.

Thus, by applying this pedagogical tools the dynamic activities in the classroom, the teaching / Learning process of listening, speaking, reading, and writing of English as a foreign language is improved and enhanced because the students are more motivated to learn when they are using the new tools like dynamic activities, which is very important in the development of the students' talents, aptitudes, and abilities, mainly in the four skills; furthermore when the students of Andres Sevilla School use these resources they can develop not only listening, reading and writing, but also all the other language learning skills, providing the students an integral education.

In this study, the field, social and participatory research was applied and as a result, a proposal is made using an integrated tool with strategies that involve the students, the parents and the institution, by the means of teamwork and group support to get the effective application of the implementation of dynamic activities as a learning tool in the Classroom.

INTRODUCTION

English is becoming more and more important today, that's why before starting teaching we must prepare careful our supporting aids to provide learners not only words, structures, but also in practice by performing different dynamic class activities.

The teacher plays a decisive role in the success or failure of students in class, the dynamic activities are powerful resources to accompany the teaching program and give students an environment of challenge, curiosity, happiness and motivations to learn.

Chapter One in this thesis indicates the main elements that a project must contain as;

Research Problem: problematical situation, problem identification, problem setting, main problem, secondary problems, variables, objectives, and the justification of the study.

Chapter Two offers the history, location and infrastructure of the Andres Sevilla Lauzo school, additional is characterized by a set of theories, definitions, and concepts that were copied from the internet from different links and belong to scientific researches carried away in the field of teaching and others that were investigated and composed to create new ones, the theories, definitions and concepts are there to give this investigation scientific support, which are part of dependent- independent variables and relation between both. Besides, hypothesis systems that will establish real outcomes of this investigation.

Chapter three describes the “**Methodological design**” the type of study that characterized this investigation, the methods of research used in this research, the instruments of data collection applied to the elements being investigated, the steps followed in collecting the data and the data processing and analysis.

Chapter Four beings “**Testing the Hypothesis**” is for me, the most important it describes and presents in charts and diagrams the results obtained and the pre and post test exams, the results obtained when the dynamic activities were presented to children and response to them.

Describe briefly the proposal suggested to be implemented further in this school and which is focused as a training course for teachers and which presents a set of strategies, methods, techniques, and tips for implementing dynamic activities in class such as; songs, games, contests, stories and others to make classes more interesting and motivational.

The chapter V indicates the conclusions of the investigation and the recommendations that must be applied:

A well designed plan for implementing dynamic activities like games, songs, stories, drawings, role plays, writings etc will change the instructional and learning environment of this primary school and also it will position teachers as innovators.

The dynamic activities play an important role in the teaching learning process not only with children but also with young learners and adults, they promote the active participation of learners in the class and help in enhancing the performance an output level of achievement.

This research study suggests that educational administrators in this primary school design a plan of training to help not only English teachers but teachers in other areas to develop their strategies in adopting, implementing or designing dynamic activities for children.

PART ONE

CHAPTER I

RESEARCH PROBLEM

1.1. Problem identification.

The students at the fifth grade have 2 days classes, two hours per day, the teaching- learning program they are working with Backpack 4, it was designed by Mario Herrera and Diane Pinkley, it has nine units, one of its objectives is to help children to develop their communicative skills listening, speaking, reading and writing according to their level and age but children have problems in performing well the productive skills.

The student's book contains a lot of pictures, graphics, draws to present the vocabulary; the grammar is presented in context and with some grammatical charts for the easiest comprehension. It also contains filling gap and reading and writing exercises nevertheless, it requires teacher to manage certain teaching skills and techniques to assure the total involvement of children in the class activities.

The initial impressions lead me to deduce teacher lack of creativity and dynamism and there are many reasons that it could be attributed such as age, motivation for professional development, resources etc.

The first classroom observations carried away in the fifth grades and which had the purpose of analyzing the causes and effects that produced the use of traditional methods by teachers helped to determine that teachers are just limited to the book's activities, and the lack of the previous lesson revision (lesson planning) makes that they don't develop their teaching activities as suggested in the teacher's book or implement new activities that help children to perform better in class.

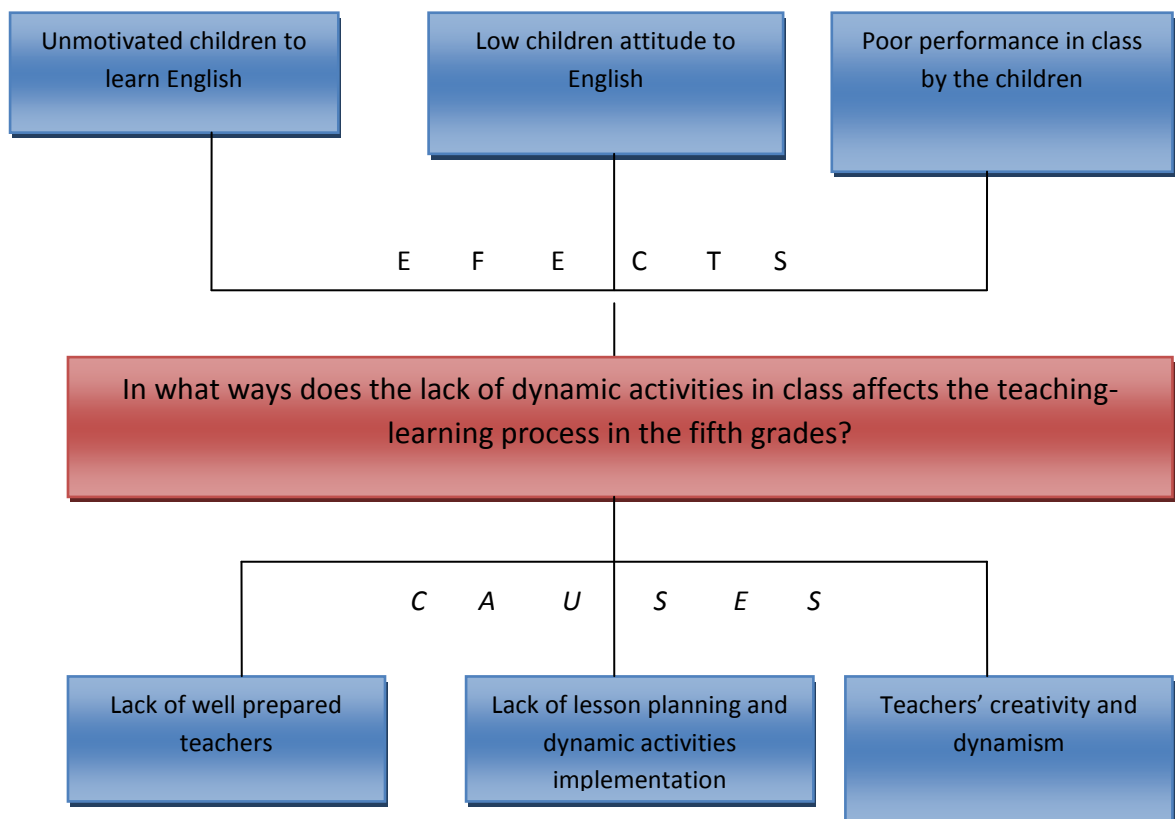
This behavior by the teacher has its negative consequence which is reflected in the classroom; children are bored with their English classes, they are not motivated to learn and the class activities are performed in a poor manner.

They prefer doing other activities like; drawing, chatting, throwing things, doing homework of other subjects than paying attention to the teacher, others their minds are flying, they seem to be asleep.

During the classroom observations was possible to see teachers are not implementing dynamic activities like games, songs, contests and other activities that children love to do and help them to acquire the language in an easiest and funny way.

1.2. Problem setting

Motivation plays a very important role in the learning process; the teacher must create, implement or adopt class activities that really help learners to be encouraged in developing their learning activities in the book, Nevertheless the problem can be indentified in the following way.



1.2.1 Main Problem

- In what ways does the lack of dynamic activities in class affects the teaching-learning process in the fifth grades?

1.2.2 Secondary Problems

- How does the lack of teacher’s previous lesson revision affect the child’s language skills development?
- How does the teacher’s lack of creativity affect the child’s motivation to learn English?

1.3. Variables working out

Independent variable	Dependent variable
Dynamic activities implementation	Children’s performance in class

Independent	Definition	Dimension	Sub-dimension
Dynamic activities	Activities that could be designed, implemented, adapted, adopted by teachers to facilitate the language acquisition in an easy and funny way.	<ul style="list-style-type: none"> • Games • Stories • Role plays • Contests • Drawings • Songs 	<p>Let’s learn in an environment of fun, joy, and creativity.</p> <p>Stories will help children with the necessary input they need to develop vocabulary knowledge.</p> <p>Drawing will help children in a way or other to increase their motivation because they are doing what they like.</p> <p>The songs help children to learn vocabulary fast and remember more, because the emotional impact and they can be accompanied by body movements.</p>

<p>Dependent Children's motivation and performance learning process.</p>	<p>To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits.</p>	<p>Motivation</p> <p>The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior.</p>	<p>Intrinsic</p> <p>Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire.</p> <p>Extrinsic</p> <p>Extrinsic motivation occurs when external factors compel the person to do something.</p>
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1.4. Objectives

1.4.1. General

To analyze the dynamic activities being implemented in class by teachers and its incidence in teaching-learning process on students at the fifth grades of basic at Escuela Particular Mixta Andres Sevilla Lauzo, during the school year- May-December 2011.

1.4.2. Specific

- To analyze the causes and effects of teachers' lack of previous lesson revision.
- To analyze which factors are affecting the child's motivation and attitude to English in order to implement a new methodology for children learn successfully.
- To design a set of theories and concepts as theoretical frame to support this investigation with solid scientific basis.
- To design a feasible plan to incorporate dynamic activities to the teaching-learning process with children on the fifth grades of basic

at Escuela Particular Mixta Andres Sevilla Lauzo, during the school year- May-December 2011.

- To apply instruments of data collection that really measures the different realities in the experimental and control groups and which help for the analysis and verification of the hypothesis.

1.5. Justification

The motivation plays a very important role in the teaching - learning process with all kind of learners. As teachers we need to give our student's reasons for learning the language, make the classes interesting and create a suitable environment for them to perform better the different learning activities.

Nowadays, teachers must develop skills and abilities to manage the pedagogical model that demands much more than personal disposition and the mastery of the subject, if not that it must know how to implement effective teaching strategies that include motivational, significant, collaborative and explicative activities. In other words this project seeks to make teachers conscious for the learning material that children need to build their knowledge and participate in an active way in their own learning process.

The ESCUELA PARTICULAR MIXTA"ANDRES SEVILLA LAUZO" for being new in the educational field needs to grow up a lot institutionally. As teacher compromised with the institutional development, turns necessarily to carry out this investigation that helps to attain not only with the institutional goals, if not that helps the teachers to develop their teaching strategies and the pupils to fulfill their learning needs.

As a student just graduated from ESPE, it becomes not only a must but a need to develop this kind of research work, which will help me to acquired new skills and abilities demanding in a society in permanent

change, but also will help me to get my bachelor degree in Applied Linguistics.

PART TWO

CHAPTER II

ESCUELA PARTICULAR MIXTA " ANDRES SEVILLA LAUZO"

2.1. History

The private school Andrés Sevilla Lauzo began to work in April 2009, with six teachers: Ab. Carola Lauzo de Sevilla, Parv. Danny Caiche Guale, Lic. Diana Domínguez de Encalada, Lic. Carmen Cardenas Bohórquez, Sr. Xavier Dominguez Lauzo, Sr. Luis Moran Macias, who were designed for the INSTITUTION, after it was constituted its infra-structure was built, the headmistress Ab. Carola Lauzo with the support of the school council were responsible for carrying away this great Project.

2.1.1. Location

The school Andres Sevilla Lauzo is located in the province of Guayas, Canton Guayaquil, Tarqui Parish.

The private school Matutina "Andrés Sevilla Lauzo" of the city of Guayaquil is a basic up to the seventh year education institution, inspires its action on the principles of a democratic, secular, scientific education and human development, governed by the Constitution, laws educational and cognitive social pedagogical practice.

2.1.2. Infrastructure

The physical plant of the institution will be an attractive space conducive to an environment of tranquility, work and leisure; equipped with essential tools to achieve an effective learning. It has a building of ten classrooms and administrative offices.

2.1.3. The educational model

COHERENCE correspondence between what is thought (philosophy), or is proposed (Mission), and it really does and results with the development of their actions.

AUTONOMY AND RESPONSIBILITY Autonomy is self-regulation, i.e. progress human, social, cultural and technological not subject to controls or to external pressures but directed by the same institution towards the purpose as expected the community and that, by law, it corresponds to students.

PARTICIPATION involves resolute, meaningful and permanent contribution of members of the educational community based on ethics, commitment and sense of the duty of every one of its members in the processes of planning, implementation, evaluation and improvement of educational endeavor.

OBJECTIVITY is objectivity when, even belonging to the institution and being actors of the enforceable evaluation, we are able to see and analyze them from outside, and sustains the rating we give with facts, data, or verifiable, one way or another situations. **IDENTITY** means that we evaluate educational endeavor so itself is, and is committed to be (Mission) and in the institutional plan.

RELEVANCE means as relevant every element which is of the same nature set that analyzes.

PROACTIVE the proactive moves us to anticipate events, solutions before the problems happen, prevent undesirable situations. It is the typical prevent instead of having to unfortunate behavior and such reactions must be accompanied by institutional self-assessment before opportunities or threats that are visible in the context in which the institution moves.¹

2.1.4. The curricular model

The curricular model is open and flexible to facilitate the development of its own institutional culture.

The contents as a way of knowledge are articulated in the curricular design in constructivist and meaningful form that has a social relevance.

¹ Andres Sevilla Lauzo P.C.I Plan Curricular Institucional

2.1.5. The pedagogical model

"Pedagogical model: follow the guidelines to develop the cognitive, social pedagogical model in the institution because it is a curriculum that provides content and values so students will improve the community in order to social reconstruction and promote a process of constant Liberation through the development of alternatives for action to confront collectively in real situations inspiring." "We need a curricular design whose "practical knowledge", to learn to think and concentrate on learning processes converge in the transformation of knowledge for solving problems for the good of the community." "Taken into account in addition to educational experiences should be stimulated by scientific strengthened through dialogue, critique, confrontation and shared social practice action." Skills, contents, activities" Human resources, and evaluation”

2.1.6. The didactical model

It promote the constant curricular contents revision to detect if the contents, abilities and values that are required to be develop by the students, and those which demand the society today and must respond to actual economic models, to the new human sensibility and the socio-economic reality.

2.1.7. The evaluation model

The evaluation is formative, qualitative, diagnostic and permanent focused in emission of values judgments to take decisions that lead to the accomplishment of objectives and goals.

2.2. Teaching Resources

2.2.1. Dynamic Activities

Many researches carried away around the world show that many teachers are brilliant in the classroom but are at a loss for ideas when it comes to motivate children in the English classes.

By far the best approach for children for successful and fun in motivating them is to use dynamic activities. One of the tricks is to have a substantial library of games that really work for helping to make our classes more interesting and entertainment.

If we teach using dynamic activities children will love our classes, and their parents will love us for the results we achieve. Songs, games, stories are very successful in teaching children in a fun way; the teacher establishes an important link between enjoyment and learning, which can enhance the rest of that child's whole life.²

- **Stories**

Children are captivated by stories and can internalize vocabulary and the structure of language while listening to them. Whether the teacher is reading a classic book, making up a story as he goes along or designing a story specifically for a particular lesson, he'll want to be sure to include stories in class every day.

One of the reasons why stories work so well in the classroom has to do with intrinsic motivation. Intrinsic motivation is the theory that people are motivated by internal factors.

Children of primary schools do not understand the external factors that might motivate an adult to decide to learn a second language, so as a teacher it's up to you to create a classroom that internally

² <http://www.suite101.com/content/english-teaching-dynamic-writing-classes-a189222>

<http://www.teachchildrensl.com/>

motivates them to participate in the activities and, ultimately, learn the language he/she is teaching.

