

**ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES  
APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**TITLE:**

**The effects of Parents' migration on the motivation for learning a new language of 6<sup>th</sup> and 7th grade children, at Jorge Escudero Moscoso Public school during the school year September 2006 – June 2007.**

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## APROVAL SHEET

We, Lic. Marcos Morales and Lic. Carlos Espìn Director and Co director are pleased to certified that the research project under the title:

**The effects of Parents' migration on the motivation for learning a new language of 6<sup>th</sup> and 7th grade children, at Jorge Escudero Moscoso Public school during the school year September 2006 – June 2007**, developed by María Augusta Villavicencio, who has finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic 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 at the corresponding University instance.

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Lic. Marcos Morales  
Director

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Lic. Carlos Espìn  
Co-director

## **ACNOWLEDGMENTS**

To the Army Polytechnic School, where I received knowledge and academic support. To my Advisors Lic. Marcos Morales and Lic Carlos Espín for their constant support to carry out this project. To Dr. Oswaldo Villa for his valuable advice.

I should thank especially to God who provides it all, and my family friendship and complicity.

## **DEDICATION**

To my beloved Children, to my Mother, and to whom are no longer present, who have formed part of my life, to my whole family who gave me their total confidence and support.

To all Ecuadorians whose families have been affected by the migration, and to all Ecuadorian educators who fight for a better future for their homeland, imparting their knowledge to the childhood and youth of our country.

**ARMY POLYTECHNIC SCHOOL  
APPLIED LINGUISTICS MAJOR**

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## Summary

The following is a dissertation, which deals with the situation of the Children's migrants, after the economic and political crisis in 1999 which caused the familiar division and the abandon of many children in some cases. This research looks for establishing the motivation to study the English language in a poor Public School of Quito.

The first part of the present work begins with the identification of the problem, the problem setting, the general and specific objectives and the justification in order to accomplish this research.

The second part reviews the academic literature related with the general topic; this part contains the structure of the research, in the first chapter and deals with: social consequences from migration and the recent wave of migration abroad, Historical background, migrant's destination, migrant's status, family disorganization and low performance; economical impacts; and political issues.

The second chapter focuses on motivation degree in Children through the support and care that relatives and tutors give them. It also mentions children maltreatment, prevention policies and children rights. In this part, it is interesting to know the point of view of teachers and the responsibility of educating.

In the Chapter three we analyze the absence of parents in children's motivation at school, the Remittances in the children attitude and the use of it; Gangs influence in children, the teacher's role in the students desertion and the interest and motivation for learning a new language abroad and inside the country.

We will revise the protection policies for children's migrants and the atmosphere improvement inside institutions.

The Part three deals with the methodological design, population and sample, Instrument for data collection, processing, analysis, conclusions and recommendations

Finally the Part four tests the hypothesis and shows the graphical expositions and analysis of results, besides it gives some ideas to support the migrant's children in the scholar scope. The chapter ends with conclusions and Recommendations.

## Introduction

This research pretends to find the link between migration and education. It is estimated that, from 1999 almost a million and a half of Ecuadorian people have migrated.

Some factors show how parent's migration has affected the educational reality of their children. This thesis tries to gather all problems that migrants children have to suffer and how migration has impacted in their scholar performance.

The importance of the English language in the globalization of the word, in the scientific and business scenery, until today; it is necessary to keep in mind that our children need to study and learn such language and if it is possible some other ones, in order to increase their knowledge and to improve their possibilities to find better opportunities.

The possibilities to make tourism and travel are bigger, it is interesting the possibility to learn a new language and communicate each other in another country, things could be easier, for instance getting an address, asking for help, giving and asking for information, looking for a job, and so on.

We also have to take into account that the migration tendency continues, so it would be better that Ecuadorian people study the target language and prepare the way before they go abroad to meet their relatives.

# **PART ONE**

## **I. RESEARCH PROBLEM**

### **1.1. Problem identification**

The investigation about motivation of learning a new language is very important, because learn a second language is absolutely necessary, as in the foreign country as inside the origin country. We have considered that if you don't know the language in the destination country where migrants have decided to settle, everything is extremely difficult. To find a house, a work, or to ask for help, it becomes a headache.

Thanks to the domain of the two languages their professional opportunities increase, as recent statistics and experts indicate. Nine of each ten Hispanics are completely bilingual. So, the great majority of Latinos in United States speaks English and Spanish.

Inside our country we know the bad results: there are some relatively good public schools; other very bad public schools, which are, affected by high desertion rates, growing violence school, low performance and demoralization of teachers and students. Specifically the English subject is poor.

But we ought to mention that in private schools they provide a better education, these few exclusive schools educate a small portion of children at high costs.

### **1.2. Problem setting**

The mobility is an integral phenomenon of humanity; from our beginnings, humans have emigrated looking to improve their life styles. The term << emigration >> refers to the socioeconomic and political phenomenon that consists on the voluntary abandonment of

someone from his/her territory to settle down in another political State. International migration is a phenomenon of globalization, and has seen the biggest migration wave in the last 25 years of the XIX century. The Ecuadorian immigration in the last few years has not been centered on the poorest layers of society. Those that emigrated were not part of the social structure with a low level of instruction and preparation (characteristic of the low income sectors), but were for the most part from the middle- lower class impoverished by the crisis.

This research investigates the impact immigration has upon the children of immigrants enrolled in a public school located in Quito, Ecuador our capital city, which is found in one of the poor areas of this city. I have decide to focus this study on this school in attempts to show how their poverty is, linked with their immigration, as well as how it affects the education of these children during the most vulnerable educational conditions this century, called " the era of the massive migration."

Is parents migration enough cause for children to have a low motivation in school ?

### **1.3. Variables to Work out**

Independent variable: Parent's migration

Dependent variable: Low motivation

The effects of parent's migration in the school performance of their children.

### **1.3. Objectives**

#### **1.3.1. General**

- To study the causes of migration and its effects in the Ecuadorian educative system and other fields
- To analyze the degree of motivation at school from the children of seventh grade for learning a new language.

### **1.3.2. Specific**

- To analyze the family crisis after 1999
- To analyze the economical and political uncertainty of Ecuador.
  
- To determine in the children, the level of interest to study the English Language and how to improve the learning in the English class.
- To study the use of remittances and the children's attitude.
  
- To make the proposal based on the methodology and strategies for learning.

## **1.4. Justification**

This thesis intends to identify and analyze the lack of enthusiasm for learning, surrounding the impact emigration has upon elementary school aged children, growing up, in areas of high poverty.

Many reports analyze the effects of emigration in the origin communities as well as in the Ecuadorian communities which arise from the growing number of emigrants, however, there are not investigations analyzing the effects upon the children who remain in Ecuador, while their parents work in a foreign country.

Parents' migration affects the educational reality of their children, but to be able to explain it, it will be necessary to undergo and facilitate an extremely in deep investigation. This project is focused on discovering those problems which may arise after the parents have left and how their absence has an impact on the scholarly performance of these students.

It is important to observe the emigrational phenomenon in general, and the recent emigrational wave towards the exterior and specifically from Quito. Then, analyze what the reasons are behind the Ecuadorians decision to emigrate and to analyze their economical impact.

