

# **ARMY POLYTECHNIC SCHOOL**



## **DEPARTMENT OF LANGUAGES**

### **APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**TO CAPTURE THE STUDENTS' INTEREST IN THE LEARNING OF THE BASIC ENGLISH LANGUAGE THROUGH THE USE OF CLASSROOM'S PROJECTS ON THE EIGHT GRADES' STUDENTS OF THE UNIDAD EDUCATIVA GRAD. MIGUEL ITURRALDE.**

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**Quito – Ecuador**



FUERZA TERRESTRE  
BRIGADA DE SELVA Nº 19 "NAPO"  
U.E.M. "GRAD. MIGUEL ITURRALDE"  
O F I C I O

Fecha: Pto. Fco de Orellana, 09 de Marzo de 2005  
Asunto: AUTORIZACION.

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DE: Mayo. De A. Alexei Arellano.  
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PARA: Sr. Sgos. Hugo Maila Barrionuevo y Nely Poveda.

EN: Su despacho.

En referencia a oficio S.N. de fecha 8 de marzo del 2005, en el cual solicita el Sr. Sgos. Hugo Maila B., y Nely Poveda, autorización para realizar La Practica Docente dirigida a los estudiantes de Octavo año de Educación Básica "A y "B" con el tema "CAPTURAR EL INTERES EN EL APRENDIZAJE DEL IDIOMA INGLES BASICO A TRAVES DEL DESARROLLO DE PROYECTOS DE AULA", al respecto me permito informarle que está autorizado a realizar el trabajo necesario con los cursos antes mencionados.

En espera de haber comunicado para los fines legales, me suscribo con sentimiento de consideración y estima.

DIOS, PAZ Y LIBERTAD  
  
Mayo. Alexei Arellano.  
DIRECTOR



# CERTIFICATION

We Msc. **Daniel Herrera Chacon**, Director, and Msc. **Juan Francisco Donoso E.**, Co-director, duly certify that this thesis entitled: **“To capture the students’ interest in the learning of the Basic English Language through the use of Classroom’s Projects on the Eight Grades’ Students of the Unidad Educativa Grad. Miguel Iturralde”**., has been reviewed and found it apt for oral sustain.

Sincerely,

.....  
Msc. Daniel Herrera Ch.  
DIRECTOR

.....  
Msc. Juan F. Donoso E.  
CO-DIRECTOR

Quito, July 2007

## **DECLARATION**

The present research work and the responsibility of investigations, results, approaches and discussions are property exclusive of the authors, it will serve all the students as a source of consultation and it is therefore absolutely forbidden the copy, case contrary to being plagiarized will have to respond to the judgments of law by the authors.

**Hugo Maila B.**

**Nely Margot Poveda A.**

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We also want to express a special gratitude to Mayor Alexei Arellano. Director of the Unidad Educativa Grad. "Miguel Iturralde" who permitted us to carry out the research in that noted "Unidad Educativa".

The Authors: **Hugo Maila Barrionuevo**

**Nely Margot Poveda Aguilar**

# DEDICATION

To my best friends I have never had in my youth, they are my wife and daughter; for their eternal and unconditional support and patience, for giving me the opportunity of get my highest expectations in my life, they had to sacrifice their holiday in order to be together. Thanks for everything. I love you too much.

## **Hugo Maila B.**

To my parents that supported me with their trust, nobility and enthusiasm, moreover they have helped all times in order to success in my proposal goals, so this way to be useful in my family, society and for my wonderful country. They made possible the culmination of this stage so important in my life.

## **Nely Margot Poveda A.**

This research is also dedicated for everyone who values and recognizes our effort and they see in it a new way to improve the teaching learning process of English Language.

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# **BRIEF SUMMARY OF THE WORK**

## **ART AND CRAFT FOR “CLASSROOM’S PROJECTS”**

The use of art and craft projects in the language classroom ensures a students-centered, hands-on activity-based lesson. In addition to this, it provides an opportunity for parents to see and for students to show and discuss with their parents what they are learning in English class. To this includes a wide variety of fun craft activities designed to stimulate creative play and develop the students’ imaginations.