As children already love stories listening to stories, teachers are half way there to intrinsically motivating them. The rest depends on how good the story is, how interesting and colorful the illustrations are, and how the tells it.

There are so many ways to use stories in the classroom that the possibilities are practically endless.

- Songs/chants

The children should be encouraged to learn and use English not only during the lessons, but also during the various activities. In the early stages, it is difficult to get the learners to use the language for their own needs. Adult learners usually learn English for their own purposes and they are fully aware of their aims. Young learners' interest derives mostly from the pleasure given them by a particular activity, so the teacher may encourage the class to exchange news, tell stories, and compose little plays and imaginary conversations. The learners can also try to compose their own songs and rhymes. Even young learners can fairly quickly learn to write their own jingles.

Creative teachers can use music to teach content across the curriculum – to students of all ages. Everyone likes songs, it is not difficult apart from putting the CD in the recorder and press "play", teacher needs to prepare the listening exercises that learners understand the meaning of the language items contained in them. Sometimes the theme of the song or even its cultural background should be introduced or the new vocabulary and the structures should be practiced in advance.

Teachers can use songs for teaching English to their students with great success. Songs bring energy to the classroom, boost students' confidence, and provide a much needed active learning experience for younger students who may become easily bored or distracted. They are great for adding motivation and excitement to your classroom routine!³

- **Games**

Language learning is hard work; Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

'Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.'

Games are highly motivating because they are amusing and

³ <http://learnenglishkids.britishcouncil.org/little-kids-songs>

interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

- **Contests**

They are designed to make language learning enjoyable and effective, they seek to encourage learners to participate in the class activities, young learners love competition.

- **Drawings**

Another interesting way of motivating children to participate actively in our classes is by letting them to use their imagination and abilities to create drawings specially cartoons, they will help children to learn vocabulary and some patterns easier, children love to draw, paint or colored.

- **Role play**

As language and culture are interrelated, language cannot be taught without culture, but there are many ways of co-teaching language and culture. One of them is role play. There are many benefits of using role play. A child can enjoy and profit from a role play experience "in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama.

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching.

2.2.2. Didactic Materials

- **Posters/pictures/flashcards**

Posters, pictures or flashcards are key resources that are going to facilitate our teaching practices, there are thousands of web pages on the internet, where we can get useful material to adapt in our classes, this material also contributes to create a good learning environment and provides extrinsic motivation for kids.

- **Audiovisual aids**

Why not to use audiovisual aids to help children develop their skills and abilities by doing activities that involve the use of this material, it is very important that our lessons planning includes activities that not only motivate the kid to participate in class, but also help them to awake their curiosity in working with something new and develop other abilities.

- **Toys**

Toys can be considered as realia, and play a very important role in the teaching –learning process.

- **Story books/games books**

Story books are very positive in a general perception; children become highly motivated working with illustrations that provide a creative and artistic learning environment which they respond to.

A story book provides a child-centered universe where abstract concepts are symbolized within the text and images.

It provides an ideal context for literacy practice as well as linguistic acquisition.

Supporting visual literacy is important in order to help children take meaning from text as well as develop aesthetic understanding.

Providing information through pictures is an important and fast developing method of communication in the global world.

2.3. Methods and Theories in Language Teaching.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, and types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching.⁴

2.3.1. Methods

Methods are the media to accomplish a proposal; they are the possible ways to follow for getting an objective. Teachers are supposed to deal with the application of the different English teaching methods and theories with their techniques and principles.

2.3.1.1. Silent way

The objective of The Silent Way Method of language teaching is for students to work as independent language learners. The teacher speaks very little when using this method. The role of the teacher is to draw the learners' attention to the way that they are going about the act of learning. The teacher facilitates the students' discoveries

⁴ (This article was copied from the following web page
<http://www.cal.org/resources/digest/rodgers.html>)

and helps the students to gain insight into the functioning of the language. In order to use this method some specific materials are required.

- **A Sound/Color Wall Chart:** made up of different color rectangles in which each color represents a phoneme or sound of the English language.
- **Word Wall Charts:** words are written using the same color code as the sound/color wall chart suggests. These charts display the structural vocabulary of the language.
- **Spelling Charts:** These charts are referred to as the Fidel. They show the possible spellings for each phoneme and they also use the same color code as the sound/color wall chart.
- **Rods:** these are cards containing sounds which correspond to the sound/color wall chart. These rods allow students to create words using phonemes.

A pointer should be used by the teacher to help guide the class as they vocalize the sounds. A pointer can also help to teach which syllable has the stress on it by tapping that syllable harder than the others. This aids in the development of proper pronunciation of words in the target language.

2.3.1.2. The direct method

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

Example

The teacher explains new vocabulary using realia, visual aids or demonstrations.

Aspects of the Direct Method are still evident in many ELT classrooms, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals and realia to illustrate meaning.

The Direct Method teaches the second language in the same way as students learn their mother tongue. In fact, it can be said that it is a natural method where the language is taught through demonstration and context. Students are encouraged to think in English. Therefore, they are more likely to acquire fluency in speech since they concentrate in expressing themselves through English rather than understanding English. Students speak or write the foreign language without the need of translating their thought or idea from the mother tongue into the second language.

2.3.1.3. Total Physical Response

IT'S ALL IN THE WAY WE LEARN.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

The secret is a unique "conversation" between the parent and infant. For example, the first conversation is a parent saying, "Look at daddy. Look at daddy." The infant's face turns in the direction of the voice and daddy exclaims, "She's looking at me! She's looking at me!" Dr. Asher calls this "a language-body conversation" because the parent speaks and the infant answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running, and so forth.

Notice that these "conversations" continue for many months before the child utters anything more intelligible than "mommy" or "daddy." Although the infant is not yet speaking, the child is imprinting a linguistic map of how the language works. Silently, the child is internalizing the patterns and sounds of the target language.

When the child has decoded enough of the target language, speaking appears spontaneously. The infant's speech will not be perfect, but gradually, the child's utterances will approximate more and more that of a native speaker.⁵

2.3.1.4. Communicative Language Teaching

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach".

2.3.1.5. Cooperative Language Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)

⁵ TPR with body. Everything can be done with body movements "stand up", sit down".
http://www4.ujaen.es/~gluque/TPR_Presentation.pdf

- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).⁶

2.4. How People Learn

2.4.1. Motivation in English Teaching

2.4.1.1. Motivation

I think that a student is always a student no matter how old he / she is. Students learn best when they have the feeling that they can achieve. This happens when the atmosphere in the classroom facilitates it. There is a variety of activities that create this kind of atmosphere - games are only one of them. Playing a game is a great opportunity to repeat the material in a way which is encouraging and not intimidating. If teacher add the element of challenge and competition into it you cater to the needs of a larger range of students and learning techniques which suit them. Let them have fun and see what it will do to their achievements. Motivation is the energizer of behavior and mother of all action.

2.4.1.2 Kinds of motivation

There are two main kinds of motivation: intrinsic and extrinsic. Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire. Extrinsic motivation occurs when external factors compel the person to do something. However, there are many theories and labels that serve as sub titles to the definition of motivation. For example: "teacher

⁶ Cooperative Language learning approach promotes academic achievement;
http://home.comcast.net/~mariluwho/Handouts05/Cooperative_Language_Learning_HO10_05.pdf

can give a candy bar if a child is the first in completing a class activity." This is an example of reward motivation.

Motivation plays a key role in education. A teacher that implements motivational activities will see an increased participation, effort, and higher grades. Part of the teacher's job is to provide an environment that is motivationally charged. This environment accounts for students who lack their own internal motivation. One of the first places people begin to set goals for themselves is in school. The Ecuadorian educational system has many limitations to adapt well equipped classroom that help learners to increase their motivation nevertheless, as teachers we must contribute by setting flashcards, posters on the walls and which are not too much expensive to get in the market.⁷

2.4.1.3 Language aptitude

It refers to the "prediction of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions."

Some high schools, universities or other institutions will interpret low language learning aptitude as a sign of a language learning disability. A pattern of evidence from several sources can help to diagnose a foreign language learning disability. Evidence can come from scoring poorly on language learning aptitude assessments

2.4.2. Learning Styles

Everyone receive information through our senses, nevertheless. Each person employs a different combination of our senses to learn things; visual, auditory, kinesics, smell, sense of touch and taste.

⁷ Motivation is the amount a person will be motivated by the situation they find themselves in.
<http://www.analytictech.com/mb021/motivation.htm0>

2.4.2.1. Visual

Visual learners react well to pictures, schemes, draws, and they have a few problems with reading and writing. They often have a good orthography because they can memorize through images. This type of learners is good observer and organized.

2.4.2.2. Auditory

Auditory learners learn better using their ears, so they enjoy listening to people and music while they do their learning activities, repeat things is used to help them in learning. They also like to read aloud and lead discussions; they sometimes talk while they are writing.

2.4.2.3. Kinesthetic

Kinesthetic learners (tactile or of movement) this type of learner is different to the rest of learners, they can express in two ways; externally and internally. The learners with this sense developed externally need to touch and move to receive information; in the mean time internally learners need to experiment internal feelings and emotion.

This type of learners don't used to be quiet in their seats, they like to be in permanent movement, throwing things to floor, moving in the chairs, generally bothering in class.⁸

2.4.3. The Multiple Intelligences

It is believed that each person born certain potential to a level of intelligence that will reach its highest level during the period of our education.

2.4.3.1. Spatial

This area deals with spatial judgment and the ability to visualize with the mind's eye. It refers to the comprehension of the spatial relations,

⁸ Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. R.M. Felder and E.R. Henriques, "Learning and Teaching Styles in Foreign and Second Language Education,"

includes the use of form, color, aspect and the capacity of thinking on images, imagine and visualize. It includes the understanding of the three dimensions and direction sense, the capacity to understand a map.

2.4.3.2. Linguistic

This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate.

2.4.3.3 Logical-mathematical

This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

2.4.3.4 Bodily-Kinesthetic

The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and capacity to handle objects skillfully. It refers to the movement and the body use for the auto-expression in a coordinate way. It includes the information processing through the body sensations and the possession of the good physical skills.

2.4.3.5. Musical

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

2.4.3.6. Interpersonal

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

2.4.3.7. Intrapersonal

This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, you can predict your own reactions/ emotions.

2.4.3.8. Naturalistic

This area has to do with nature, nurturing and relating information to one's natural surroundings. This type of learner has empathy with our natural environment, he/she has the skill to separate, categorize and analyze.

2.4.3.9. Existential

The ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal.

Based in the scientific information above, I have designed the following theoretical frame outline to be worked in the research, and which is going to be implemented according to my thesis director's suggestions and recommendations⁹

2.5. Curriculum Desing

Curriculum as contextualized social process encompasses both subject matter and social organization and their interrelations. Social organization, including teacher and student roles (and their attendant rights and obligations) and patterns of interaction, provides a setting for academic activities that can extend or constrain students' learning opportunities. Recitation activities, for example, reflect the super and subordinate roles to teachers and students respectively, and the limited communication patterns found in many classrooms. Learning opportunities are constrained by the recitation organization insofar as students are discouraged from pursuing ideas, raising questions, or offering personal observations. Social organization and academic activities also communicate normative messages including the meaning of knowledge, authority, responsibility, work and success as will be illustrated in subsequent chapters.¹⁰

Curriculum Development in Language Teaching provides a systematic introduction to the issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials. Key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation. Discussion activities throughout the book enable it to be used as a reference text for teachers and administrators.

⁹ http://www.thomasarmstrong.com/multiple_intelligences.php

¹⁰ A curriculum is a planned sequence of learning experiences.

<http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/teaching/curriculumdesign>.

A great number of English teachers in Ecuador don't deal the issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials. This project seeks to make teachers aware of the importance of knowing not all but some elements in the curriculum development process that let them examine, analyze, set goals, design syllabus, develop and adapt materials, teaching and teacher-support, and evaluation. Taken into account such factors as; program content, program context, learner needs, teaching aims and objectives, and the selection of instructional materials, the curriculum is used both in in-service courses and as a reference text for coordinators, teachers, and program administrators.

2.5.1. Curriculum Definition

Curriculum is a focus of study, consisting of various courses all designed to reach a particular proficiency or qualification. For instance some high schools offer a college-prep curriculum, which is designed to prepare a student for the rigors of college study. Emphasis will be on the humanities (history, English, etc.) and sciences (biology, math, chemistry, physics, etc.). On the other hand, some high schools offer a vocational-prep curriculum, which includes specific skill-building courses (cosmetology, construction trades, electronics, computerscience, etc.).

2.5.1.1. Syllabus

A syllabus is simply an outline and time line of a particular course. It will typically give a brief overview of the course objectives, course expectations, list reading assignments, homework deadlines, and exam dates. It is typically available on the first day of a college course, and a student is expected to know what is in the syllabus throughout the course. The purpose of the syllabus is to allow the student to work their schedule for their own maximum efficiency and effectiveness. It helps to avoid conflicts with other courses, and it prevents someone from accusing a professor of unfairly adding

assignmentsmid-term.¹¹

Lesson planning

Lesson plans are written by teachers to help them structure the learning for themselves and for the students.

Research indicates that all students benefit from, and appreciate well-structured lessons.

All lessons are based on curriculum; that is, what is intended that students learn. Sometimes the curriculum reflects intended learning outcomes that are processes, like learning to research a topic, or learning long division. Sometimes the curriculum reflects learning outcomes relating to memorizing information, such as the multiplication tables, or the conditions that make a desert.

A lesson plan is a writing noting the method of delivery, and the specific goals and time-lines associated to the delivery of lesson content. It helps the teacher to know what to do in a class (prepared by themselves) with quite specific activities.

Points to consider when writing a lesson plan

1. What is the main topic of the lesson? - If the activities in the lesson have a logical link then the learners will be able to follow you and the lesson, more easily.

2. How can I arouse their interest? - Begin the lesson by involving the learners straight away. Show them a picture, photo or object to

¹¹ A syllabus is an outline of a specific course prepared by the instructor. It included the topics to be covered, their order, often the required and suggested reading material, and any other relevant information.

http://wiki.answers.com/Q/What_is_the_Difference_between_syllabus_and_curriculum#ixzz164OLOBK
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capture their attention and indicate which topic the lesson is based on.

3. How can I challenge them? - Every learner, whatever their age or level needs to be challenged. If there's no challenge then there's no learning. If there's no learning, there's no motivation. Think about what they already know and make sure your lesson isn't just teaching them the same thing.

4. How much should I review what they've already done? - Having said you should challenge them, you can and should review previous words and work in general. Teaching a word one lesson doesn't mean that all the learners have actually learnt it for the next. Incorporate previously taught language in new situations to give the learners more practice.

5. What are the objectives of the lesson? - It's vital to always think about 'why' they are doing an activity, game or song. Everything on your plan should be educational. If you don't know what an activity is teaching the learners then take it off your plan.

6. What vocabulary do I want to teach them? - If you prepare beforehand exactly what words you are going to concentrate on and how you are going to present them you will be better equipped to explain them clearly to the children.

7. How can I explain the activities? - You should prepare, at least mentally, how you are going to explain each activity. Explanations should be short, clear and visual. Don't forget to demonstrate and check their understanding by getting one or two of them to demonstrate for you. Also decide how you are going to write on the board. You can draw a diagram on your plan to remind you so that it's clearer for the learners.

8. How much detail do I need on my plan? - If you're working from a book then don't forget page numbers. As a guideline, imagine that someone else has to cover your class. They should be able to read your plan and teach your lesson.

9. What order should I teach the activities? - As a very general rule you can start with an introduction to the lesson, introduce the new language, give the children some controlled practice and move onto freer practice. Finally review what they've done and get feedback from the children themselves about what they did.