This thesis investigates the impact of the migration upon the children of emigrants in urban-marginal schools in the capital city, which are located in the poorest areas of the city. Some areas show higher migration rates than others (Annexed 2). This study focuses on these schools to show how poverty, is linked with the emigration, and affects to the education of the children who grow up under the vulnerable educational conditions.

Finally, we must revise the state and family in order to change the effects upon the children in their education, in Ecuador.

# **PART TWO**

## **2.1 Chapter I**

### **1.1. Social Consequences from migration**

The decision to move from one country to another is one of integral characteristics which have enabled them to survive. From their beginnings, people have emigrated constantly in search, of improving their basic living standard. Many people, who live in poor countries, wish to improve their economic potential for the benefit of their family, thus forcing them to immigrate to financially richer and more prosperous countries.

In Ecuador, the migration rates to other countries showed a remarkable peak at the beginning of the 1990's, which turned into a migratory explosion starting in 1998. Around 500.000 Ecuadorians abandoned their country between 1999 and 2001.

With the economic changes brought for through globalization and the advent of international specialization in the work force, it was and is necessary to have a high level of education to be able to succeed. However it isn't enough to merely have labor opportunities to progress in life, it is necessary to have accumulated an education to achieve the desired success. According to this hypothesis, the parents' emigration would be damaging upon the children and their education hindering, the opportunities to improve their quality of life.

Although it is uncertain, this work investigates the situation of children who belong to lower class in their social and economical status. Without a doubt it will be good to analyze how migration is affecting the educational environment in many regions of the country.



Educating the emigrants' children is the most complex challenges for the educational system of Ecuador.



### 1.1.1. Historical background

- **First migration wave: (from 1920 to 1950)**

They are decades where the transnational migration is a privilege of the oligarchic landowner class, industrial, politics and academic. The region of more attraction toward 1920-1930 is the West Europe. With the Industrial Revolution and the nobility a cultural inheritance, the social classes, had enormous influence in the society and Ecuadorian culture. This cultural and economic dependence allowed the Ecuadorians to live off the fashion and the styles of Spain, France and England (colonialist countries).

Therefore having been as student, tourist or residing in universities like Alcalá de Henares, Cambridge, Oxford, Of Rome or the Sorbona, granted great prestige. This influence lasted until the Second World War, time in which the emigration decreases.

- **Second migration wave. - (Decade of 1950)**

Starting from the second half of the decade of 1950, the USA appears as a new emigrational destination. The main area of influence of the Industrial Revolution was the coast of the northwest, Ecuadorian professionals emigrates this way, besides manual workers specialized in the textile industry and the civil constructions, as well as workers of the United Fruit Company who operated banana fields in the south coast of Ecuador. This way it is explained as most of Ecuadorian, stayed in New York which was the fruits destination.

Later, so much the oligarchy landowner, the professionals and academics began to prefer the United States of North America for the biggest occupational opportunities and better revenues.

- **Third migration wave : - (Decade of 1960 and 1970)**

When West Europe, started in a process of social, cultural and political reconstruction, begins to grow economically, therefore the necessity of get professionals and manpower. It also takes place a stationary demographic growth, when the birth rate falls and the mortality is controlled relatively. The European countries begin to create labor offers in moderate quantities. So, Europe becomes one to immigration region and the Ecuador in an emigration country in very moderate quantities.

At the end of the sixties and beginning of seventies, Colombia and Venezuela they welcome Ecuadorian emigrants, to cover the demand in agriculture, raising cattle, flowers crops, and the petroleum exploration and exploitation, respectively.

In this time Australia opens its frontiers to immigrants of the world, among them Ecuadorian, more women, because the proportion of males was 3 times superior to that of the women, this way it was looked for to propitiate a balance and to propitiate a demographic growth. For the decade of 1990, Australia reduces the immigration drastically because it had been arrived to the prospective balance and because the labor market was already covered.

The decade of 1970 is that of more emigration of Ecuadorian toward the United States of North America, in particular from the area of the Austro, this process continues so far.

- **Fourth migration wave. - (decade of 1980)**

It was of more emigrational volume that the previous ones and mainly toward the whole territory of the United States of North America. The emigration is also enlarged to Canada. In the West Europe, there are Ecuadorians in all countries, being enlarged toward the Scandinavian countries in small quantities.

- **The last two decades. -**

From 1980 up to 1992 there was a stable migratory flow with approximately 20.000 annual emigrants; in 1993 the proportion increased to 35.000 toward 1994; in 1995, 1996 and 1997 fall lightly. Starting from 1998 there was an increasing reaching 60.000 that year. In 1999 the exodus takes place raising the figures at 120.000. For the year 2000 it is consider that emigrated around 200.000 people, most to Spain where the migratory flow changed of less than 11.000 in the year 1997 at 83.514 in the year 2000.

A historical emigration that begins in the decade of 1960 and it continues until the present time.<sup>1</sup>

### **1.1.2 Migrants Destination**

The destination place of the most of emigrants is Spain (45.4%), then it is in order of importance United States (32%) and then Italy with 8,9%. Finally 13,7% corresponds to the emigration toward other countries among those as much European countries as Latin Americans and others.

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<sup>1</sup> Programa andino de Derechos Humanos Universidad Andina Simón Bolívar  
Revista Reportes Andinos No.7 Globalización,migración y derecho humanos Oct. 2003  
<http://www.uasb.edu.ec/padh>

- **Migrants in U.S.A.-** In United States there are about 400.000 Ecuadorians at the moment, most of them live in the following cities: New York, New Jersey, Florida, California and Illinois, cities where exist the biggest percentage of Ecuadorian.
- **Migrants in Spain .-** In Spain there are at least a million of Ecuadorians, although there are only registered 500.000 until year 2003; The cities where we find more presence of Ecuadorian are: Madrid, Murcia, Barcelona and Almería. It is evident that the language and the common culture facilitate that emigration; until last year they were the second bigger emigrant community in Spain.
- **Migrants in Italy .-** In Italy they have settled down between 80.000 and 100.000 Ecuadorians, however only they are registered 12.000 emigrants formally, being the city of Geneva where the biggest number of Ecuadorians.

Graph No1. AnexoG <sup>2</sup>

The work market in which Ecuadorian workers are inserted is clearly identified in two big blocks: Europe and in second place United States that captures 77.4% of the labor that flows from the Ecuador. Europe also arises as the region that more labor demands since it captures more than 60% of the Ecuadorian emigrants. Being Spain the country where there is a massive affluence of emigrants, it is a tendency to look for new market places in other European countries: Great Britain, Switzerland, Belgium, and Germany.<sup>3</sup>

The emigration analysis in Quito, Guayaquil and Cuenca, shows some novel aspects respect the tendencies of this socio-economic phenomenon that has become the second support from the entrance of foreign currencies to the country in the last 5 years.

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<sup>2</sup> [www.ccla.org.pe/publicaciones/b27/td01.htm](http://www.ccla.org.pe/publicaciones/b27/td01.htm)

<sup>3</sup> [www.flacso.org.ec/docs/migracion.pdf](http://www.flacso.org.ec/docs/migracion.pdf) - La migración internacional en Quito, Guayaquil Cuenca

### **1.1.3 Migration Status:**

The first time that a remarkable migration of Ecuadorian's has been registered to countries outside of Latin America was in the decade 1950`s caused mainly by a collapse in the exporting of straw hats, causing a remarkable migration of workers from the sugar cane plantations and Azuay towards the United States, mainly New York city. The migration rates to other countries peaked at the beginning of 1990`s, turning into a migratory explosion starting in 1998. This period, since 1998 to 2002, is known as "the emigration boom". It is thought that around 500.000 Ecuadorians left the country between 1999 and 2001. The causes are diverse, but mainly due to the decreasing of the economic and social situation of the country that began in 1999, when Ecuador experienced the biggest fall in the IBP in its history, that year it reached 32 percent of its inhabitant.