Art and Craft projects capture the students’ interest and increase their involvement with the Target Language. Craft activities aid in the promotion of language acquisition through the exploration and development of the primary senses: sight, sound, touch, and movement. At the lower elementary grade levels, this work assists students in the development of small muscle and hand-to-eye coordination, sensory discrimination, and concentration. At the higher elementary grade levels, opportunities for artistic self-expression in the language-learning process involve the “whole” student. At all levels, the activities afford opportunities to recycle and reuse the language in an authentic and meaningful way, as the students present their crafts for display and explain how the projects were completed.

The craft projects also provide avenues through which the students expand their communication and social skills by means of cooperative pair and group work. Each student is involved and contributes to the best of his or her ability level to the final result of the project and share in the satisfaction of creation and completion. What the students have shared in learning is now visible, tangible, and evident for all to see. This feeling of accomplishment and success is highly motivating and significantly contributes to the building of student self-esteem.

Finally, Classroom’s Projects activities provide an enjoyable vehicle *for learning doing*. The students are engaged in hands-on activities that reinforce the different learning styles they may have.

# CHAPTER I

## RESEARCH PROBLEM

### 1.1. PROBLEM IDENTIFICACION

To capture the students' interest in the learning of the Basic English Language in the Unidad Educativa Grad. "MIGUEL ITURRALDE", through the use of classroom's projects is a great challenge and achievement at the same time because; it provides opportunities for parents to see and discuss with their parents what are they learning in Basic English Class.

The challenge of the classroom' projects between teachers and students are to keep wide awake through a variety of fun craft activities designed to stimulate creative play and develop the students' imagination.

These motivations are going to wake up the interest in the students in the learning of the English Language.

The High School that participates in this study is called Unidad Educativa Grad. "MIGUEL ITURRALDE". It is located in Francisco de Orellana, at North West of the Amazon Region. This city (Coca) is capital of Orellana Province. In the High School there are 600 students. The students are going to participate in this research project are 43. They belong to Eighth Grades of Basic Education.

The Unidad Educativa Grad. "MIGUEL ITURRALDE" is located on Via Los Zorros close to Brigada de Selva Napo 19, surrounding by Petroleum Foreign Companies. People who work in these Companies need Basic English knowledge, because there are foreign people there, and it is a prerequisite for entering. Then the workers will need to communicate each other to understand catalogs of tools and machines used in this job.

#### **Puerto Francisco de Orellana**

Francisco de Orellana (Coca) City is a tourist place too. It is visited by Foreign People from different countries some of them stay in this city, and another stay in different tourist places in the jungle. They develop research works about animals, plants, flora and fauna. The colorful streets of Francisco de Orellana are full of business and artisans who have emigrated here from all over the country.

The native populations, on the other hand, maintain their traditional lifestyle in the jungle.

## **Ecotourism**

Orellana has large, wide rivers, dense tropical rain forests, enormous natural reserves, and a high concentration of indigenous communities. The specialty tourist in the jungle attracts some national visitors, and foreign people. Coca is an ideal jumping-off point for tours to the remotest parts of the Ecuadorian Amazon and offers the best access to the vast Parque Nacional Yasuní and the neighboring Huaorani Reserve.

On the stretch of the Río Napo are found some of Ecuador's best jungle lodges, though you should book your visit to these before arriving in Coca. The Vía Auca, an oil road heading over the river due south from Coca, is the fastest way to get to Huaorani communities ("auca" means "salvages" in Quichua), but make sure your guide has full permission from the communities to visit.

Learning of the Basic English Language takes attention, effort, motivation and over all interest, in the Grad. "MIGUEL ITURRALDE" High School. The students want to prepare, they are looking forward to learn the English Language; therefore we have seen the necessity to introduce successful classroom´ projects with a wide variety of art and craft activities to capture and wake up students´ interest to learn the English Language.