10. What problems might I have? - If you're not sure if an activity will work; if you think it's too hard or too long then take time before the lesson, at the planning stage, to think about how to resolve any problems that could arise. Problems could be activity related or timetable related, student related or even teacher-related. Taking those extra minutes when planning to think about possible solutions could avoid you having a disastrous lesson.

2.5.2 Planning with dynamic activities

The dynamic activities significantly contribute to any success in the teaching-learning process, it is argued that the teacher's characteristics and creativity influence the success or failure in the L2 classroom, and therefore learners could potentially be benefited from the dynamics implemented by teachers in classroom.

First, teachers need to have an overview of the aspects of classroom dynamics that they consider most relevant to L2 teaching. Then, based on the theoretical insights and their own teaching experience, they must implement practical activities for learners to exploit their skills and abilities in their classrooms to good effect.

Practicing dynamics on a particular teaching classroom requires control and technique, but simply learning about dynamics is an invitation to be creative and enthusiastic, so this is a good way to motivate to young learners.

Practicing dynamics in classrooms like songs can also be useful for learners who find it difficult to remember vocabulary, structures or rules of the language, they are also dealing with phonological sounds, rhythms and intonation.

2.5.3. Evaluation

The evaluation must be considered one of the most important elements of the language teaching-learning process; it allows measuring the accomplishment of goals and the success of the program, the evaluation in fact helps to see the strengths and weaknesses of the teacher's teaching practices.

The evaluation of the linguistic capacities is considerate in the same methodological parameters of the teaching process, that consider the learning of a new language as an essential communicative experience and that bring to the learner the principal role in the teaching-learning process of a new language.

PART THREE

CHAPTER III

METHODOLOGICAL DESIGN

3.1. Research type and design

This research is not entirely **descriptive** because it looked to encourage teachers to implement dynamic activities like songs, role plays, games and contests in class, for that reason it became a need to show teachers how to do it, one way was working with the children in classroom A and classroom B, one was the control group and the other the experimental group, the second one, I mean the experimental group experimented the new dynamic activities designed by the researcher(me)which were worked in coordination with the teacher in the three weeks that lasted the investigation. In fact, this research was also quasi-experimental.

This research type and design compared two static groups and has the following characteristics; it demanded the used of two groups control and experimental with previous and later measurements (Pre and post tests). It was a design that includes the random allocation of the subjects or units of testing, so much to the control group as to the experimental one.

This research also demanded to apply statistical procedures to organize, analyze and interpret information which are used to test the hypothesis, some of the information obtained was also qualitative that needed a careful handling, so the characteristics of this research allow to defined it as quantitative and qualitative study.

3.2. Population and sample

It couldn't be considered all students in the ESCUELA PARTICULAR MIXTA"ANDRES SEVILLA LAUZO" to carried out the research, the investigation was limited to a specific grade which is the investigation referring and whose similarities could help to make the inference, that is why the investigation was directed and framed to children in the fifth grades. The number of students in both fifth grades was 29 and is divided in the following

way, 13 in classroom A and sixteen in classroom B.

Based on what research methodology books say, it is not necessary to get a sample when the number of elements subject to analysis is lower than 70. In this case it is going to be considered all the population, which is 29 children in the fifth grades classroom A and B.

3.3. Fielding

As it is mentioned above, the research fielding was; the ESCUELA PARTICULAR MIXTA "ANDRES SEVILLA LAUZO", during this school year 2010-2011. It was focused to work with students in the fifth grades. The investigation had the purpose of motivating teachers to abandon their old teaching practices where children were distracted, unmotivated, and the performance was poor in class. The proposal of this investigation demanded the implementation of dynamic activities that help to motivate teachers and children, the first to be conscious that motivation occupies an important part in each teaching unit; the motivation must be linked to the topic selection. Know that they must take the propitious decision to select a unit or other that attends both the communicative needs of the pupil, his centers of interest and finally at his level, this will protect him/her of future attitudes of boredom, lack of appetite and absence of interest on the part of his/her students. The second ones, to awake their concentration to learn the language in a pleasant and effective way, specially increase their performance in class.

The children at all ages love dynamic activities, like songs, stories, role plays, games, contests etc, in this research they have the purpose of provoking a positive reaction and answers from the students to perform better in class and have a source of motivation.

The implementation of this proposal was carried away following certain steps to assure its success:

First of all; a diagnostics test (pre-test) was applied to students in both fifth grades classroom A and B. it had the purpose of determine the children's level of English and who are constituted the dependent variable of this research.

Next, according to the children's level of English and the teaching program they are working, a set of dynamics were designed, adapted or adopted to implement with children in the fifth grades.

After, the dynamic activities were ready to be worked in class, it was very important to design a plan to implement them, and which will also served the teachers as a guide, where they are going to find how to select contents, procedures and tips to design and implement dynamic activities in class.

Then, the experimental group was the beneficiary of this research; the activities were implemented following the plan designed and several classroom observation were carried away to see the teachers and students response to the new classroom activities, especially in their attitude, motivation and performance.

Finally, the groups were evaluated again to analyze if the independent variable (dynamic activities) influences the dependent variable (children's attitude, motivation and performance).

3.3.1 Steps followed within the proposal development

- **Step 1**

A pre –test was applied to both control and experimental groups, the test included grammar, vocabulary, and reading, it looked to measure the children's knowledge in the topics taught in class. The test was designed in a way that the children can chose the correct answer from the alternatives. (Multiple choice exams), it also included cartoon pictures to facilitate their comprehension and motivate them.

- **Step 2**

After, the results from the pre tests were ready, they were analyzed and the dynamic activities were applied to the control group, the dynamic activities consist of games, drawings, role plays and songs to teach vocabulary, stories to reinforce the grammatical patterns. The experiment lasted three weeks and it has the great purpose of motivating children to increase their participation and performance in class.

To carry away the experiment, it was necessary to get the approval from the headmaster and make coordination with the teacher to work together in the implementation of the activities mentioned before.

- **Step 3**

When the experimental phase was finished, it became a must to applied a post – tests, they were applied to both control and experimental groups and they looked to measure the effectiveness or not of the dynamic activities applied to the experimental group (children in classroom B).

- **Step 4**

Once the post tests were applied it was necessary to analyze the gotten data for contrasting information in both groups, the techniques mentioned below were applied to assure the validity of the investigation.

The results are shown in the next chapter, and they are presented by means of diagrams or statistical charts and also it will be concluded whether the working hypothesis works or not.

3.4. Instruments for data collection

This investigation didn't need to gather data from many sources (subjects of investigation) that's why it was not necessary to apply most of the instruments of data collection, the three instruments used were; classroom observations, questionnaires, and tests (pre and post tests).

Systematic classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specify both the events and behaviors that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occurred in the classroom and measure their duration.

Classroom observation in this research had many valid and important educational purposes. They sought to describe the instructional practices; investigation of instructional inequities in both groups of students; and improvement of teachers' classroom instruction based on feedback from classroom observation carried away.

Questionnaires are easy to analyze, and most statistical analysis software can easily process them. They are cost effective when compared to face-to-face interviews, mostly because of the costs associated with travel time.

Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive. They are less intrusive than telephone or face-to-face surveys.

Using **questionnaires** was possible to determine a scale of reference of the effect that the dynamic activities have in the children motivation.

The **tests** also contributed for analyzing the impact that the dynamic activities have in the student's motivation and their aptitude to English after the investigation was carried away.

3.5. Processing and analysis.

The data processing and analysis was done following the next steps; after the instruments for data collection were designed, a technique called **edition** was applied, it helped to detect errors or omissions in the questions in the tests and questionnaires and organize it in the clearest way as possible.

Then the alternatives in each question were identified by a number or letter that was assigned to each one of them and this is called **codification**.

When the information was gotten it was categorized in groups and subgroups according to the dependent or independent variables this is called **tabulation**.

Finally, the information was be classified by means of charts, statistics tables and for the data processing, excel was used. This information is presented step by step in the next chart.

PART FOUR

CHAPTER IV

ANALYSIS INTERPRETATIONS OF THE HYPHOTESIS

4.1. Hypothesis System

4.1.1. Working Hypothesis

The use of dynamic activities increases the learners' motivation to perform better the class activities.

4.1.2. Null Hypothesis

The use of dynamic activities doesn't increase the learners' motivation to perform better the class activities.

4.1.3. Alternative Hypothesis

A dynamic and creative teacher is the key for a student's great performance in classes.

This chapter becomes very important for the researcher, because it analyses step by step the instruments applied for the data collection, the results from the questionnaires, interviews and tests are being presented in statistical charts.

The first step in the proposal was to apply a test to diagnostic the children was applied which looked to find information about children previous strongest and weaknesses before the investigation begins taking into consideration children's knowledge, motivation and performance in classes.

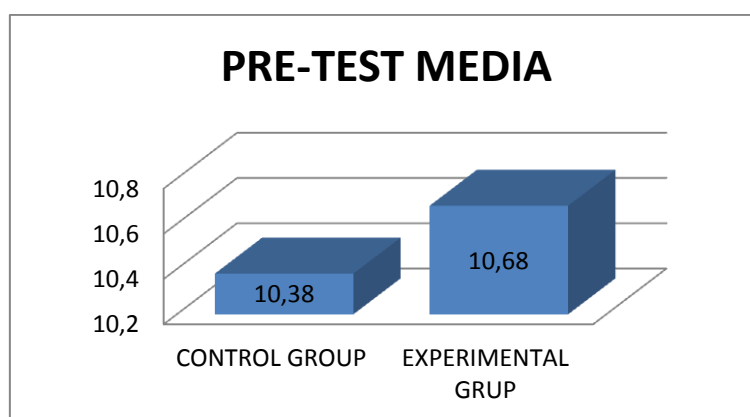
This investigation seeks to consolidate basic knowledge that let teachers to perform better their teaching classes and improved their students' motivation and performance in classes.

The number of students in both fifth grades was 29 and is divided in the following way, 13 in classroom A and sixteen in classroom B.

The first step in this research was directed to apply a pre-test to both groups that show some evidence of the children's knowledge before the dynamic activities are applied to the experimental group. The test was designed using vocabulary and grammar they have learnt in the fourth grade and also the ones they are learning in the fifth grade and the exam was organized in a clearest and simple way, so that children can enjoy their test by matching pictures, completing gaps, answering multiple choice questions etc.

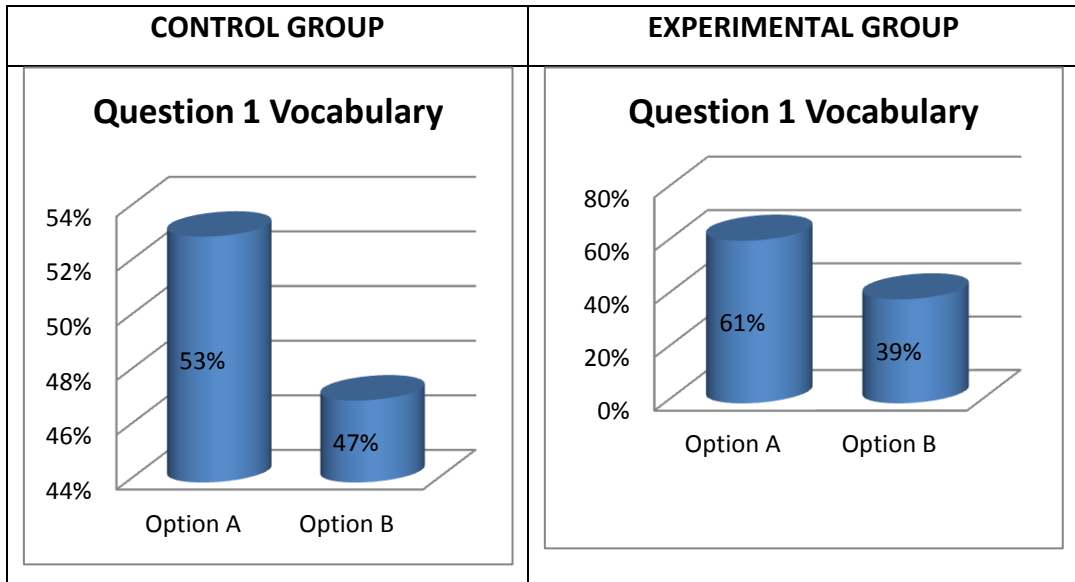
4.2 ANALYSIS OF THE PRE-TEST

Analyzing this chart, the two Medias presented show a little difference 10,38 vs 10,68 that lead to assume that the implementation of dynamic activities in the experimental group teaching- learning practices will improve its media and which will be tested when the post test is applied.

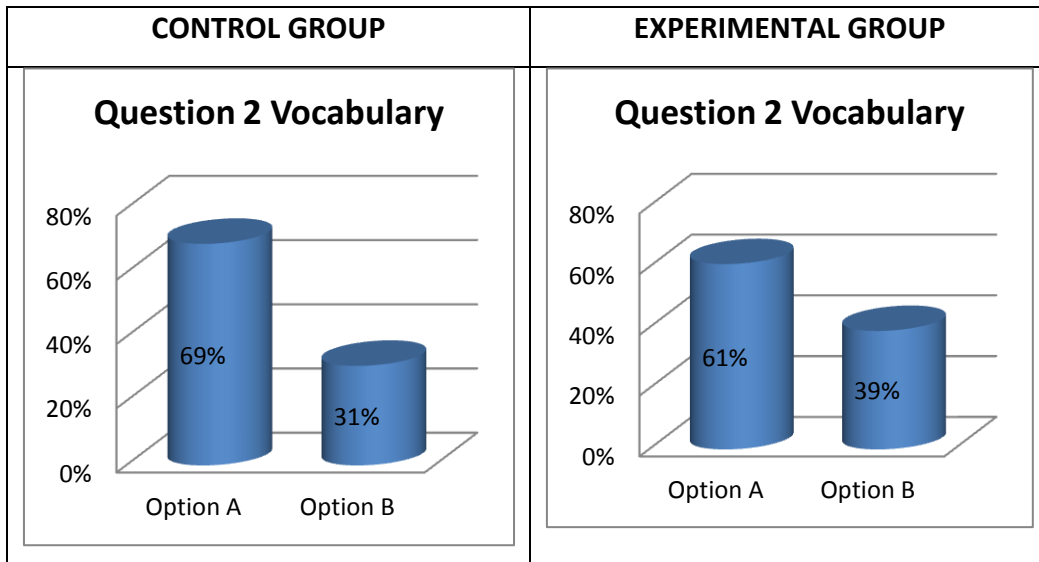


1.		
OPTION	FREQUENCY	PERCENTAGE
	7	53%
	6	47%
TOTAL	13	100%

1. Look, how is the weather? It is				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Snowing	7	8	53%	61%
b. Raining	6	5	47%	39%
c.				
TOTAL	13	13	100%	100%