It is impossible to say with certainty how many Ecuadorians left their country in the last migratory wave. As we can see in the next chart, the National Address of Migration from the National Police shows data on the entrances and exits of the country whose difference indicates the net migration of the country.

*See Annex chart No.2*

But this chart doesn't reflect with accuracy the real migration, because the exit of an Ecuadorian to study outside registers as a case of migration. For example, when an Ecuadorian emigrant returns to the country on December to visit his family he is registered as an "immigrant ". This data doesn't pick up on the information of illegal migration which is considerable.

Several studies have tried to estimate the volume of Ecuadorian emigration, but the conclusions vary a lot. According to the INEC, for the 2000, 7 percent of the Ecuadorian homes had seen one or more of their members abandon the country explicitly to search

for work. An often mentioned figure, is that of the National Plan of Ecuadorian abroad, maintains that in the last few years a million and half of Ecuadorian males and Ecuadorian females, more than 10 percent of the population's [estimated in 12.8 millions in 2003], say they would have left the country".

In 2000, registration states that at least 150,000 Ecuadorian children lived without their parents or mothers who had migrated accounting for 52%. Although the emigration rate diminished after 2003, the phenomenon maintains at a reduced level, and their sequels still feel in the country, because 150.000 Ecuadorian children (in 2000) were living without both of their parents and their mothers because they had emigrated. More than half of the emigrants of the last decade (52%) left their children in the country; the proportion is even bigger among those who migrated beginning in 1999 (60%).

Although the Ecuadorian economy has been stable since 2002 and emigration levels have been lower since the same year, many still want to leave the country; in the year 2002 more than 45 percent of the adults of the country wanted to emigrate. A reason for the decreasing in international migration could be attributed to the implementation of Spanish, European, and American laws that make it more difficult and hinder the process of immigration into their respective countries.

#### Characteristic of the recent migration wave

Emigration over the last 90 years, has had three different and important periods since the earliest emigration: it almost embraced all the regions of the country, it was almost an equally distributed emigration between men and women, and involved multiple destination points. These tendencies have remained, making the actual migration: "a massive, transcontinental, and increasingly feminine."

Emigration prior to 1995 was concentrated in Azuay and Cañar provinces, where most were going to the United States, and didn't respond to a sharp crisis, but more natural processes of the factors "expulsion / attraction" of the migration. On the other hand, emigration since 1995 is due to drastic worsening of the economic expectations in the country, the emigrants come from a wide geographical range, and the favorite destinations have been Spain (destination of 53 percent of the recent emigrants) and other European countries.

The feminine internal migration has grown in the 1970s in Latin America, but women didn't join the international emigration until the 1990's. Now women account the 48 percent of those approximately 20 million, of Latin and Central American emigrants. Until 1995 in Ecuador only 33 percent of the total emigrants were women, by, 1999, the percentage had raised to 53.4 percent. This increasing is due to the interest of women to join their families in the receiving countries and for the growing necessity of the two parents to better their incomes.

A study of female Ecuadorians female emigrants in Murcia, Spain found that the level of the Ecuadorian women's instruction is slightly higher than males. This is a sign of how women have the yearning to break up with its cultural role of housewife to expand their professional horizons.

Contrary to their male counterpart, the female emigration is important because "women are more consistent in sending the remittances to their origin country and their work benefits the depressed economies of our countries and mitigating the growing social demands."

The Ecuadorian emigration in the last few years has not been centered in the poorest layers of society. Those that emigrated were not those "with a low level of instruction and preparation (characteristic of the sectors of low wages), but for the most part they were of the middle sectors impoverished by the crisis". In fact, more than half of the recent emigrants (52 percent) belonged to the upper 40 percent of richer homes, while 40 percent of poorest homes only confirmed 24 percent of the immigrants. Rather, most of the emigrants were of the middle class and lower middle class, impoverished by the financial crisis."

40 percent of the emigrants came from homes whose head of the family had at least a secondary education or higher, only 9% of them came from homes headed by people without education.

As for the ethnic composition, the natives seem to have emigrated in the same proportion to those that are not identified as natives reaching up to 7 percent for each sector. Of whole immigrants, in 1995, 15 percent comes from homes where an indigenous language is spoken or whose members are identified as indigenous, it calculates that it should have lowered the previous emigrants from the Austro, where there is a high percentage of Quechua.

Finally, although the origin of the international emigration previous 1998 was centered in rural areas, now more than double of emigrants search for work and come from the cities. However, the rural homes have lost, more members if we compare with those from the cities (on the average, 1, 7 and 1, 4 members per home, respectively).





- **Migration Statistics in Quito**

The incidence of emigration into Pichincha province is one of the biggest of the whole country. In Quito, 81.526 people emigrated between 1996 and 2001. If we take into account the emigrants among the years referred in this study (1999-2003), it would be even larger. The international emigration from the canton arose markedly in the year 1999 (17.673 that year while it was only 7.246 emigrants in 1998), the same as the rest of the entire country, as a consequence of the critic economic crisis.

Emigration from Quito began recently and it is guided to Spain and Italy mainly. The migration incidence among the cantonal population is 4.4 percent, representing 21.5 percent of the total emigration of the country among the indicated years. Almost half of the emigrants from Quito between 1996 and 2001, (48.7 percent) were women, and 23.7 percent they were considered poor.

A survey done to 2.870 families in the south of Quito, found that 14 percent of the families of the eight investigated parishes included emigrants, with an average of two emigrants per family. The rate was slightly smaller in the poorest areas in the south (12 percent against 16 for the poorer areas). The most common situation among the families with emigrants of the south of Quito was that the father or the mother had emigrated leaving the children under the care of the grandparents (41 percent). 11 percent were left alone in the house, 3 percent reported leaving the children with another guardian. In sum, 11 percent reported to have family problems.

- **The migration decision**

There are two fundamental questions in emigration studies, “why did they decide to migrate?” And the other one, “what do they expect in their new situation?” Many

specialists say that the emigrants go out of the country with the expectation of improving their income, but that they never achieve that goal. However, one study shows the contrary:

"Working with focal groups [of families] the question was what migrating represented, for them, ' a victory or a fail'. The answer was unanimous: a victory. This allows that migration begins to be one of the main strategies for survival and means of reactivation of the social capacities for searching a worthy life in the immigrant's families. ... The idea is reinforced that ' going out' will be a solution in the future."

It seems that many times the possibility to maximize emigrants' capacities is what attracts them, and not the fear for not finding serious employment in Ecuador. That emphasis set the emigration like an achievement and something that satisfies the emigrant. In fact, a survey done to emigrants shows that their main reason for leaving Ecuador was to look for employment and better remuneration. Plus concretely, a survey of families with emigrants in the south of Quito revealed that 56% of the emigrants came out to look for work, 20 percent to increase the family income, and 24 percent for other reasons.