### **1.2. MAIN PROBLEM**

The English study in the Basic Cycle of Grad. "MIGUEL ITURRALDE" High School today is a necessity because, the students feel the desire to prepare for the future, of course at the beginning they will have problems because, a lot of them do not have basic knowledge about English Language.

According to the researching to community, parents and students, it has been determined that the weaknesses are based on the lack of teachers´ professionalism, because they don't have a sequential training due to the geographical location. Also some of them don't correspond to English area. That is the main reason because there isn't unification in the design of methods and in the teaching learning for the students, as a result of this there are unmotivated Students.

Therefore there are the necessities to apply classroom's projects where the students are going to enrich their knowledge through a

gradual progression from simple to more complexes. It is also important to be aware of how to develop an English class with the application of the classroom's projects.

So that the students can learn in the most effective way possible because, the classroom's projects are going to be creative and communicative process, the activities will be designed to develop an interaction, and the negotiation of meaning through cooperative learning, collaborate learning and communicative language teaching; sharing ideas and information individually, pairs or groups.

Students are given the opportunity to use their knowledge of the family language.

The question to give solution to the main problem is:

Why do the students from Eighth Grades of Basic Education of Grad. "MIGUEL ITURRALDE" High School feels the necessity to learn Basic English Language?

### **1.3. SECONDARY PROBLEMS**

- How do English Teachers involve students to learn Basic English Language?
- What is the role of the English Teacher in encouraging students to learn Basic English Language?
- Why the Classroom's Projects are developed to improve the Basic English Language?

### **1.4. VARIABLES WORKING OUT**

To capture the students' interest in the learning of the Basic English Language through the use of classroom's projects to the eight grades' students of the Unidad Educativa Grad. Miguel Iturralde. It is located near Coca City, Orellana Province, during the third term of the school period 2004 – 2005, we will use descriptive statistics, specifically the tendency central units, and the graphics relate for the effect (histograms, pictograms and frequency polygon), it will allow us to get, show and summary data collected and analyzed.

**Students will be tested in the following variables:**

**Independent Variable:**

- Classroom's Projects.

**Dependent Variable:**

- To develop a communication of Basic English Language.
- To encourage students in the learning language.
- To improve the academic output.

**Students will be tested through:**

- Group Work “Classroom’s Project”
- self diagnosis
- interviews
- control activities

**1.5. OBJECTIVES.****1.5.1. GENERAL OBJECTIVES:**

To design, use, and evaluate the Classroom’s Projects through fun craft activities to encourage to the students in the learning of Basic English Language on the Eighth grades of Basic Education in the Unidad Educativa Grad. “MIGUEL ITURRALDE” High School is located in Francisco de Orellana (Coca) city, Orellana Province, during third term of school year 2004 – 2005.

**1.5.2. SPECIFIC OBJECTIVES:**

- To design a fun craft activity to stimulate the creativity, play and develop the students` imaginations through the exploration and development of the primary senses: sight, sound, touch and movement.
- To use the fun craft activities set to help in the promotion of language acquisition through the exploration and development the students` imaginations.
- To evaluate the Classroom’s Projects for following instructions and completing the project on time and finally display the finished products in class, through the students’ abilities acquired (English skills).

## 1.6. JUSTIFICATION OF THE PROBLEM

The Unidad Educativa Grad. "MIGUEL ITURRALDE" High School is located on Via Los Zorros close to Brigada de Selva 19 Napo, surrounding by Petroleum Foreign Companies. There are about 12.000 inhabitants in this city. Most people who live there come from different parts of our country, about 95% of students that study in Unidad Educativa Grad. "MIGUEL ITURRALDE" High School come from high status families who works in Petroleum Companies and some of them have their own business, and the 5% of children are indigenous.

People who live in Francisco de Orellana city have a common language and they have different elemental such as beliefs, values and behavioral elements and so on. But they have a great desire that their children become better than them.