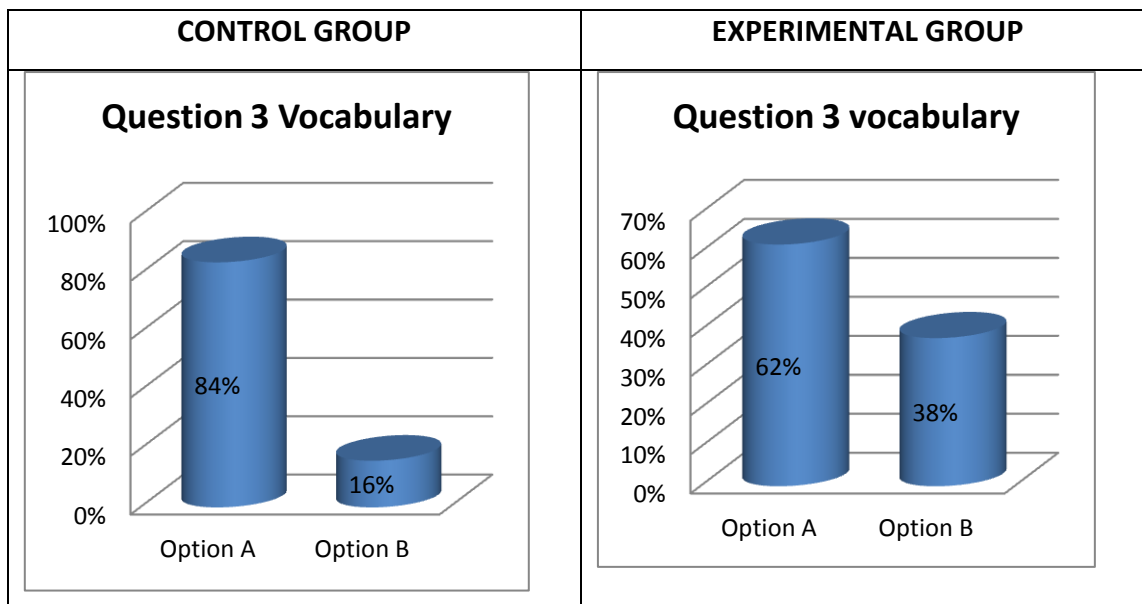


2. They are				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Walking	9	11	69%	61%
b. Watching sports on TV	4	5	31%	39%
TOTAL	13	16	100%	100%

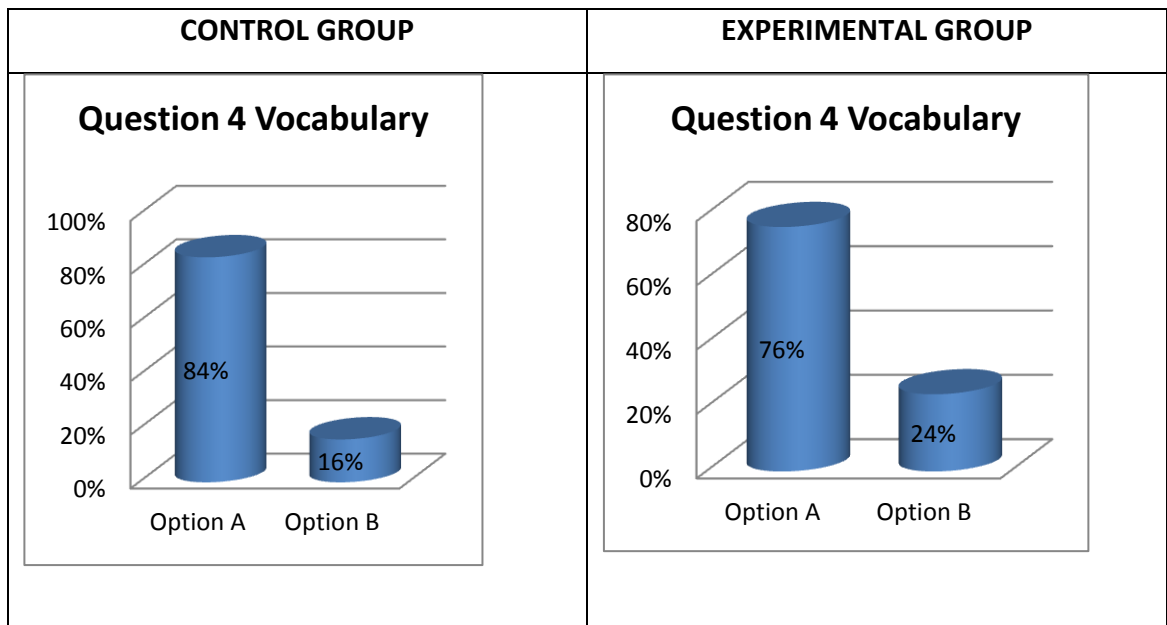


3. Maria is playing

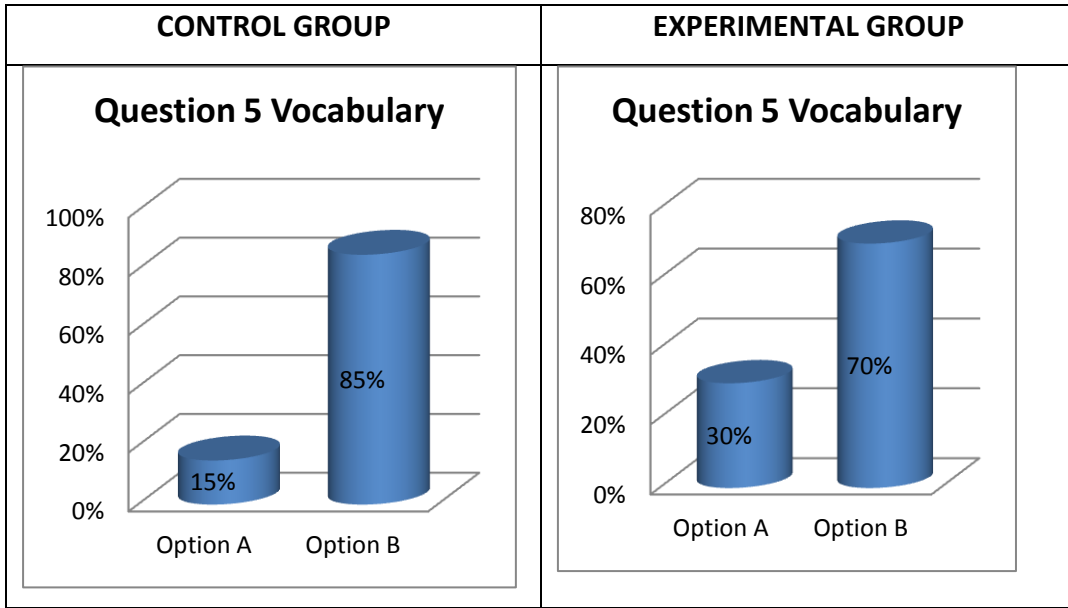
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Tennis	11	10	84%	62%
b. Soccer	2	6	16%	38%
TOTAL	13	16	100%	100%



4. It is a				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
c. Motorboat	11	13	84%	76%
d. Train	2	3	16%	24%
TOTAL	13	16	100%	100%

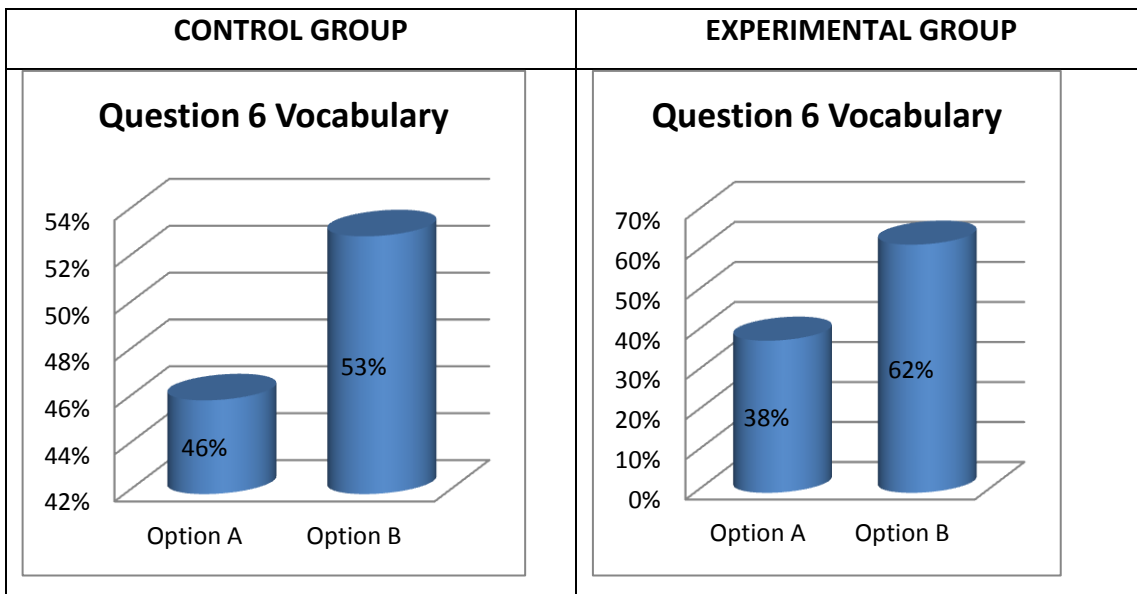


5. Anita is				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Horseback riding	2	4	15%	30%
b. jumping	11	12	85%	70%
TOTAL	13	16	100%	100%



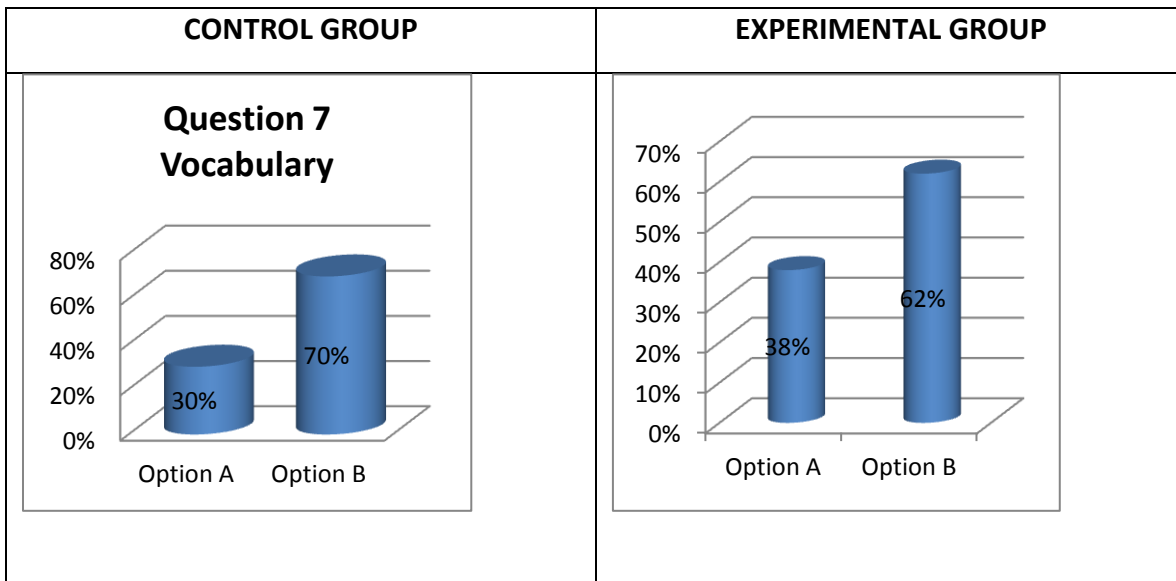
6. Look, read and chose

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Hat	6	6	46%	38%
b. Flower	7	10	53%	62%
TOTAL	13	16	100%	100%



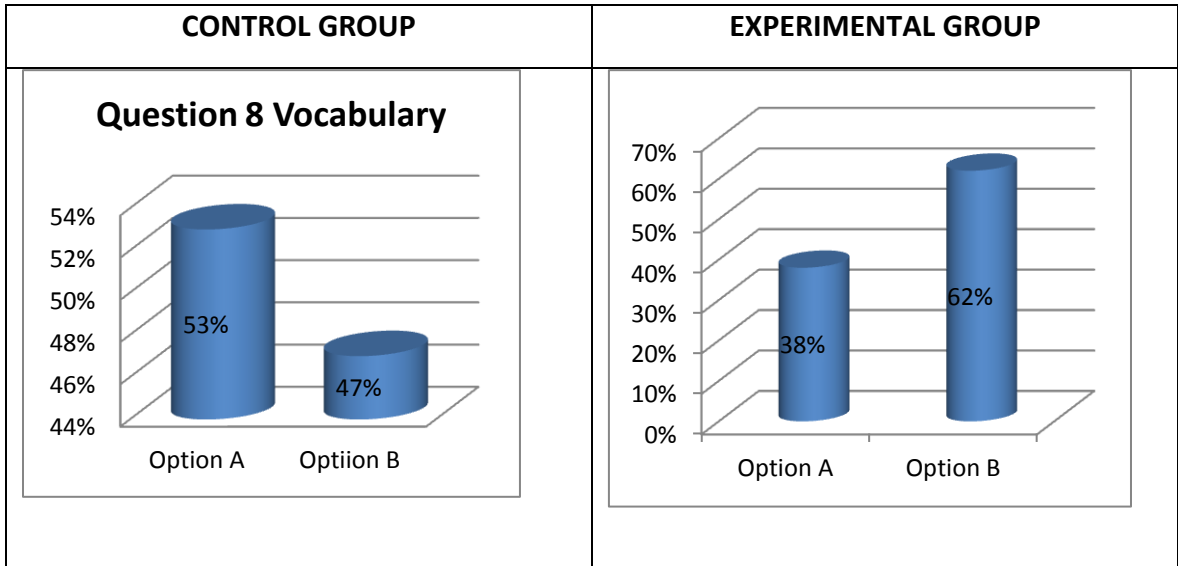
7. Look, read and chose

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
c. Tiger	4	6	30%	38%
d. Parrot	9	9	70%	62%
TOTAL	13	13	100%	100%



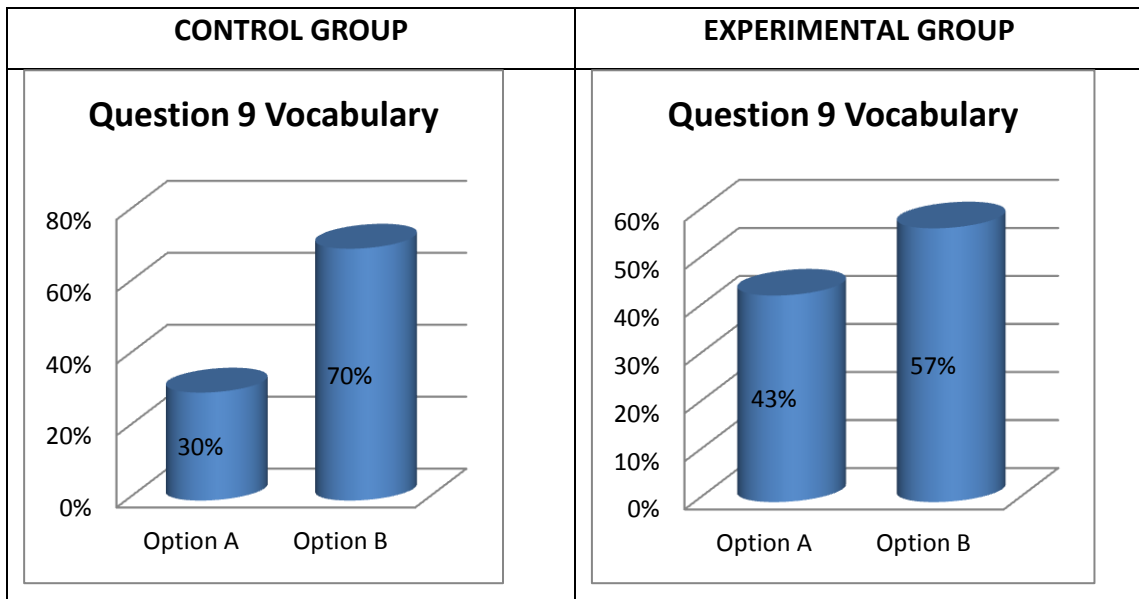
8. Look, read and chose

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Swim	7	6	53%	38%
b. Listen to music	6	9	47%	62%
TOTAL	13	13	100%	100%