However, it is necessary to recognize that the reasons given by interviewer are not always so reliable, because it is supposed that the desire to move away from an unpleasant situation as married problems or the desire for living "an adventure " is the basic reason to emigrate in many cases, but these reasons don't enjoy the good reputation in the society, and the interviewees prefer to mention economic factors, which are seen as decent reasons to emigrate.

In an informal way, people said that a significant proportion of emigrants leave the country for the desire of moving away from a spouse or to have another affective or family relationship. These cases are hardly mentioned in the media neither in the popular

speech on the emigration, but it seemed that an important percentage of emigrants come out in search of economic improvements as an alternative to move away from its current family situation, especially in the case of the women. An investigator of emigration in Guayaquil concluded, after many interviews with the Guayaquileños emigrants that:

Some people informed me that they emigrate to avoid conflicts with their couple. In Ecuador, the divorce can delay a lot of time and it is not well seen, expensive and stressing, especially for women.

Giménez Romero also wrote on the feminization of migration. She said that the increasing number of female immigrants, was bigger than male immigrants in some communities, this is not only explained by labor demand of the receiving countries, but also for the desire of feeling liberated of the family control, to escape from their couple's abuse, or to restart a freer life after widowhood.

Whichever was the reason, the certain thing is that many Ecuadorians have emigrated and others have assumed the responsibility of taking care of their children.

An Ecuadorian psychiatrist agrees on pointing out that among the emigrants that she assists, she has found that the lack of employment or the low wages only constitute a good pretext that one adds to their personal, married, affective conflicts.

Finally, it is fair to say that migration in Ecuador is almost always a family decision more than individual decision, because the country is characterized by the existence of extensive families (a strong social base) that constitutes a strong pressure in taking decisions.... once manifested the migratory desire, the process requires of a previous pact among the members of the family... prevailing the collective actions over the individual ones". Inclusive the determination of "who" emigrates is seen as collective decision in many cases the families... they determine according to their reality, the most convenient

migratory strategy and they define the best distribution in the time of working of its members between domestic tasks and employments outside home. To pay the high emigration cost, the emigrant generally depends on the support of the whole family, but more than economic help, requires of the approval and support of the family along the whole migratory process.

#### **1.1.4 Family disorganization**

Together with the educational system, the other great actor that influences in the formation as much as education is the social aspect of the children's family. The relationship between family and emigration is complex, because many emigrants base their decision of emigrating in their desire of improving the quality of life for their family, while the imaginary ones popularly they outline that the emigration destroys the affective connections of the family and cause a series of social problems.

But the reality is that this idealized "family " is not the norm in Ecuador. In fact, "the family pattern is in crisis in Latin America because of unaware factors to the emigration, this would allow us, for example, to avoid falling in stereotypes that stigmatize the children of emigrants. In Ecuador, the homes where both parents live are 76, 6 percent. (See Square 2); this rate is even smaller in cities, and especially in the poorest areas, as the south of Quito.<sup>4</sup>

#### **Square 2**

##### **Homes' structure, national level (Census1999)**

<b>Nuclear (pareja)</b>	<b>53,0 %</b>
Monoparental	9.5%
Unipersonal	7,5%

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<sup>4</sup> SIISE

Compuesto	2,4%
<b>Extendido con núcleo</b>	<b>23,6%</b>
Extendido sin núcleo	4,0%

Source: SIISE

The ideal family, according to the census, describes 53 percent of the national homes; however, in Latin America it continues being still a quasi-hegemonic in the idea that, mainly, the family terms is in married-heterosexual-nuclear structure,... the " ideal-type " in front of which should be contrasted other new and different configurations of family. Like you can appreciate, the depth of the changes has been such that it is necessary a conceptual revision that affects inclusive to their own term "family"

To the internal and external emigration, plus the economic crisis and a bigger divorce rate that have impacted in the non-traditional homes. For that reason, emigration only serves like a reason to re-think the family, so the emigration is sometimes due to an evident rupture among parents, situation in which the family economy becomes a convenient pretext. In other words, it is difficult to sustain that the emigration causes the family decomposition when it is sometimes the family moving away the cause of emigration.

Neither living with the two parents guarantees a happy childhood. According to a study carried out by the INEC, 61 percent of Ecuadorian children suffer physical abuse coming from their parents; it is calculated that it increases up to a 64% in the case of Quito. The same survey points out that 43 percent of children in Ecuador receive parents' abuse when they don't behave well (See Square 4). Like it is expected, the poor children are those who receive worse maltreatment.

### Square 3

#### The parents' behavior in front of their children

##### Type of treatment<sup>5</sup>

	Nothing	Good treatment	Bad Treatment	Indifference
<b>Country</b>	26,0	57,1	43,0	24,3
<b>Quito</b>	39,3	55,7	41,9	39,0
<b>No poor people</b>	27,7	63,0	33,6	25,5
<b>Poor people</b>	25,0	53,4	48,8	23,8
<b>20% richer</b>	31,0	66,9	26,5	27,6
<b>20% poorest</b>	23,4	49,9	52,5	23,3

Source: SIISE

The family shares the responsibility with the schools when educating children and mothers are generally those who culturally have the responsibility to educate children. At the national level, 23.5 percent of mothers help their children with school tasks. The figure is almost same, while 30 percent of the mothers, in the richest quintile, who help their children, only 20 percent of the mothers in the poorest quintile provide the same help. On the contrary, at the national level, only 11,4 percent of fathers (15,4 in Quito) help their children in educational matters - less than half of the mothers-.

The data suggests that, from a gender perspective, the impact of mothers' migration, contrary to that of both parents, can affect directly in the education of the children, as long as they compose a bigger rate among the immigrant population. Likewise, two studies

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<sup>5</sup> The survey allowed two answers. They were contained in three categories. The good treatment refers to the appropriate or acceptable behaviors from the emotional and pedagogic point of view in front of fault done by children; this is, to those who told that when they don't obey or do a fault, their parents scold them or they nag, parents deprive them of something that they like or they dialogue and help them. The "abuse" refers in case of parents insult or makes fun of children, when parents hit them, they take them out of the house or they leave them without eating, lock up them or they made their children to shower in cold water. The "indifference" includes the cases in which parents don't even say anything."

concluded that women who stay away are the ones who are emotionally more affected by migration.

How emigration affects the extended family should not be forgotten. In situations where the two parents emigrate, the children are placed into the care of the grandparents. Sometimes this arrangement works because the grandparents have a good relationship with their grandchildren, but in other cases the elderly are not in the capacity of providing enough economic or emotional protection and they don't have authority and difficultly get the respect from their grandchildren.

Although we refer to the children of emigrants as abandoned many times, in fact only 16 percent of children in the country spend their days in the street, and Quito registers the lowest percentage in the whole country (7 percent).



### **1.1.5 Low scholar performance**

A fundamental question that needs to be answered is how the emigration affects the education of the country. The educational system in Ecuador shows a low performance generalized in comparison with other countries in Latin America. In fact, a survey of the Latin Barometer found that the results of the quality of education in Ecuador is one of the lowest among 19 Latin American countries", although the measure of comparison didn't take managers opinions.

Also, a World Bank study about education in Ecuador concluded that although Ecuador has been able to enlarge the offer of primary education until almost the whole student population of that age, big inequities still exist in attendance to the schools and the quality of primary education continues to low. These deficiencies are largely owed to that along

the last 30 years; the investment of the country in education has declined. It passed on average of 4.7% of the GIP in the eighty's to 3.1% in the ninety's and 2.7% in the 2000. For that reason, the investment in education essentially is half of what it was 20 years ago.