We have seen the necessity to elaborate a Classroom's Projects with funny activities in order to encourage students to learn English. Most people who live in Francisco de Orellana are professionals that need their children have the best education. They are always worried about the children's knowledge.

This research is a proposal to improve learning English Language where we will apply and obtain positive results because, students have understood that English is very important nowadays, and then they have a great interest, in increase their learning in the English Language day by day.

Through Basic English knowledge, the students will have many opportunities to find a good job. Moreover, students also have to understand that technology is changing everyday and English is the most spoken Language around the world.

When they leave to High School will go to work in different Foreign Companies where their bosses are Foreign People. The workers must have a Basic knowledge in English Language, before that they enter to work in those companies; they have to approve an English Test before to be an employee.

## **CHAPTER II**

### **TEORETHICAL FRAME**

#### **2.1. THEORETICAL AND CONCEPTUAL FOCUS**

##### **ANTECEDENTS**

The Unidad Educativa Grad. "Miguel Iturralde" was created on October 7<sup>th</sup>, 2001. The authorities contributes to the improvement in the educational quality, generating fundamental principles that propitiate the formation in a culture through directed execution by educational projects to students, professors and parents, in order to prepare to the community in the educational execution.

According to the researching to community, parents and students, it has been determined that the weaknesses are based on the lack of teachers' professionalism, because they don't have a sequential training due to the geographical location. Also some of them don't correspond to English area. That is the main reason because there isn't unification in the design of methods and in the teaching learning for the students, as a result of this there are unmotivated Students.

With these results, we are carrying out the investigation; we have seen the necessity to elaborate a motivational project on the eight grades' students of Unidad Educativa Grad. "Miguel Iturralde", in order to improve the teaching learning of Basic English Language.

The project was approved in June 2005 with the topic: "To capture the students' interest in the learning of the Basic English Language through the use of classroom's projects on the eight grades' students of the Unidad Educativa Grad. Miguel Iturralde"

With these antecedents and in order to reach the proposed objectives of the project to be developed, this unifying and improving the teaching learning through the classroom's projects, according to the identified necessities; the same ones that will have a solid base in the methodological application in the teaching.

## **2.2. GENERAL OVERVIEW OF THE BASIC SKILLS IN THE LEARNING PROCESS.**

### **THE SKILLS CYCLE**

When we examine the way that we use different language skills in life we can notice two things. Firstly, a person normally uses his language skills for a purpose. Secondly, there are links between her/his use of one language skill and another.

### **PURPOSE**

In life, people listen or read to find out something, (another speaker's or writer's message). They speak or write in order to let someone know something. These two general purposes describe communication.

### **LINKS BETWEEN SKILLS**

The language skills are linked. For example, when you answer the telephone, you listen, speak and often write a note. After the telephone conversation you may use the note (read it) to remind yourself or someone else to do something. In the same way, in a study situation a student listens to a teacher, makes some notes, perhaps discusses the ideas in the notes, reads something more about the subject organizes his notes, writes a paper on the subject. Language skills are linked in these and many combinations in life.

The language skills cycle is based on the way that we use them in life. The cycle normally begins with a RECEPTIVE EXPERIENCE – either LISTENING OR READING. In this experience the student tries to complete tasks. These help him to develop ways of noticing main or important points of information and some techniques for making notes of this information.

After this receptive phase, the student moves on to PRODUCTION – SPEAKING and/or WRITING. In each part of the cycle the student has a purpose for using his language skills.

The skills cycle approach is based on skills use in real life. It is also based on the way that people learn, firstly by having a purpose for using the language and secondly by experiencing the language in both the written and spoken forms. This complementary experience helps remembering.