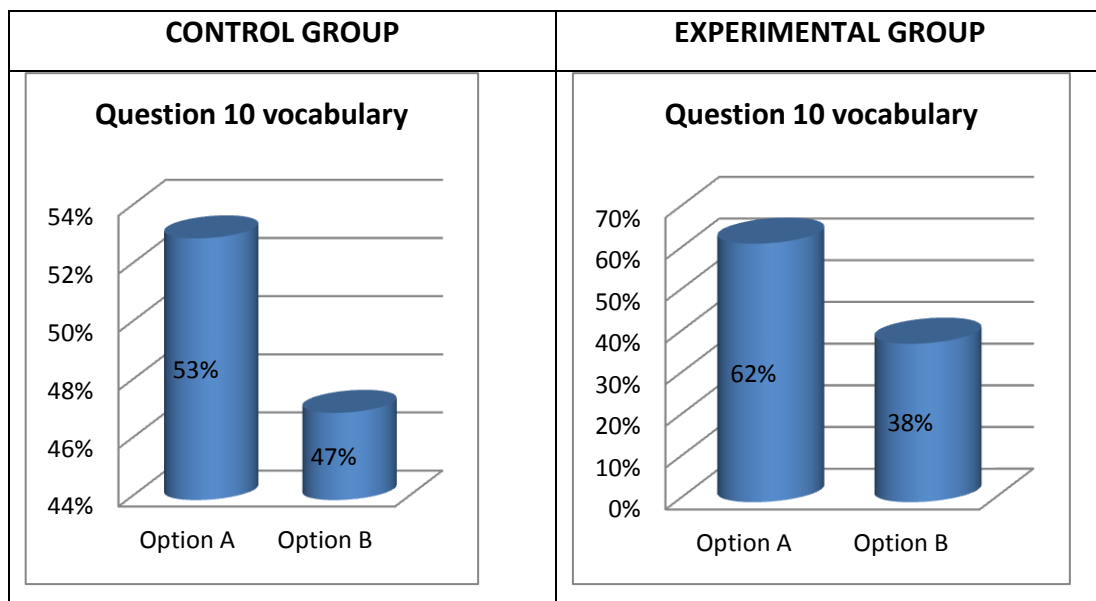
9. Look, read and chose

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Sleep	4	7	30%	43%
b. Drink	9	9	70%	57%
TOTAL	13	16	100%	100%



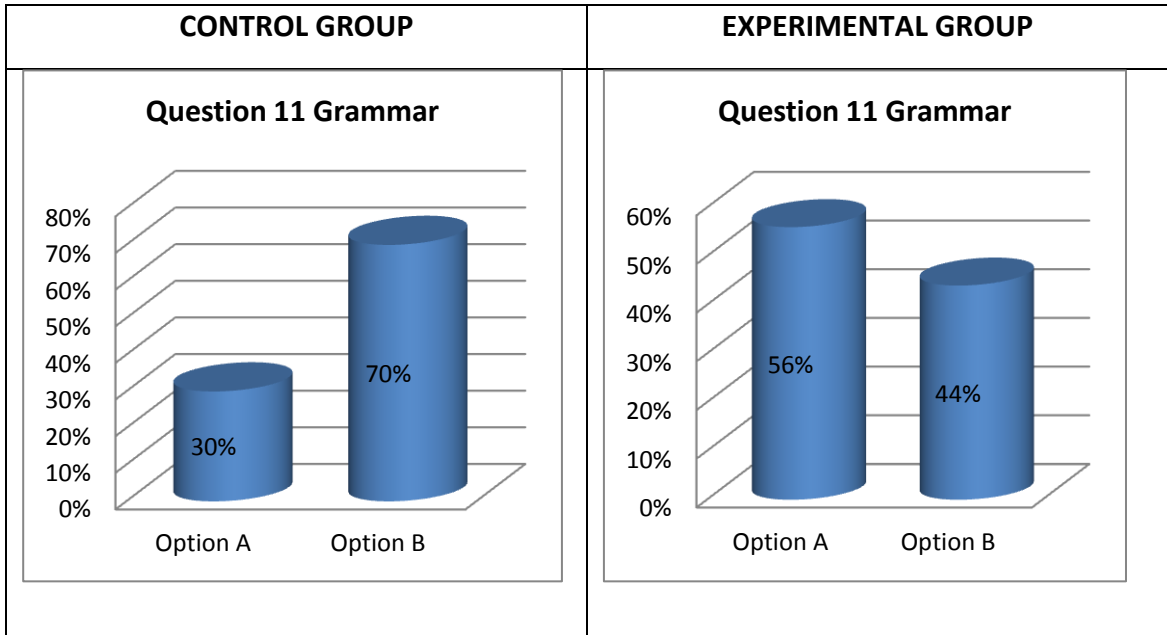
10. Look, read and chose

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Rabbit	7	10	53%	62%
b. Monkey	6	6	47%	38%
TOTAL	13	16	100%	100%



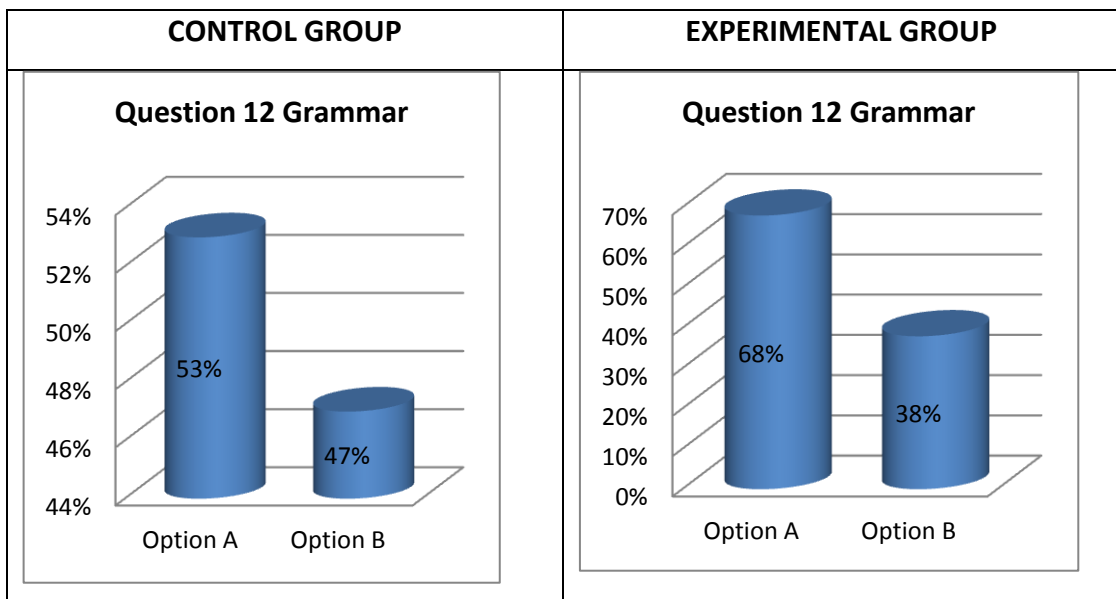
11. Ok, children. Sit.....

OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. down	4	9	30%	56%
b. across	9	7	70%	44%
TOTAL	13	16	100%	100%

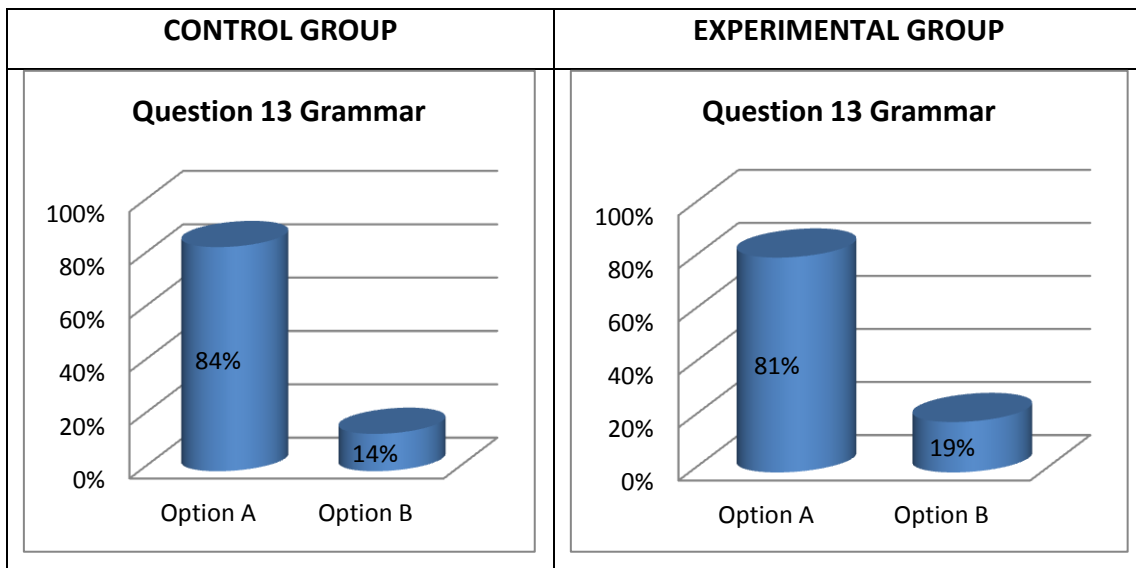


12. Can an elephant fly? No, it

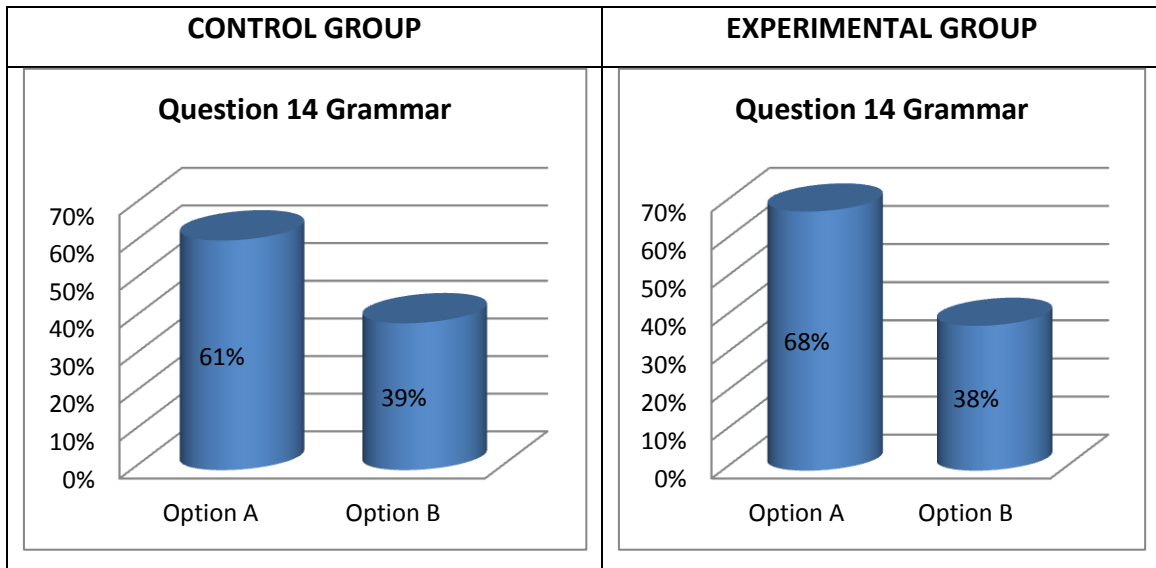
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
c. can	7	11	53%	68%
d. can't	6	5	47%	38%
TOTAL	13	16	100%	100%



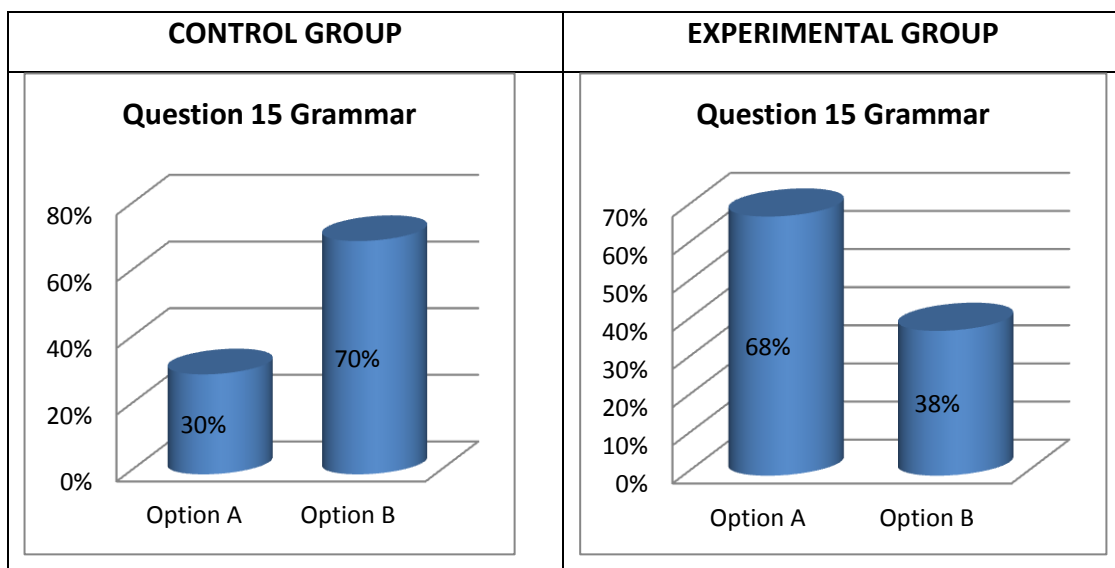
13. How.....apples do you have?				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. much	11	13	84%	81%
b. many	2	3	14%	19%
TOTAL	13	16	100%	100%



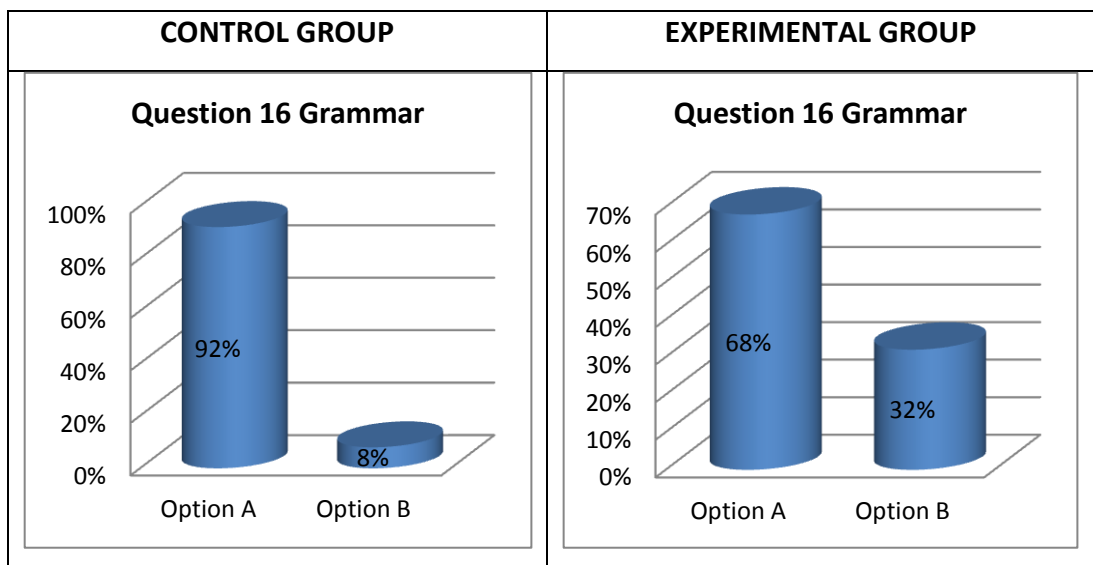
14.on Mondays, I go to the gym.				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. on	8	7	61%	43%
b. in	5	8	39%	57%
TOTAL	13	16	100%	100%