The lack of government investment in education has impacted in the little ability of the economy of the country to generate well remunerated employments. Also, it has forced families to dedicate more than their budget in education: a sample survey of homes carried out in 1998 shows that 40% of parents of the poorest levels contributed in a monthly amount for pensions and uniforms, so much in primary schools as secondary... almost similar to the ones who send their children to private schools. "Consequently, the first level of education in the country has worsened the economic situation of many families, impacting in the necessity of emigrating, because what induces the emigrant's departure is the disparity among the opportunities in the origin country, and the expectations that they have in the destination place."

Although it is certain that this work investigates the situation of children and girls of an urban-marginal school of Quito, without a doubt it will be good to analyze how the emigration is changing the educational environment in many urban regions of the country. Educating the children of emigrants is one of the most complex challenges for the educational system of Ecuador. For example, 18 percent of the school desertion in the year 2001-2002 was due to family reasons, among which appears the emigration of the parents as a cause. The repetition indexes in the country are 6 percent in the urban area and 13 percent in the rural area.



- **Student desertion**

The increment of school desertion in children of emigrants originated from the socio-economic problem of the country, with the unfair distribution of the national wealth and social exclusion.

The state policies directed to the solution of the problem until the present, have been inadequate in providing assistance to the excluded sectors: social, political and economic. The humblest families have difficulties accessing the financial system, which derives from a bad use of the social and productive potential: agricultural, tourist and handmade artisan.

The economic and social conditions become inadequate to the families of low economic resources because most receive very low wages. So, the families must handle the economic difficulties first, and then face family problems, they decide to move to another country that offers them better opportunities to survive.

At the same moment that they made this decision it will be seen as the increasing of the family's disintegration affecting the family nucleus. The children of emigrants are then without family and they grow without the affection and orientation of their parents; this situation, in most of the cases, causes desertion from school.

- **Joining Gangs**

Another problem derived from the decision to emigrate is the gangs. Generally these problem starts in the same way of the previous problem. It is originated from the socio-economic problem of the country, with the unfair distribution of the national wealth and social exclusion.

It is a question broadly shared among the public opinion, the stigmas built around those youths. It is common to establish a direct relationship which settles down between migration and social miss-functions and to be ingrained in the idea that when exist lack of parental control, the youths are more inclined to the lechery. It is common to associate alcoholism and drug addiction with the children of emigrants, as well as the tendency to look for refuge in gangs and even in satanic groups. The precocious pregnancies are also related to them with this search of affection on one hand and lack of control for another. A relationship is usually established also between migration and the alterations in the student's school performance.



## **1.2 Economical Impacts (economical crisis)**

Ecuador, Latin American country, the smallest in the Andean region, with a population of 12 million inhabitants, Ecuador concluded with an unprecedented crisis the XX century. After a lingering period of stagnation from 1982, the year 1999 will be remembered to register the biggest fall in the GIP.

The country experienced the quickest impoverishment in the history of Latin America: between the year 1995 and the year 2000, the number of poor grew from 3,9 to 9,1 millions, in percent terms of 34% to 71%; the extreme poverty bent its number from 2,1 to 4,5 millions, the relative jump was from 12% to 31%. Under these conditions poverty registered a quick deterioration of the indexes of well-being

The above-mentioned came accompanied by a bigger concentration of the wealth. This way, while in 1990 the 20% poorer received 4,6% of the revenues, in the 2000 it captured less than 2,5%; among so much the 20% richer increased its participation of 52% to more than 61%. This inequity is, one of the main explanations of the poverty. This is mainly worry, because in this country the available productive capacity could satisfy the demand

of goods and services of the whole population, if would have an appropriate distribution of the entrance and of the wealth.

The logical consequence of this evolution was the massive unemployment and underemployment; the fall of the revenues; the reduction of the social investments: health, education, community development, housing; the growing civic insecurity; the deterioration of the quality of life; and, the vertiginous fall of the trust in the country.

The exposed figures demonstrate the graveness of a dramatic situation for a series of factors of the situation that powered mutually:

- Natural order: El Niño phenomenon
- Economic order: The falling of oil prices.  
The international financial destabilization,  
The bank saving,  
The adjustment to the international monetary bottom, and
- Political order: five governments in five years.

When Ecuador entering in the biggest crisis of their history, it inaugurated an unpublished process of emigration whose consequences newly you begins to understand. Alone in the century change thousands of Ecuadorian, some 700 to 800 thousand people (a lot more than the Economically Active Population's 10% - PEA), they would have escaped from the country.

### **1.2.1 Poverty effects in the family**

The poverty is the biggest emigration reason and this has a direct impact in the education.

The poverty is a central component in any discussion about the emigration and education,

because although most of Ecuadorian migrants don't belong to the poorest layer in the country, those who migrates, fundamentally makes it for not becoming poorer.

As long as the migration diminishes, the rate of infantile work can impact in a better school yield. Several poor families try to improve their revenues to supplement the family basket sending their children to work. Ecuador is the country with the highest level of infantile work in Latin America: 810.000 children, girls, and adolescents work.

The poor families who receive emigrant's remittances don't generally send their children to work. Some teachers interviewed during the investigation of this thesis, affirm that the children of emigrants in their classrooms don't work, while other do it. For that reason, the remittances of emigrants can contribute to improve the school performance of their children if these stop to work (if we give for fact that the infantile work results in a smaller school performance for the fatigue and schedule).

### **1.2.2 Economical impact of migration**

If the fundamental reason of emigrating is to improve the economic situation, then it is interesting to know the economic results gotten by the immigrants. The phenomenon of emigrants' transferred remittance-money toward their origin country it is not new and in the last decades it has become the most important financial resource in Latin America", ending up overcoming in almost 50 percent to the direct foreign investments in the region. Also, the mounts of remittances it is above the international attendance that the countries of Latin America receive.

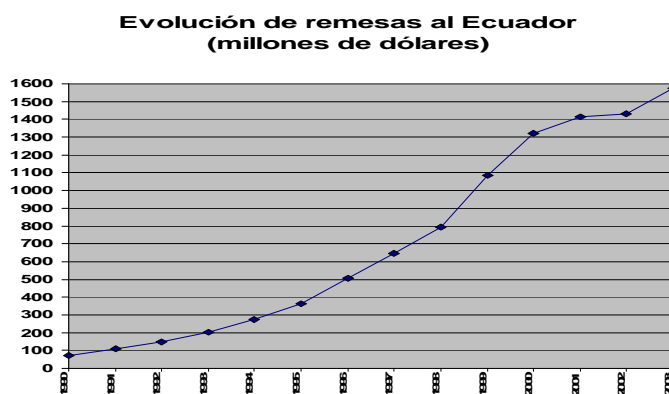
Ecuador is the country with more dependence on remittances in South America. In the 2002 this issue constituted more than seven percent of the GIP and it has not only been

overcome by the petroleum that generated more money for the economy. Between 1990 and 1999, the remittances constituted 2.2 percent of the Ecuadorian GIP, ending up being between the 7 and 8 percent of the GIP among 2000-2002. In 1999 the remittances overcame the social expense of the country to be the great support to the economic crisis and balancing it.