## **2.2.1. INTEGRATION OF LANGUAGE SKILLS**

The study program has a goal to present and to develop the linguistic competitions by means of skills: speaking, writing, listening and reading in an integrated way. It implies that in a cycle of tasks or steps of experience in an activity, the student should have a receptive initial experience, listening or reading a text about a variety of topics and looking for the sense that listens or reads. While listens or reads their attention it is focused by means of clear objectives that remark the information to be extracted and, usually to take notes in ordinate form while receives it. When finishing the receptive phase it continues to the productive phase in which the student uses the annotations to reconstruct the essential information that has captured, creating an oral and/or written text.

### **a) RECEPTIVE SKILLS:**

- Listening.
- Reading.

### **LISTENING**

Listening is a productive ability and their main characteristics are the silence maintained by the person that listens and the selective attention that ready, according to their objectives. Therefore, applying this principle in class the student needs a reason to listen and the professor should create this necessity establishing tasks in agreement with the text class to be processed. These tasks should be executed while the student listens.

### **READING**

Reading is also a receptive activity through the reading we receive information. Their characteristics are similar to those of listening, that is to say that the person that this reading he/she makes in silence, it selects and it processes the information according to their necessities and purposes. In the same way that it happens when developing the listening skill, the professor needs to establish the appropriate tasks specifying the student's reasons to read.

### **b) PRODUCTIVE SKILLS:**

- Speaking.
- Writing.

## **SPEAKING**

Speaking is a productive activity. It uses to transmit information. The main characteristic is the one of using a system of sounds with meaning. For the development of this ability, the professor should provide a receptive experience that can serve him as model and to offer wide opportunities for the oral practice, at the guided beginning and ending up gradually being freer.

## **WRITING**

Writing is a productive activity. It uses to transmit information. It is characterized to use system graphology with meaning. The same as to develop the ability to speak, the professor should provide language models

Written in form of texts and to offer an appropriate guided practice at the beginning the same one that you will get freer later on.

### **2.3. LEARNING OF THE BASIC ENGLISH LANGUAGE THROUGH ART AND CRAFT PROJECTS.**

The use of art and craft projects in the language classroom ensures a student-centered, hands-on activity-based lesson. In addition to this, it provides an opportunity for parents to see and for students to see and discuss with their parents what they are learning in English class. To this includes a wide variety of fun craft activities designed to stimulate creative play and develop the students' imaginations. Art and Craft projects capture the students' interest and increase their involvement with the Target Language, thereby expanding the language-learning experience.

Craft activities aid in the promotion of language acquisition through the exploration and development of the primary senses: sight, sound, touch, and movement. At the lower elementary grade levels, this work assists students in the development of small muscle and hand-to-eye coordination, sensory discrimination, and concentration. At the higher elementary grade levels, opportunities for artistic self-expression in the language-learning process involve the "whole" student.

At all levels, the activities afford opportunities to recycle and reuse the language in an authentic and meaningful way, as the students present their crafts for display and explain how the projects were completed. The craft projects also provide avenues through which the students expand their communication and social skills by means of cooperative pair and group work. Each student is involved and

contributes to the best of his or her ability level to the final result of the project and share in the satisfaction of creation and completion. What the students have shared in learning is now visible, tangible, and evident for all to see. This feeling of accomplishment and success is highly motivating and significantly contributes to the building of student self-esteem.

To ensure the success of any project, establish clear rules and procedures. Begin the activity by showing a finished product so that the students can see their goal. Make sure that the students know the purpose behind the project. Have all materials and tools at hand and in working order. Establish a buddy system in which a stronger student can guide a weaker student. Set up rules for clean-up. Be generous with your praise, and finally, display the finished products in class.

Craft projects can be used for evaluation, Take into consideration the ability of the student to follow instruction and complete the project on time, to generate the appropriate target vocabulary and structures, and to work creatively.

### **2.3.1. REACHING ALL STUDENTS.**

Each student in a class has a different personality, different interest, and a different learning style or combination of styles. Often, two classes react in very different ways to the same lesson materials, delivery style, and teacher. In each situation, the materials have to be adjusted or modified to accommodate the different abilities of the students.