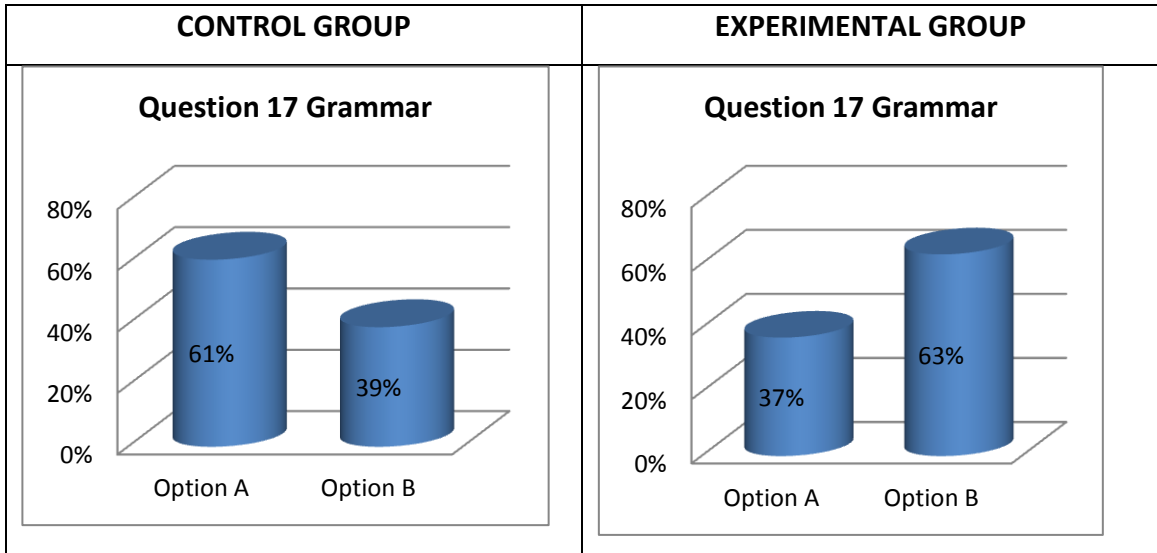
15. It's nine o'clock, you're late.		Wake.....		
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
c. up	4	7	30%	43%
d. at	9	8	70%	57%
TOTAL	13	16	100%	100%



16. Cindy is hungry, but there isn't..... food.				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. some	12	11	92%	68%
b. any	1	5	8%	32%
TOTAL	13	16	100%	100%

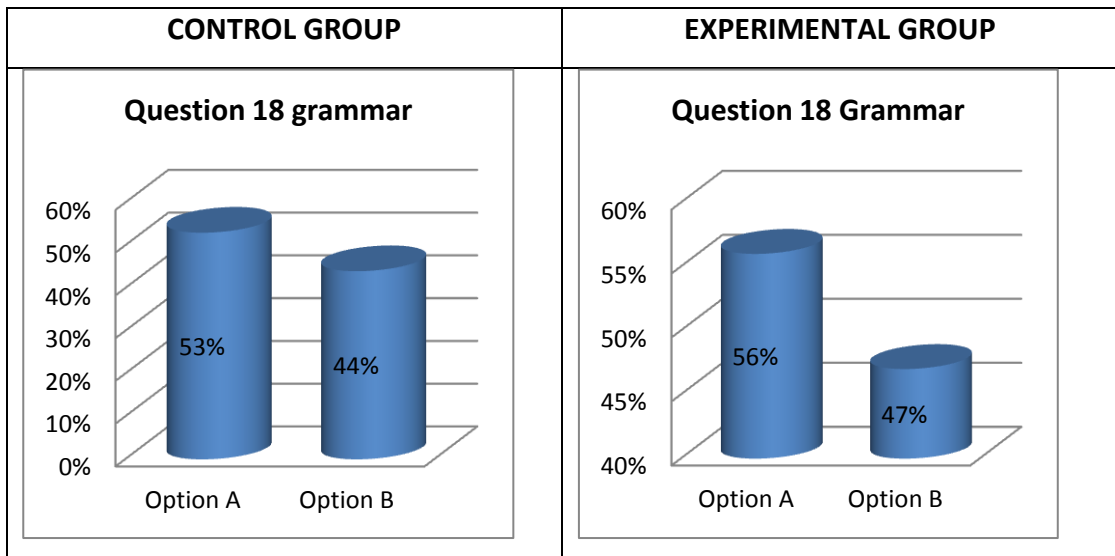


17. Cathy milk in the mornings.				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. drink	8	6	61%	37%
b. drinks	5	10	39%	63%
TOTAL	13	16	100%	100%

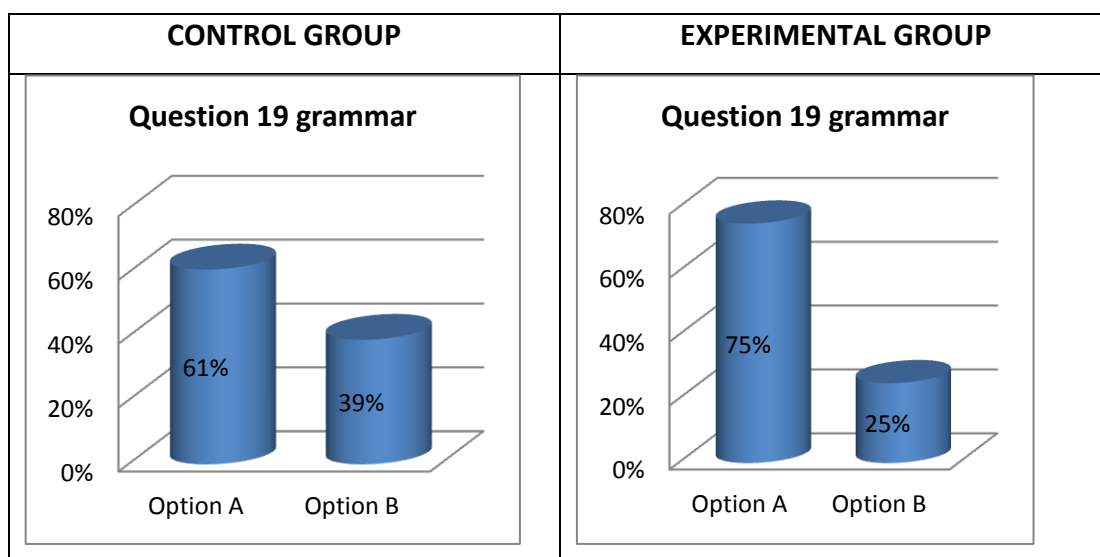


18. Look! Peter..... The tree.

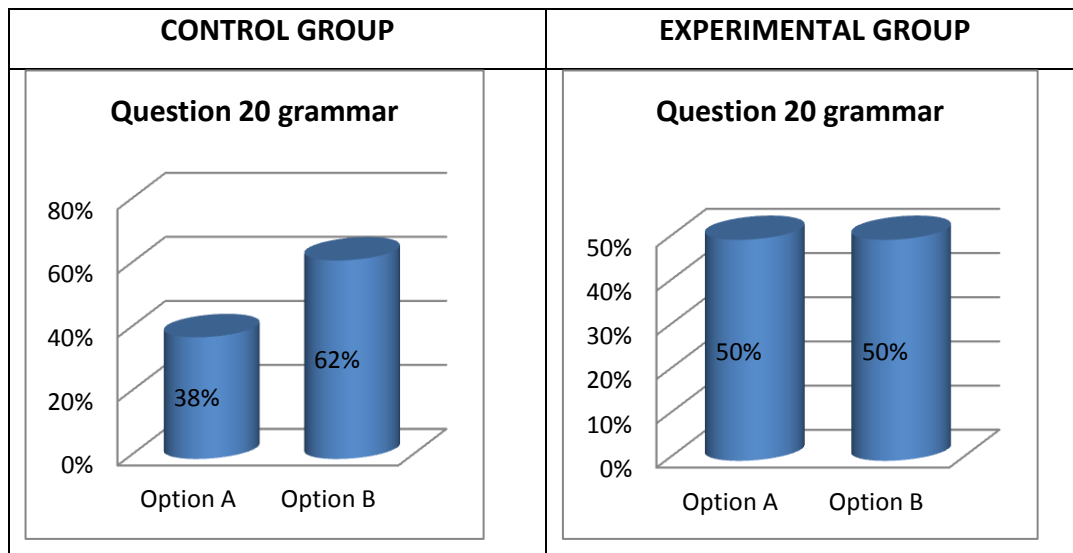
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. Are climbing	7	9	53%	56%
b. Is climbing	6	7	47%	44%
TOTAL	13	16	100%	100%



19. is the bank? Next to the library				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
a. When	8	12	61%	75%
b. Where	5	4	39%	25%
TOTAL	13	16	100%	100%



20. What is Jack doing?				
OPTION	FREQUENCY		PERCENTAGE	
	Control group	Experimental Group	Control Group	Experimental Group
c. He is ten	5	8	38%	50%
d. He is cleaning his room	8	8	62%	50%
TOTAL	13	16	100%	100%



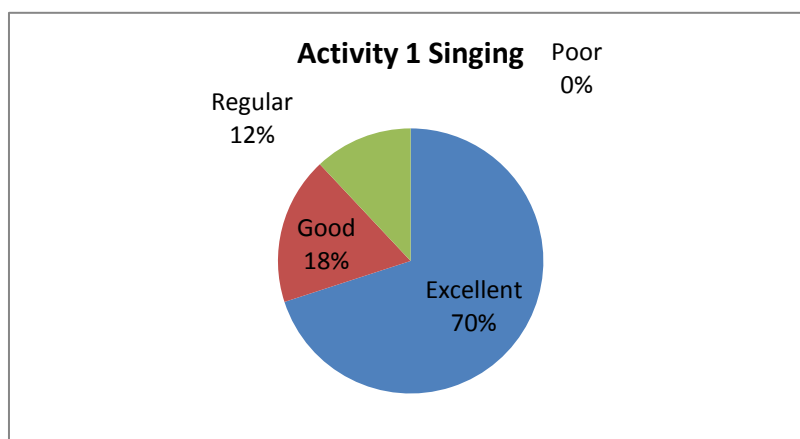
After, analyzing step by step the questions in the pre test it was clear to find out that children have more mistakes in the grammar section and also in vocabulary section, both groups were not equal, while some students fail in the option A, the others do very good, nevertheless, all angles must be focused in this proposal to help children to develop their communicational skills simultaneously. The second part of this presentation is directed to present the graphics with the percentages about students' engagement with the dynamic activities presented in class and which are according to the topics being taught in this grade.

Children love learning by singing, playing, drawing, creating, there were activities that were adapted from a well designed program for children called "WELCOME TO AMERICA; authors Jenny Dooley and Virginia Evans to be developed in class with children during the proposal.

Learning by singing were the starting activities presented to children in the experimental group, first children looked shy nevertheless, as they started getting involved in one of the activities they gained confidence and did in it in a surprising way.

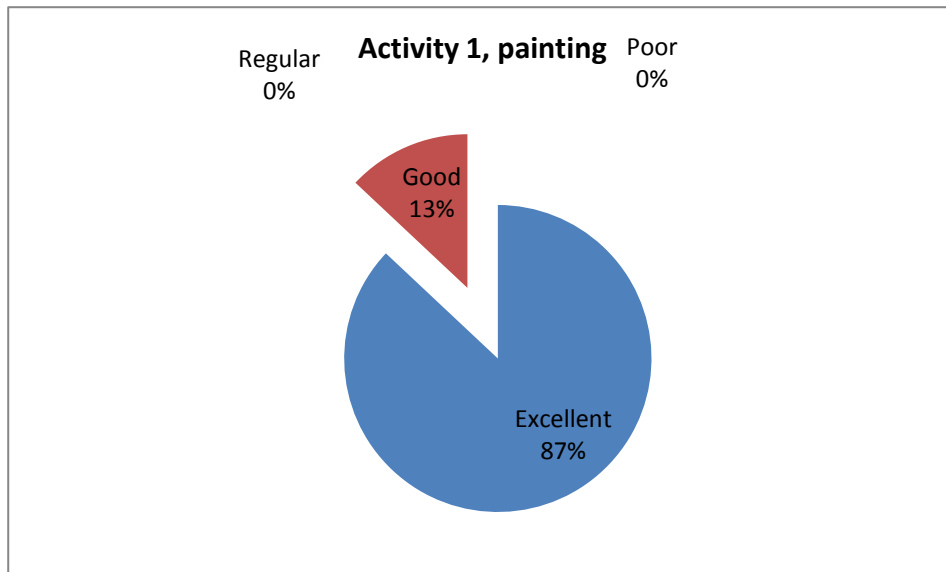
Here, it is very important to point that all the activities adapted as dynamic activities were according to the children knowledge and topics studied if the fifth grade and the previous ones.

"SINGING ACTIVITY ONE" Children's participation and performance"		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	11	70%
Good	3	18%
Regular	2	12%
Poor	0	0%
TOTAL	16	100%



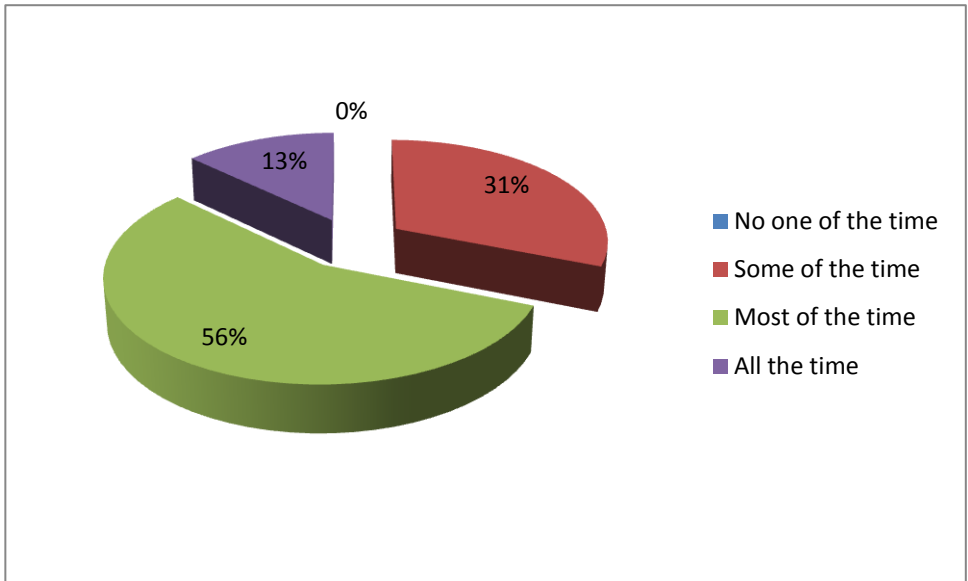
According to the charts presented above, they describe the children participation and performance in activity one” learning by singing”, the options, frequency and percentages were placed there by using the data collection technique called observation. It consisted on observing each individual participation, performance, engagement and motivation in the class activity.

"PAINTING ACTIVITY ONE" Children's participation and performance"		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	14	87%
Good	2	13%
Regular	0	0%
Poor	0	0%
TOTAL	16	100%



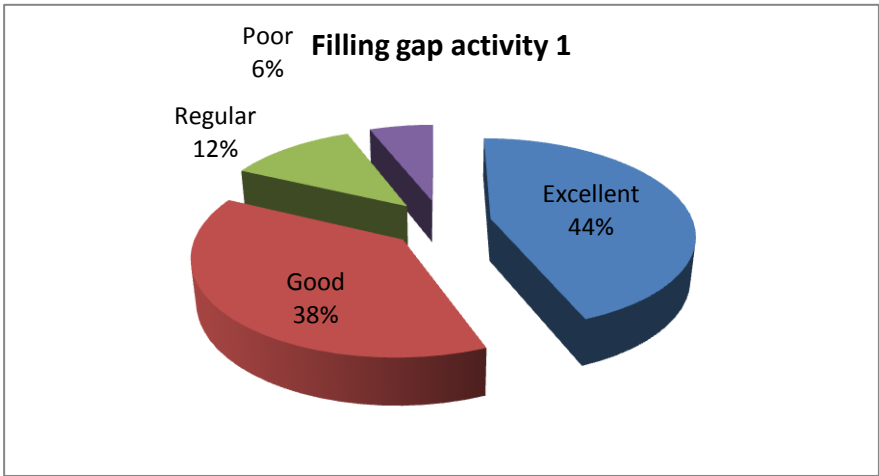
Everybody knows that children love painting and in this activity, it was not the exception most of them were happy using the crayons and doing the tasks explained in the activity's instructions. As it is shown in the chart 87% of them did excellent a 13% good and there were no students in the frequencies regular and poor.