The Central Bank of Ecuador calculates that 2,4 million Ecuadorians work abroad, and consequently the remittances constitute an important component in the political and social relationships of the nation. Countries with the largest waves of Ecuadorian immigrants are: the United States, Spain, Italy and other European countries. In the last 20 years it is considered that the sending remittances from the USA is about \$18,000 millions, amount that triplicates the general budget of the State.

In the last decade, one can say that the dynamics of growth of the remittances in Ecuador has three phases: "between 1993 and 1998, a first one, of relatively moderate growth; between 1999 and 2000, an acceleration is observed in the rhythm of growth; and a third phase, during the last three years, in which presents a tendency to be stabilized around the USD 1400 annual millions" (to See Graphic 1). The remittances in the 2004 added a record of USD 1,604 millions, but they follow a decrement trajectory that begins in the 2001.

**Graph 1**



It is predictable that the amount of remittances won't grow a lot in the future, because the flows depend on many external factors, mainly, the economic acting of the receiving countries of emigrants and the migratory controls of the same ones. Also, one can observe that the remittances are declining while the time passes because those immigrants feel less linked to their family in their origin countries, through the time and in many cases they are able to regroup to their families in the welcome country.

The remittances sent by the emigrants to their relatives generally give are seen as an economical support with aims toward the stability and economic well-being in thousands of Ecuadorian homes. Also, when increasing the Ecuadorian standard of living, it increases the saving in the families together with the biggest monetary mobility in purchase-sale of properties and patrimonial goods.

### **1.2.3 The remittances and education**

The consultant Bendixen & Associates, hired by the Multilateral Fund of Investments of the Interamerican Bank of Development, presented the results of a survey carried out in Ecuador that measures the phenomenon of the remittances:

"Almost a million Ecuadorians receive the foreigner's remittances, coming mainly from Spain (44 percent) and the United States (38 percent).

"The receivers are mainly women with a higher educational mean level.

" 80 percent of the receivers decide how to spend the money , but the sender decides the mean of remission.

" 83 percent of those interviewed coincide in that one of the main reasons for which the people migrate is to be able to send money to their families. <sup>6</sup>

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<sup>6</sup> Inter-American Development Bank ([www.bidnoticias.com](http://www.bidnoticias.com)).

A report reveals that the emigrants don't prioritize the education of their children like main reason of emigrating. Only a 37 percent dedicate the remittances to the investment. <sup>7</sup>

A report of the specific uses of the remittances reached the following conclusion:

" 61 percent to daily expenses.

" 17 percent for superfluous expenses or luxuries.

" 22 percent is dedicated to long term investments, specifically:

8 percent to investments (different productive)

8 percent for savings (banks, in house)

4 percent to the purchase of properties

Only 2 percent for education. <sup>8</sup>

We can observe, a significant proportion of the remittances are dedicated to goods consumption or sumptuary goods, as housing construction or the purchase of vehicles, appliances, etc., money is not used for productive projects of short, medium or large term.

From the sociological point of view, the remittances also have an impact in the relationships among families and in the society in their group:

"The shipment of remittances can affect the lists to the inner families; it can modify the habits and customs linked to the consumption, as well as to modify the relationships to the inner of a neighborhood and community. On the other hand, it constitutes a factor of socioeconomic differentiation among the homes when causing disparities in the revenues of these."

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<sup>7</sup> <sup>7</sup> *El proceso migratorio de ecuatorianos a España*, 2001: 87-88

<sup>8</sup> "Remesas, la boya para el consumo", *El Comercio*, Redacción Cuenca, 9 de enero del 2001, p. B1.

It fits to stand out that almost always the decision of emigrating involves the whole family and although the families are forced to assume a painful affective investment... for the effects of family separation that accompany the process", they consider that it is worthwhile in the rationality cost-benefit ". In other words, the families consider that the emigration is beneficial for the well-being of the family group in spite of the difficulties that should face.

## **1.3 Political issues**

### **1.1 National Policies of Migration**

The Chancellery is diffusing the rights of the migrants through the publication of the Alienage and Labor Brief Guide (Guía Breve Extranjería y Laboral), that contains the legal norms of residence and work in these countries, as well as addresses of humanitarian institutions to those that the migrants can go for necessity. Among their rights we have: Right for voting, for education, consular card, of remittances and development, transfer system of remittances agreement between Central Bank - Caixa of Catalonia. (Spain)

The Ecuadorian Government in search of alternative juridical and political, has subscribed an Agreement between the Republic of Ecuador and Spain related to the Regulation and Classification of Migratory Flows", this agreement has allowed to establish a good selection system and Ecuadorian migrants' transfer to Spain, through the Technical Unit of Selection of Migratory Workers of the Chancellery, this agreement is to prevent the secret migrations and the labor exploitation of the foreigners in irregular situation. The elaboration of the agreement was based on migratory policies from the migrant and not alone for the migrants."



### **1.3.2 Integral Protection Project to the Migrant and their Family**

The Migration, Communication and Development Plan establish an Artificial Technical Commission for its operation; the step given in the National Congress is still in second debate. The commission designed to work in the project is conformed by: Plan Migración Comunicación y Desarrollo (PMCD), Servicio Jesuita para refugiados y migrantes, Asociación Ecuador Lactacarú, Asociación de Migrantes, Refugiados y Desplazados - Ecuador (MIREDES). With the participation permanently of Casa Metropolitana del Migrante (CMMQ), Consejo Nacional de la Mujer (CONAMU), Asociación Pastoral de Solidaridad con Colombia.

The current government of Rafael Correa, the creation of the Migrant's National Secretary has been pointed out, because the government considers that this social phenomenon should be treated as a Politic of State. But this is not everything, the Secretary points to labor agreements and family gathering.

## Chapter II

### Motivation degree in children.



There are some important issues to keep in mind when parents are absent.

#### 2.1 Children's security at home

Migrant's children have few alternatives where to live when their parents have left the country to look better opportunities to work.

The responsibility for caring those children relapses on the grandmother, since she is the one who cares them. That responsibility is not an exception of difficulties, but rather it is carried out, by the grandmother, as a help to their daughters or sons, but also, the final responsibility can not be avoided. In these cases, the final responsibility for caring the children falls in the mother, even when she is in another country.

#### Free time

According to many interviewees, without their parents at home, children are here and over there... as balls, the lack of stability is evident. At 12:30 am o'clock, they don't want to go home because there is nobody to receive them; they prefer to stay in the school. Although the school tries to replace the affection and attention the family doesn't provide. When the children leave the school they meet with many influences that the school can not avoid. Many children of emigrants have an excess of freedom and they spend in the street, in the parks, and they become the most undisciplined, rebellious, capricious students. They take refuge in the video games, and they sometimes frequent bad friendships.

The most serious sequels of this freedom and lack of house control are that in some cases they are related with bigger boys and they form gangs. In fact, in a poor school with high migration indexes, there are children of 8 and 9 years who already have relationship with gangs. For that reason they suspended a student last year. For that reason children

become more affected, affectionate with those who are near to them. In some cases, then, the perception is that the family separation can become in delinquency.

However, the affective problems don't last indefinitely after the parents emigrate. Some children are affected by long time but others take less time in overcoming it.

Although it is normal that the emigration of the parents affects children psychologically, but it doesn't exist a direct relationship with the drop of the school performance apparently.