The Classroom's project helps the teacher manage these differences through the provision of Reaching All Students options for follow-up-activities. These have to be designed in two ways; single ability level within an option at one level, and multiple ability levels within an option.

One way is for students at one level of ability to carry out at the same time other students of a differing ability carry out another option. For example, the students at a lower level of development may be working in pairs to spell out words while students of higher ability may be writing a story.

The mixed ability levels within one option involve students of differing abilities working towards a common goal. For instance, in making a class book together, the students of lower abilities may work on

copying a title page neatly while other students draw and still other students write the text.

These options are for enrichment when time limitations are not a problem, but keep in mind that the students are provided with many opportunities to express them and achieve success in using the core activities in the Student Book when extra time is not available.

### **2.3.2. CONTENT CONNECTIONS**

Not only math, art, science, music, literature, and social studies expand the student's knowledge in an interesting way, but they also provide valuable opportunities to draw on the students' knowledge acquired across the curriculum. We may want to elicit from the students what they have studied in their other classes and use it as an entry point for introducing an activity. We can conduct this part of the lesson in the students' first language or we may provide them with the vocabulary in English.

We can then use content connections for developing expanded vocabulary lists, small research projects, and so on. When necessary, consult with other teachers at our school to find out what the students have studied concerning the content areas they are about to do. In this way, we will be able to guide the discussion more effectively.

### **2.3.3. LEARNING STRATEGIES AND THINKING SKILLS.**

Recently, researchers have given more and more attention to how successful language learners achieve their objectives. Much of this attention has focused on the kind of strategies and thinking skills that learners use and the process by which learning or acquisition occurs.

Classroom's projects have been developed with the belief that learning strategies and learning skills provide tools for greater student autonomy and more meaningful learning. In addition, learning strategies are particularly important for the development of improved language proficiency and greater self-confidence. These same benefits come into play when learning strategies and thinking skills are systematically applied across the curriculum.

#### **2.3.4. AUDIO PROGRAM.**

It can be used in a number of ways. When the audio is used as part of the Presentation, make sure that the students look over any text and pictures provided before playing the audio. We may want to read the text aloud once or twice before the students listen to the audio. Play the dialogue, poem, chant or song on the audio several times until the students can join in easily. Repeat the audio on different days so that the students can enjoy the material again.

When the audio is used for listening activities, have the students look over the directions, text, questions, or charts they will find before they listen. Encourage them to predict what they will hear and to identify what main ideas or details they will listen for. Remind the students that they do not have to understand every word they hear in order to do the task successfully.

#### **2.3.5. SONGS AND POEMS.**

Every society on Earth has developed some form of music and poetry because of their power as device for cultural identity and cohesion. Just as music unites culturally, it serves as a means for teachers to increase rapport among students in the classroom.

Songs generate students' positive feelings and strengthen motivation as they create a state of relaxed receptivity. The students hear the music and words as well as feel the rhythm.

Direct the students' attention to any illustrations surrounding the songs and poems to set the context and clarify meaning. Many of the verses can be accompanied by gestures and movement for added enjoyment. Use the songs and poems as both teaching elements and as a change of pace when the students' energy levels are low.

They are a pleasurable way to focus on specific vocabulary, structure, pronunciation, rhythm, and intonation, as well as a welcome break from exercises.

#### **2.3.6. PRONUNCIATION PRACTICE.**

Pronunciation skills are acquired through practice over a long period of time. Complete native-like accuracy in pronunciation is not a goal many students can or need to achieve. However, all learners can work to improve their pronunciation and to reduce those aspects that interfere with the ability to be understood clearly.

This activity views errors as a natural part of the learning process. It is to be expected that students might only roughly approximate pronunciation features and patterns before they can produce them clearly and integrate them into spontaneous communication. To this end, the correction of pronunciation errors is not emphasized.

Rather, the students are provided with many models of speech to follow and many opportunities to practice such items as sound/spelling correspondences, syllables, word endings, stress, rhythm, and intonation.