"PLAYING ACTIVITY ONE" Children's participation in the play"		
OPTIONS	FREQUENCY	PERCENTAGE
No one of the time	0	0%
Some of the time	5	31%
Most of the time	9	56%
All the time	2	13%
TOTAL	16	100%



In this chart is presented the percentage that children participate in the activity, the options and the frequencies were established by classroom observation and it's very nice to see that students participate in the play most of the time as it is showed in the green part of the graphic.

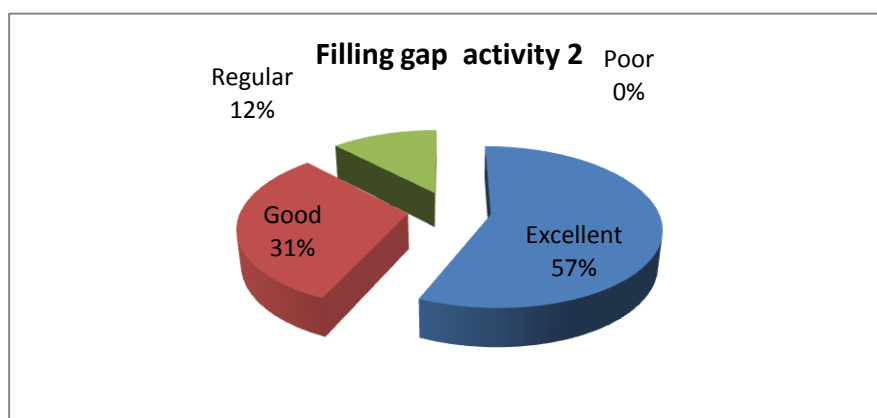
"FILLING GAP ACTIVITY " Children's performance in the activity"		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	7	44%
Good	6	38%
Regular	2	12%
Poor	1	6%
TOTAL	16	100%



Reflecting about this chart is really satisfactory to see that most of the children did well and that is why it is easy to appreciate that the options good (38%) and excellent (44%) have the higher percentages. It gives great pleasure that the adopted activities bring students a kind of challenge and motivation to participate in the class activities.

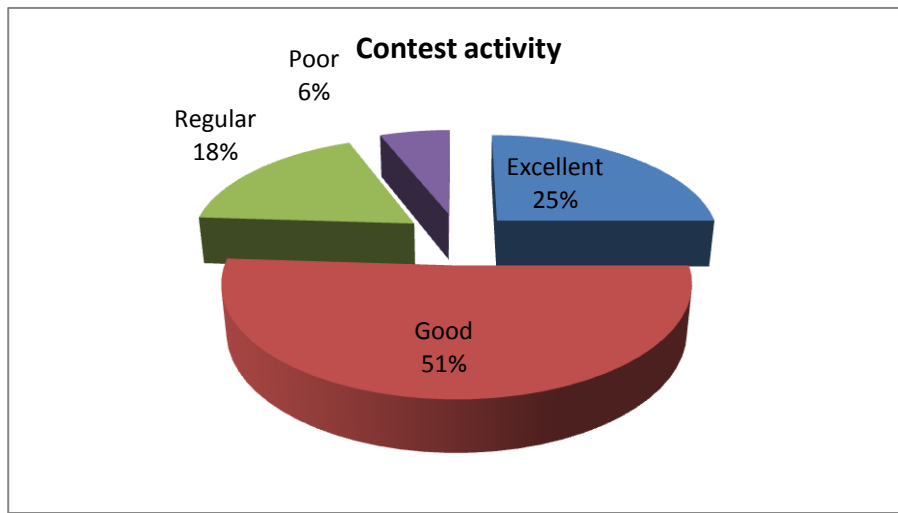
Children were allowed to use the structure and vocabulary taught in classes, most of students joined the activity and performed very well so, now they can do better with a high aptitude the class activities.

"FILLING GAP ACTIVITY 2" Children's performance in the activity"		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	9	57%
Good	5	31%
Regular	2	12%
Poor	0	0%
TOTAL	16	100%



There is a great satisfaction when the graphic shows us those percentages where most of the students performed well in the activity and where there were no students with poor performance. It is very clear that dynamics activate the children's energy to take an active participation in the class activities and increase their achievement in the exams.

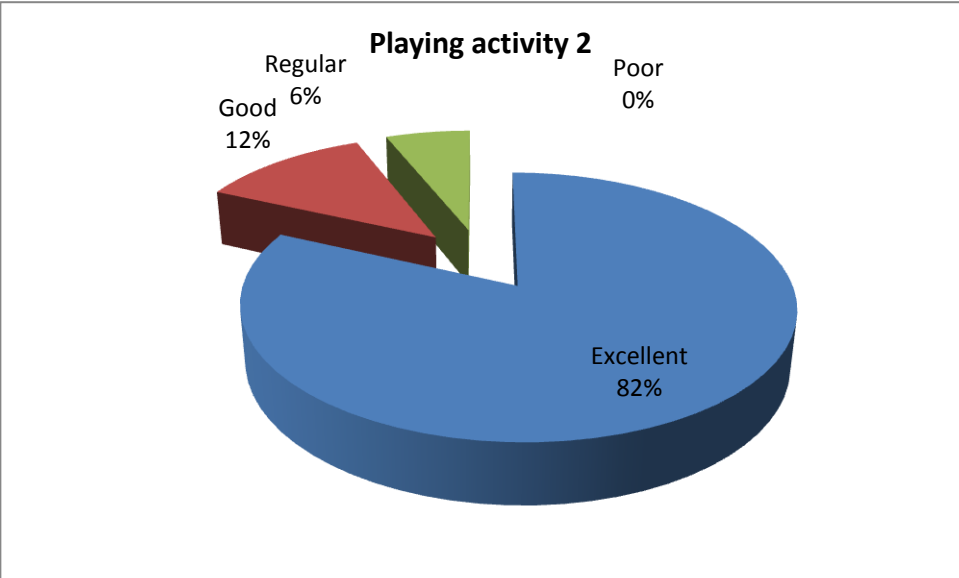
"CONTEST" Children's performance in the activity		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	4	25%
Good	8	51%
Regular	3	18%
Poor	1	6%
TOTAL	16	100%



Analyzing the chart it can be observed that 75% percent did well in the activity the red color 51% and blue color 25% were the options with more marks which means definitely that dynamic help children in their motivation.

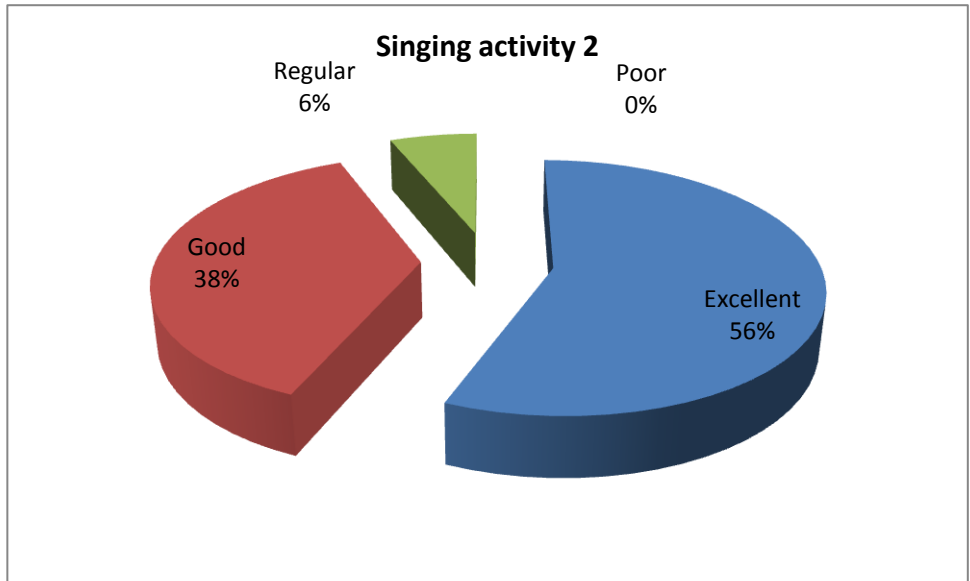
The activity consisted of giving children an opportunity to create a short composition about their daily routines; most students make composition with more than forty words that was really satisfying for me as investigator.

"Playing activity 2" Children's performance in the activity		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	13	81%
Good	2	12%
Regular	1	6%
Poor	0	0%
TOTAL	16	100%



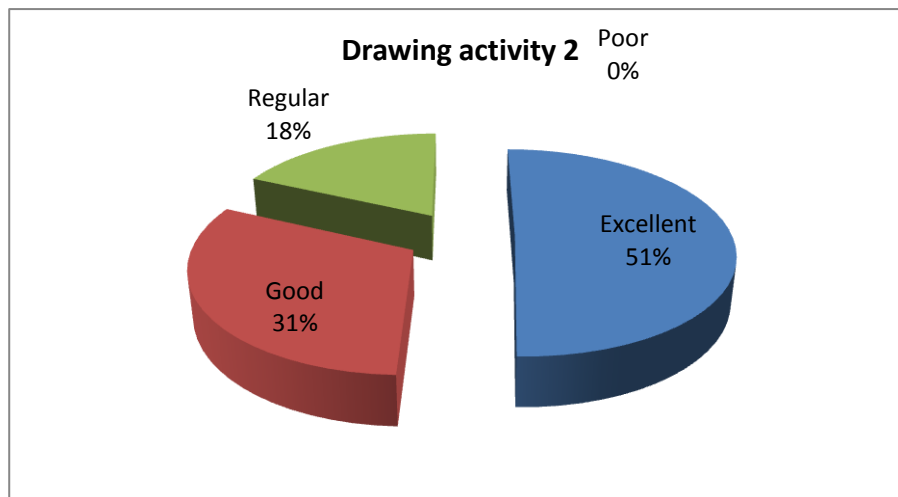
Similar to the first playing activity, here were almost no difference,, students were very motivated and very happy of taking part in this class activity, they really enjoyed of having fun and participating, only a 6% percent of them were no totally involved in the activity and it could be attributed to others factors such as; sickness, tiredness, lack of food etc.

"Singing activity 2" Children's participation and performance in the activity		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	9	57%
Good	6	37%
Regular	1	6%
Poor	0	0%
TOTAL	16	100%



Songs contribute enormously to children motivation and aptitude to English, as teachers we can find a lot of songs for children in the internet, the important thing about adapting them to our teaching practices is that we need to analyze the topics, structure and vocabulary we need to reinforce through songs in order to chose the most suitable ones that satisfy our children’s needs.

“Drawing activity 1” Children’s participation and performance in the activity		
OPTIONS	FREQUENCY	PERCENTAGE
Excellent	8	50%
Good	5	31%
Regular	3	18%
Poor	0	0%
TOTAL	16	100%



When talking about drawing in class, children don't hesitate on participating in it, in this case a list of words related to the topic were worked in class, then to reinforce those words, children were asked to draw as much as possible words they remembered from the activity taught.

Across the country, teachers and other educators need to improve their teaching skills, especially those teachers who are immersed in world of children; they need a special treatment to aware their curiosity and motivate them to learn by means class activities that help them to develop their skills in an environment of enjoyment and curiosity.

As teachers becomes exciting but sometimes difficult challenge to implement, adapt or design class activities that children love to work with, nevertheless, there are thousands of teaching resources of teaching English, literacy skills, and academic content to a growing number of English language needs where we can read and get a guide to produce our own material.

The charts presented above, belongs to short summary of the class activities worked with children in the fifth grade, experimental group in the phase of the proposal development, and which were classified as dynamic activities, as the charts show before they had a great acceptance and children were very happy to work with them. Both tests applied in the experimental group confirm the working hypothesis and charts with the media, variance and standard deviation is going to be presented in the following pages.

EXPERIMENTAL GROUP

PRE-TEST					POST-TEST				
ORD.	SCORE	MEAN	(S-M)2	S.D.	ORD.	SCORE	MEAN	(S-M)2	S.D.
1	16	10,11	5,89	34,6921	1	17	13,51	3,49	12,1801
2	6	10,11	-4,11	16,8921	2	15	13,51	1,49	2,2201
3	10	10,11	-0,11	0,0121	3	16	13,51	2,49	6,2001
4	9	10,11	-1,11	1,2321	4	15	13,51	1,49	2,2201
5	9	10,11	-1,11	1,2321	5	17	13,51	3,49	12,1801
6	11	10,11	0,89	0,7921	6	12	13,51	-1,51	2,2801
7	14	10,11	3,89	15,1321	7	13	13,51	-0,51	0,2601
8	10	10,11	-0,11	0,0121	8	14	13,51	0,49	0,2401
9	8	10,11	-2,11	4,4521	9	13	13,51	-0,51	0,2601
10	7	10,11	-3,11	9,6721	10	19	13,51	5,49	30,1401
11	5	10,11	-5,11	26,1121	11	13	13,51	-0,51	0,2601
12	15	10,11	4,89	23,9121	12	18	13,51	4,49	20,1601
13	14	10,11	3,89	15,1321	13	17	13,51	3,49	12,1801
14	13	10,11	2,89	8,3521	14	14	13,51	0,49	0,2401
15	11	10,11	0,89	0,7921	15	16	13,51	2,49	6,2001
16	13	10,11	2,89	8,3521	16	18	13,51	4,49	20,1601
	171			166,77		247			127,38