### **Lack of control at home**

The family is the fundamental support, so the educational process implies collaboration between the school and the family. In many cases the educators regretted that they don't receive the necessary help at home, and for that reason they don't fulfill the tasks or that most is taken charge with other families, inclusive with the neighbors, but they don't care much about their homework, so nobody control them the execution of works.

### **Homework supervision at home**

While nearer the relationship among people who are in charge of children is, the process of adaptation is less traumatic. Many educators mentioned cases in which children who stayed with uncles or neighbors don't worry about the academic performance of the emigrant's children; those people are not interested in playing a good role like caretakers and don't have the corresponding respect from the children.

Another important factor refers to the age of the "managers". Children who live with their grandparents can not count on them, because grandparents can not help them in doing homework because their educational is very low. On the other hand, there are cases in that the school performance of the children of emigrants improved when the parents left because their bigger siblings took charge of helping their smaller siblings with the school

duties, because that task is very easy and because they already know what they are being taught.

Several teachers affirmed that children that live with people who are not their parents arrive late or cut class more frequently than those children that live with their parents.

Principals mentioned that the children of migrants don't fulfill their duties and they don't bring their school supplies on time. They have a low performance, others in charge to relatives or neighbors don't arrive at the school for their own initiative, unless the school calls them. They don't feel very committed with migrants' children future or because they have its own children to whom worry about.

### **Academic performance.**

Academic performance is the product of knowledge gotten from academic learning taught by teachers about a science or subject in a determinate space of time.

Parents' migration has a direct impact in the drop of the school performance of their children. They usually have a low performance, especially in the basic cycle an increasing of failure incidence is noticed. Desertion is detected about the middle of the school year.

In the house there is nobody who reinforces the school work, so we have three effects as a result: failing, supplementary exams, and desertion.

The general information pattern about reasons for the lower performance of migrants' children exists, but it is recognized that children of migrants were not those that had higher rates of school desertion or repetition in comparison with other students. The academic performance of some children of migrants when the parents migrate is low at first, but then it becomes higher. According to this, the difference is not if the parents migrated, but

rather, if the person who cares children pay or don't pay attention and required affection. So, "affection " is an important issue.

## **2.2 Children maltreatment**

All the children, girls and adolescents (0 to 18 years old) are subject of special protection, but particularly those that are in threat situation or violation of their rights. Therefore everybody should be in charge of the rights of all children, adolescents, their families<sup>9</sup>.

### **2.2.1 Prevention Policies**

Especial Prevention Policies are those directed to preserve and retribute the children and adolescents rights who are in harm situation. To prevent all kinds of abuses, such as : sexual, physical incapacity, lack of family, work, drug dependency, pregnancy, missing children, girls and adolescents, etc.

- **Political of restitution of rights by problem**

#### **Protection against violence**

In the Convention on Children's Rights period: 1996-2002 in the article 19, the right to protection against violence, the Ecuadorian State, by subscribing the Convention on Children's Rights, undertook to adopt the appropriate legislative, administrative, social and educational measures to protect children against any and all forms of physical or mental harm or abuse, neglect, maltreatment or exploitation, including sexual abuse.

Likewise, the Ecuadorian State, by subscribing the Belem do Para Convention, committed to adopt, by all appropriate means and without delay, policies oriented to prevent, punish and eradicate violence against women, girls and adolescents; as well as fostering and

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<sup>9</sup> [www.innfa.org/innfa/index.php?option=com\\_content](http://www.innfa.org/innfa/index.php?option=com_content)

supporting government and private sector educational programs aimed to level up the consciousness of the public regarding the problems of violence against women, legal recourses and the redress what corresponds.<sup>10</sup>

### **Article 28. - The right to education**

The obligations assumed through the subscription of the Convention on Children's Rights and the Belem do Para Convention in relation to education have not yet been duly complied with, thus:

In Ecuador, "... 3 out of every 10 boys and girls drop out of primary education and only 4 out of every 10 adolescents finish the 10 years of basic education. 9 out of every 10 children under the age of 6 do not have access to pre-school education or daily care; 1 out of every 3 boys and girls do not get to finish the 6 years of primary schooling and 1 out of 5 children drop out of school in the fourth grade (fifth year of basic education)."<sup>11</sup>

Of the population aged 12 to 17, only 68% attended an educational institution.<sup>12</sup> Only 45% of the boys and girls in the age of studying high school were actually doing so.

"In 2001, 75% of the boys and girls aged 12 to 14 attended classes in some educational level, whilst 46% of the adolescents between the ages of 15 and 19 studied. This explains that the population's educational deficit is so large: currently, slightly over two out of every ten adolescents aged 18 or more have finished high school."

According to the 2000 World Bank Report<sup>13</sup>, at the national level, with minimal differences, the girls' rate of enrollment was higher than that of boys in all the levels, except for the 12 to 17 age group.

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<sup>10</sup> Cladem Ecuador, alternative report, november 2004

<sup>11</sup> Source: [www.comparte.org/accion/ecuador](http://www.comparte.org/accion/ecuador). Poverty in Ecuador affects 65% of the population.

<sup>12</sup> Citizen's Observatory of the Rights of Childhood and Adolescence, based on the last national census of 2001.

The teaching practices as well as the school texts used in the Ecuadorian educational system tend to reproduce and reinforce the gender stereotypes and the separation of the private environment-public space<sup>14</sup>.

Regarding the female adolescent dropouts, one of the causes is pregnancy. A qualitative research performed in young Ecuadorian boys and girls<sup>15</sup>, evidences that “according to the last 2001 population census, in Ecuador, 118,264 adolescents have a child and 25% of them dropped out due to pregnancy (sic)”.



### 2.3 Teacher’s role in children’s motivation.

According to different research studied more than a half of Ecuadorian teachers give good treatment to their students; the conditions in Quito are a bit better (see Square 4), although several experts on education point out that teachers in urban-marginal schools show less interest and commitment with their students than those ones with more wages.

Square 4 The teachers' behavior in front of the boys/girls (Type of the treatment, percentage)			
	Good treatment	Wrong treats	Indifference
The whole country	46,6	19,7	33,8
Quito	53,5	9,4	37,0
<b>For ethnic condition</b>			
Indigenous	35,7	29,1	35,2
Not indigenous	47,8	18,6	33,6
<b>For sex</b>			
Men	46,3	21,0	32,6
Women	46,8	18,3	34,9
<b>For socioeconomic situation</b>			
Poor	44,9	22,3	32,8
Not poor	48,8	15,7	35,5
20 richer%	52,3	13,9	33,8
20 poorer%	44,4	23,9	31,8

Source: SIISE

<sup>13</sup> World Bank 2000. Gender Analysis in Ecuador. Problems and Recommendations, Washington. World Bank’s Series of Studies on Countries.

<sup>14</sup> Negrao y Amado. 1989, cited by the World Bank 2000. Gender Analysis in Ecuador. Problems and Recommendations, Washington. World Bank’s Series of Studies on Countries.

<sup>15</sup> This is about the research “The body and sexuality in young Ecuadorians”, performed by the Corporation for the Promotion of Women/Women’s Communications Workshop. Ecuador, 2002.

Finally, though many teachers don't justify the decision of emigrating, many of them abandon the country, hindering the offer of teachers. The UNE reported that in Azuay and other places, dozens of teachers have abandoned the country, leaving the schools without enough teachers. The teachers' public schools are exactly the next groups to emigrate, because of their low salaries and also because they have enough information about the most attractive countries to migrate.