Use the language, songs, rhymes, and chants on the audio as models for speech. Play the audio or read the examples several times while the students listen. Be patient; the students must be able to perceive the sounds and features before they can produce them.

Focus attention on those sounds the students find difficult and practice them systematically in short, game-like activities. Three suggestions for practice follow. To practice distinguishing /b/ and /p/ in the initial position, for example, label two empty containers with the letters /b/ and /p/ respectively.

Divide the class into two teams, and provide each team with a selection of objects or pictures of objects that begin with /b/ and /p/ (book, banana, ball, pen, paper, pencil, and so on). Have one member from each team bring an object, pronounce its name, and drop it into the correct container.

To practice vowel sounds, have the students make word trees. For each sound under study, provide a cutout of a large tree with the sound/letter on the trunk of the tree. Have the students “hang” words containing that sound from the branches of the tree. Display the trees and use them for periodic pronunciation review.

### **2.3.7. MINI-ASSESSMENTS.**

Ongoing mini-assessments provide an opportunity for quick evaluation of student comprehension of the material under study. In this way, the awareness of early problems leads to clarification and researching as needed.

At the lower elementary levels, an easy and quick mini-assessment activity at the beginning of a class is “show me.” The students have to take out their books, flashcards, or crafts that they have prepared. For example, if you are assessing their understanding of clothing of vocabulary, say “show me a sweater. Show me a skirt,” and so on.

Another quick check of comprehension involves taking items (“realia”) out of the bag so that the students can name them. To assess the students’ ability to use proper word order in questions and statements, put the individual words from the questions and statements on flashcards or slips of paper, one word per card. The students have to arrange them in order to create properly sequenced sentences.

At the higher elementary levels, short dictations provide quick and easy mini-assessments. Dictations can be used to assess vocabulary, grammar structures, question-answer sequences, and so on. For example, to assess the students’ understanding of questions and responses, first dictate five questions. (Tell the students to skip a line after each question.) Then the students have to answer each of the dictated questions. Next, have them exchange papers for correction. With this technique, the students have immediate feedback on their performances.

Another dictation method involves dictating scrambled letters or words, which the students later must put in order and then illustrate the meaning with a picture or a sentence.

## **2.4. TO ENCOURAGE TO STUDENTS ON LEARNING BASIC ENGLISH LANGUAGE**

### **Motivation on learning English**

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with and make sense of their environment. Rarely one hears parents complain that their students are unmotivated.

Learning often becomes associated with drudgery instead of delight. A large number of students leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail themselves fully in the experience of learning.

Awareness of how students’ attitude and beliefs about learning develop and what facilitates learning for its own sake can assist educators in reducing student apathy.

Student motivation has to do with students’ desire to learn English. But it also concerns the reason or goals that underline their involvement or noninvolvement in academic activities. Although

students may be equally motivated to perform a task, the resources of their motivation may differ.

Psychologists often view little children as motivationally innocent and uncorrupted because they seem to possess a natural curiosity about the world and an inherent desire to learn. This is in fact often cited as a proof that motivation to learn, just like the ability to acquire language is an innate characteristic of the human species.

For most teachers the real motivation issue is to find ways to encourage their students to accept the goals of the given classroom activities, regardless of whether or not the students enjoy these activities or would choose to engage in them if other alternatives were available.

Unless you are singularly fortunate with the composition of your class group, student motivation will not be automatically there and you will need to try and actively generate positive student attitudes towards learning.

### **2.4.1. MOTIVATION**

The term motivation refers to the learner's desire to learn a language for utilitarian purposes in the context of language learning. Language teachers frequently use the "MOTIVATION" when they describe successful or unsuccessful learners.

This reflects our intuitive and in my view correct-belief that during the lengthy and often tedious process of mastering a foreign second language (L2), the learner's enthusiasm, commitment and persistence are key determinant of success of mastering or failure. Indeed in the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of a L2, regardless of their language aptitude or other cognitive characteristics.

Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain really useful language. Motivation is defined as the learner's orientation with regard to the goal of learning a second language. Motivation is divided into two basic types: integrative and instrumental.

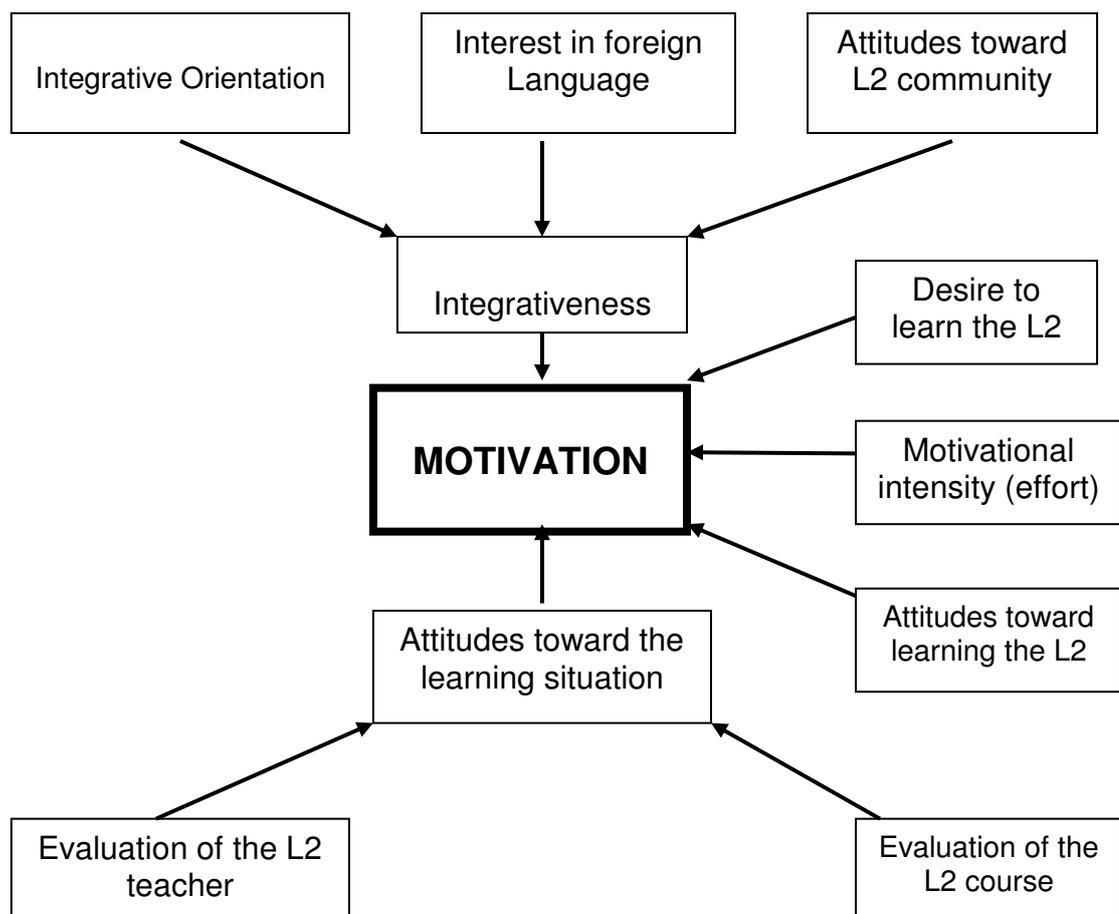
Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into target language community.

Instrumental motivation underlines the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning.

## Integrative motivation

Motivation is defined as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learning to develop some level of proficiency in the language. It becomes one of its members.



## **Instrumental motivation**

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language.

With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, apply for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status.

Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

## **Integrative vs. instrumental motivation**

While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language.

In some of the early research, integrative motivation was viewed as being of more importance on a formal learning environment than instrumental motivation. In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed.

However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language.

Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning. Integrative and instrumental motivation is not necessarily mutually exclusive.