PRE- TEST

$$\sum X = 171 / 16$$

N

$$\bar{X} = 10,69$$

$$S^2 = \frac{171}{16} = 10,69$$

$$SD = \sqrt{10,69} = 3,229$$

POST TEST

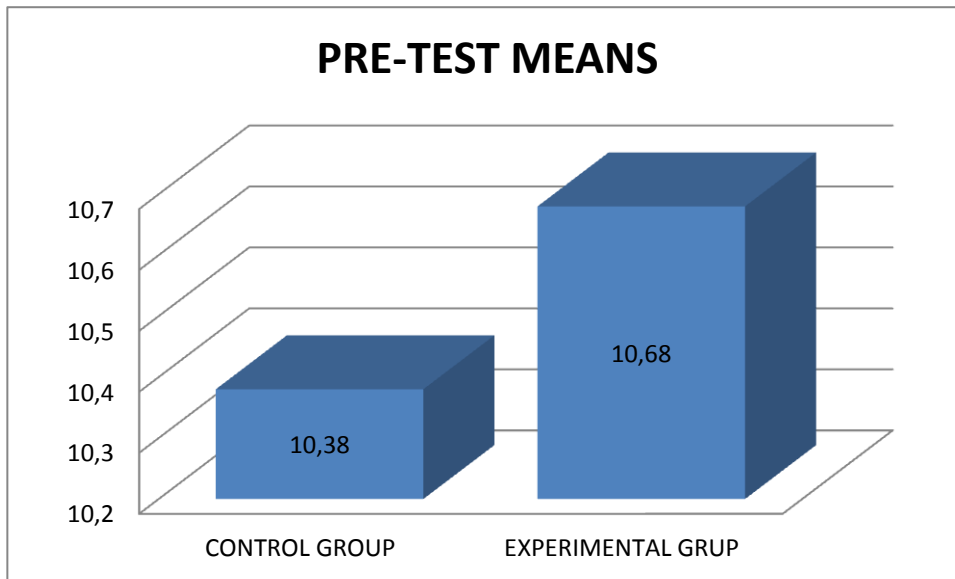
$$\sum X = 247 / 16$$

n

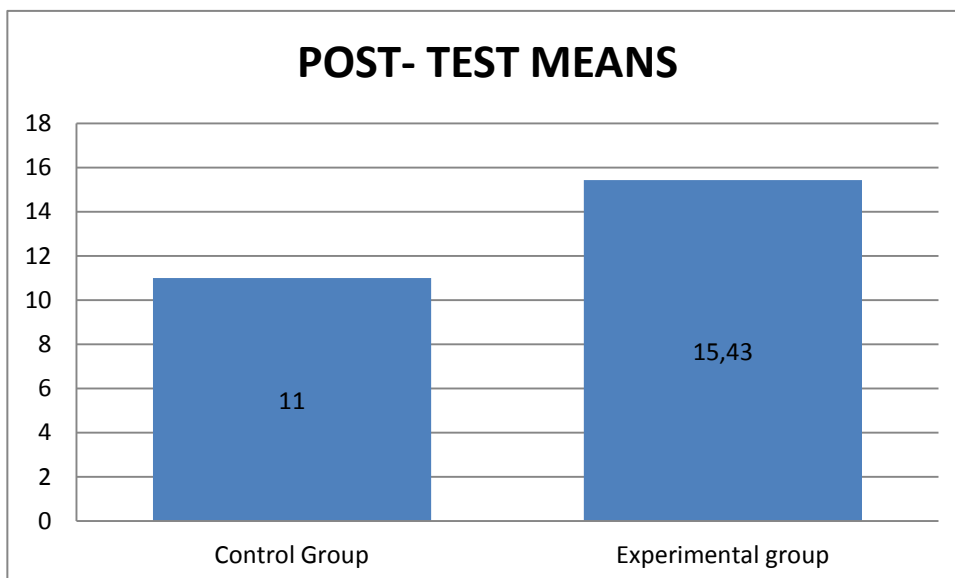
$$\bar{X} = 15,44$$

$$S^2 = \frac{247}{16} = 15,44$$

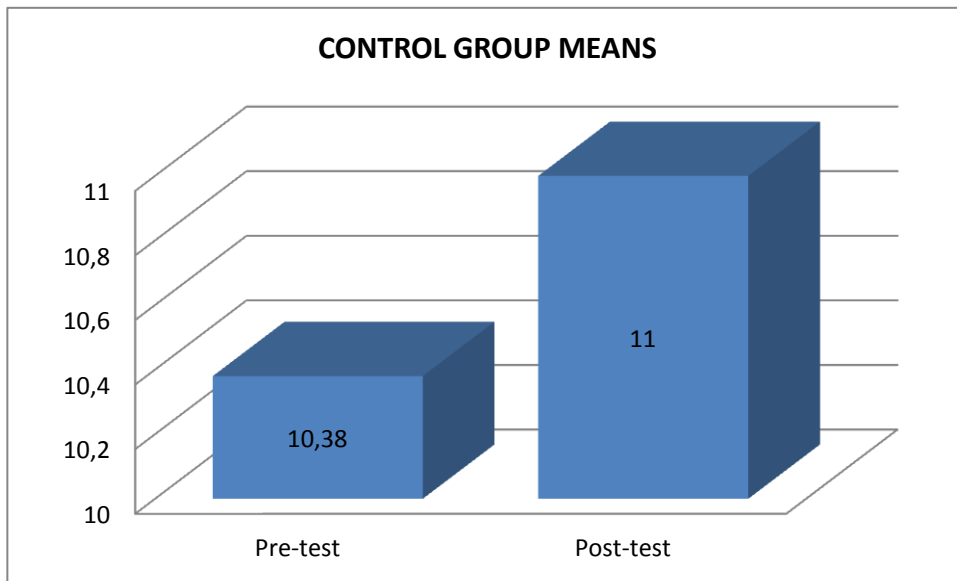
$$SD = \sqrt{15,44} = 2,82$$



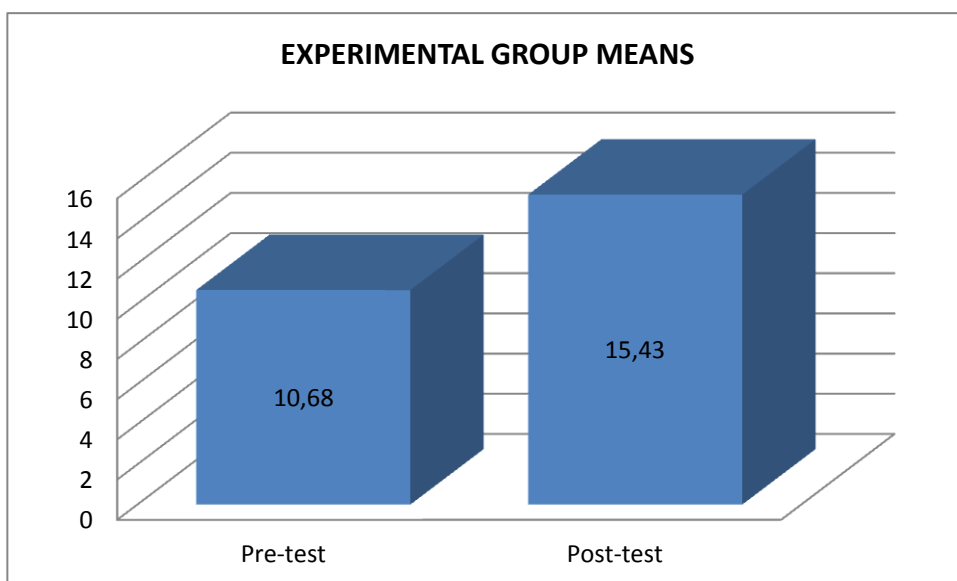
The first chart presented here refers to the media obtained in the pre- test applied at the beginning of the investigation to both control and experimental groups, and it's clearly to realize that the differences between the groups is not huge and it supports the affirmation in the problematical situation that assures that children are not performing well in the tests.



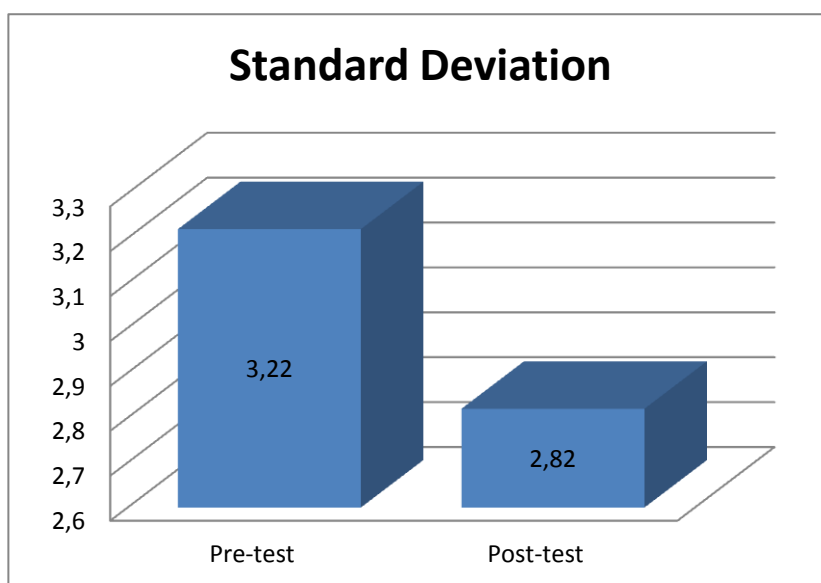
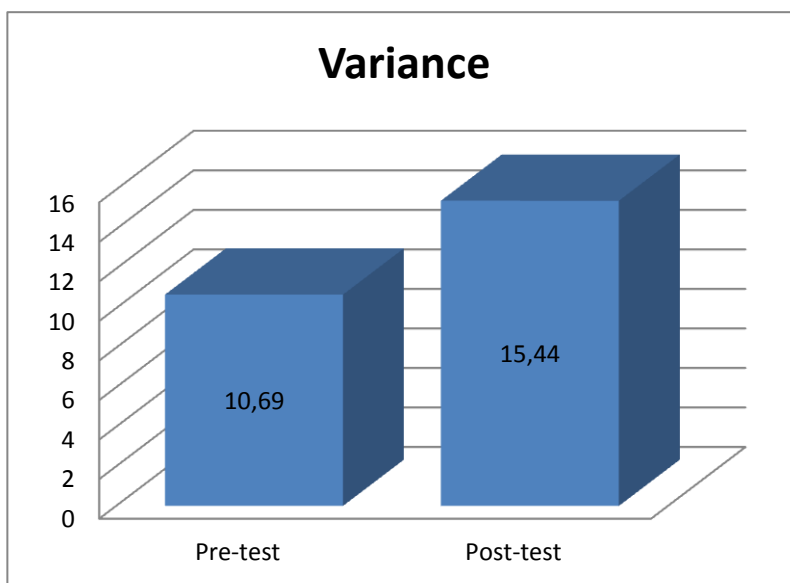
After applying the post-test to the experimental group the chart above shows a little improvement in the media of control and a considerable difference of improvement in the experimental group.



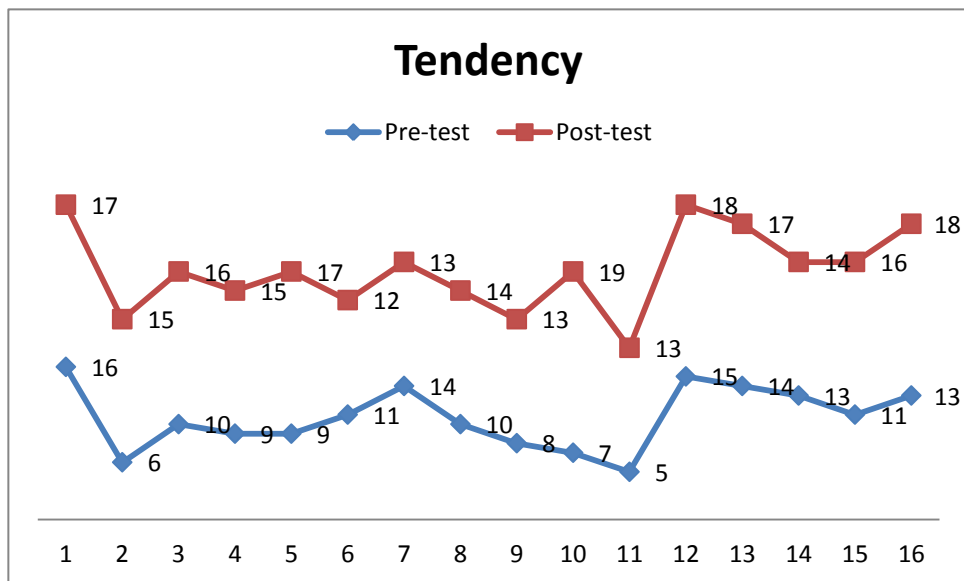
This chart shows the media obtained by the control group in the pre and post tests, it is important to point that children were not exposed to any kind of extra class activities apart from those contemplated in the textbook which means they didn't have the opportunity to experiment and learn with the dynamic activities adapted for this purpose. Here also can be observed a little improvement in the post test and there are many reasons that could be attributed such as: test's complexity (the post test has no much difference from the pre test), children motivation, children exposure to the language, etc.



It is pleasant to see this chart, it verify our assumption in the working hypothesis related to the effectiveness of the class dynamic activities in the children motivation and performance. These media are not only the source to assure my success in the proposal but also the charts presented before where is clear to observe and deduce that children were motivated and their response to the dynamic activities was great. The improvement gotten after the dynamic activities were implemented is five points which is not bad for children achievement scores.



EXPERIMENTAL GROUP TENDENCY



The central tendency clearly shows the big improvement that most students had after the proposal development was carried away; the numbers and the points in the diagram show the differences between pre and post tests.

This means that dynamic activities helped to inject positive stimulus to children's motivation and attitude and capture their interest in classroom; when we learn to incorporate effective class activities we become happier and children are motivated to learn more.

So, the mean of the experimental group (pre-test) 10.68 and the mean of the experimental group (post-test) 15.43 shows a difference of 4.75 points which means there is an improvement in the children performance in class, Next, it is going to be prove the significance of the difference between both results, supported by the hypothesis set in this project.

The Hypothesis says:

$$H_0 : \mu_1 = \mu_2$$

$$H_A : \mu_1 \neq \mu_2$$

As sub- next step we proceed to calculate the **Standard error** of the difference between means.

Its formula to calculate the **Standard error** was:

$$S_{X_1-X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n} + \frac{1}{n} \right)}$$

We proceed to replace the data in the formula:

$$S_{X_1-X_2} = \sqrt{\frac{166.77 + 127,38}{16 + 16 - 2} \left(\frac{1}{16} + \frac{1}{16} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{249.15}{30} \left(\frac{0.063 + 0.063}{20} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{8.305(0.126)}{760}}$$

$$S_{X_1-X_2} = \sqrt{1.046}$$

$$S_{X_1-X_2} = 1.023.$$

The **Standard error** of the difference into two means = 1.023

Initially, we observe a difference of 4.75 between the two means. The result above represents the difference we can expect just by the possibility that the null hypothesis was true. Then, is that difference sufficiently high enough so we can reject the null hypothesis?

To answer that question, we proceed to obtain the reason of both numbers and it denominates like: **T student reason** and its formula is:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}}$$

$$T = \frac{10.69 - 15.44}{0.805}$$

$$T = - 4.224$$

Is this difference high enough to reject the null hypothesis to the level of 0.05? In order to answer this question we need to calculate the degrees of freedom and consult with the **t-student table**.

The degrees of freedom are the number of grades in the control group plus the number of grades in the experimental group minus 2.

$$df = n_1 + n_2 - 2$$

$$df = 16 + 16 - 2$$

$$df = 30.$$

In the level of **0.05** and with **30** degrees of liberty, we found a **t- student reason** of **1.6973**. This result is higher than the calculated T reason - **4.224**. So, we can conclude that the difference between the two means is significant, and then we **reject the null hypothesis and accept the working hypothesis**.

In other words, we accept that the use of the dynamic activities influence positively in the children motivation, performance, and achievement in class.

PART FIVE

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Although instructional innovations, such as new methods and new materials do reach individual classrooms via the initiative of individual teachers, they are not usually implemented in a coordinated way because many are not actively supported by school staff. It is in this belief that for the English teachers at the private school Andrés Sevilla Lauzo. learning area to be a vehicle of change not only to the students but to the teachers as well, this study concludes that successful a well designed plan for implementing dynamic activities like games, songs, stories, drawings, role plays, writings etc will change the instructional and learning environment of this primary school and also it will position teachers as innovators.

- Without the incorporation of well designed dynamic activities, classes will become a monotonous process and children won't have the opportunity to develop their communicational skills and will suffer the consequences in the future.
- Based from the results of the pre and post tests this thesis concludes that dynamic activities play an important role in the teaching learning process not only with children but also with young learners and adults, they promote the active participation of learners in the class and help in enhancing the performance an output level of achievement.
- A creative teacher with innovative ideas can provide significant solutions to the lack of dynamic activities that this primary school is facing nowadays.

5.2. RECOMMENDATIONS

- This research study suggests that educational administrators in this primary school design a plan of training to help not only English teachers but teachers in other areas to develop their strategies in adopting, implementing or designing dynamic activities for children.
- It is also very important that future investigations focus their attention to deep this theme in order to find and contribute with more alternatives of solutions to problems of lack teaching materials, lesson planning, unmotivated children, classroom management, classroom interaction etc.
- As teachers we must look strategies to influence directly our students' motivation helping them change their reality seeing language learning in a different way by incorporating dynamic activities that really help children learn in an enjoyable way.

GLOSSARY

Motivation

The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion.

Method

An orderly procedure or process or regular manner of doing something, way of teaching based on ideas about language, learning and teaching, with specific indications about activities and techniques to be used.

Approach

The theory or philosophy and principles underlying a set of ideas about language learning and teaching

Technique way of doing a specific thing

Activity

Something learners do in order to promote learning or acquisition, e.g. a speaking activity or listening activity.

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