### **2.3.1 Educators points of view of migration effects**

In the previous chapter we explained that, although the recent emigration of Ecuadorian abroad seems to originate in the economic crisis of the years 1998-1999.

Principals pointed out that some families emigrated more for novelty, there is not a great economic urgency. Another reason indicates that the migration is not only caused by the economic situation but also for problems within the family.

Most teachers and principals recognized in the economic factors the first impulse of the migratory phenomenon. They emphasized that the economic crisis and the lack of sure work as the causes of the migration.

As significant fact, it is necessary to point out that none of the educators pointed out that the low level of school performance in children was cause of the parents' emigration. On the other hand, all pointed to the economic crisis, to the lack of political and inability of the State to create more employment sources.

Finally, teachers said that parents must develop in their children family values instead of improving economical situation only, through the migration, in many cases parents worry



more about the material aspects, migrants send money to build a house or a palace but there will be nobody to live in when they come back. Additionally this decision damages to the family unit and it doesn't strengthen it. However some parents look for the family meeting in the new country sometimes.

## **2.4 Children's education responsibility**

It is recognized that education in children is a responsibility shared among the educational facilities (they are public or private) and the families. The emigration puts in question the relative weight of these two entities in the educational process, because it affects the capacity of the family to complete this paper. Along the comments of educators, it is listened a lot about the lack from families to assume their part in the education of those children -but not only the family with migrants. This should not surprise us, because the economic problems of Ecuador, in the last 20 years, have left the education in second plane of importance, prioritizing the fiscal stability and political survival over the investment in education. <sup>16</sup> In many Latin American countries, the long economic recession of the eighties, made many women to enter for the first time in the labor environment, specially informal job. These changes weakened the capacity of the family to assume this educational space, as long as they had to leave the house in order to work and they began to spend more and more time, trying to complement the income and having less time to educate their children.

On the other hand, the Ecuadorian State has transferred the responsibility of education toward the family like part of the process of privatization of education to the schools and the families. In this environment, teachers express their indignation when families can not assume their responsibility, waiting for the school to assume this topic; but the economic reality of the country has pushed to complete families to the labor market.

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<sup>16</sup> Rojas, 2003:1

## Chapter III

### Absence of parents in children's motivation at school.



#### 3.1 Remittances in the children attitude

"The suffering made money." Monsignor Víctor Corral, Bishop of the diocese of Riobamba, qualifies this way to the money sent from the migrants that are in different places of the planet.

He indicates that "the problem of migration shouldn't pass unnoticed, moreover when children are alone at home and feel the absence of parents" He explains that indifference also exists especially for children and youngsters who are left alone.

"Schools should have a special concern for their students who are alone or just a single parent. I have noticed that there is no concern about it", He indicates. He assures that the educational institutions are not alarmed for this problem and the Catholic schools are not even disturbed by what happens to the children of migrants.<sup>17</sup>

The money doesn't cover the absence of parents who are far and instead of being positive for them; it becomes a negative thing to them. We are observing an insecure and inferiority complex generation with, overturned to take advantage of the easy money because they have not learnt how to earn it through work.

##### 3.1.1 Use of remittances

The resistance to the change and the absence of parents is reflected in the handling of the money that arrives from other countries. Many parents want to fill the affectionate holes of their absence with money.

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<sup>17</sup> Los hijos de las remesas

"They spend the money in superfluous things as cellulars, digital cameras, computers, video cam recorders, and all type of snobberies, and so on. It is not productive money that will not be good for them even in the future, neither for their formation nor education because the technology is changing faster." <sup>18</sup>

Migrants' children don't even take advantage of the technology to obtain knowledge and they are simply very expensive toys they use and through when getting tired of them.

It would be expected that the migrant parents dedicate the money for education of their children, and in many cases, they do make it, but for the families that are poorer, the remittances can save them of the school desertion.

The children of migrants have the whole supplies, they are made of better quality materials, but in spite of it all the parents do not dedicate the money of the remittances for the education of the children, for that reason this economic improvement sometimes doesn't influence in the improvement of the school performance of their children.

### **3.1.2 A child learns to be oneself**

A not very visible way in relation to how migration of parents can affect children positively is that in front of the absence of the parents, they learn how to defend by themselves developing their self-esteem. A principal was very surprised to see that some students are very outgoing when alone, they are smarter". Another principal wrote down the only positive thing that brings migration is that some of the children of migrants learn how to avail by themselves and to defend and inclusive to learn how to manage the personal economy. They no longer depend on the mom... but these are exceptional cases in

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<sup>18</sup> Los hijos de las remesas

comparison with the negatives".<sup>19</sup>She also referred to the fact that when the mother or father migrates, the children begin to do the house chores for the first time.

### **3.2 Gangs influence in children**

As we told in chapter 1, the increasing of the family disintegration, happen in the same moment that parent's take the decision of migrate. The children and young children of migrants are then without the family back and so they are without affection and orientation of their father/mother or both; this situation become in some cases in an increasing of school desertion.

The physical and psychological abuse that children receive at home or at school, makes girls and adolescents be explosive so that they opt to escape from home. Most of them look for refuge in friends' house or relatives; others find in the street a way of living that generally leads them to gangs.

Then it is common to establish a direct relationship between migration and social miss functions and we can see that when existing lack of parents' control those and the youths are more inclined to the lechery. It is common to associate the alcoholism and drug addiction with the children of migrants, as well as the tendency to look for refuge in gangs an in some cases the precocious pregnancies are also related them with this search of affection on one hand and control lack for another.

There are cases of guys that remain in the streets who easily are recruited by the gangs. It is common that these boys and girls are already welcomed by other 'streeters' who teach them to defend and to cohabit with the dangers of the street.

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<sup>19</sup> Los imaginarios de los educadores en torno al impacto de la migración en niños, hijos de emigrantes..

The Specialized Police for Children, Girls and Adolescents (Dinapen) register 658 gangs in the country. These groups of youths that are devoted to delinquency activities become in the home of those who escape from their houses. <sup>20</sup>

It is murmured that these organizations are financed with the money that comes overseas.

### **3.3 Teachers' role in students' desertion**

The teachers assume special responsibilities, because they are those who can promote the motivation of their students. However, many of them have never received the necessary formation to dominate the new disciplines.

### **3.4. Motivation for learning a new language**

#### **3.4.1 Learning a new language in a foreign country. -**

- **English language. -**

We have read some relating cases to the necessity of learning how to communicate in another language. The necessity to speak English in United States means money because the work opportunities grow. The fact is the difficulty to communicate between migrant and people who might hire them, consequently is not easy to establish a more equal negotiation in relation to the salary to carry out any activity.

In spite of the dreams and the aspirations of the immigrants, they recognize that to begin a new life in a different place, with a different culture is difficult and it takes time.

This is because the most of immigrants don't speak English. "If you don't know the

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<sup>20</sup> Revista blanco y negro, mayo 28 de 2005

language, everything is extremely difficult. To find a house, a work, or to ask for help, it becomes a headache,"

## **Learning how to be successful**

To help immigrants to learn English and to motivate those to be successful people, in 1972 in USA, it created English's program for speaking of other Languages (ESOL) and it was established in the schools in Maryland.

ESOL is an effective program that helps the students learns English, to help those that will attend the university and to motivate the immigrants to be involved in school programs. ESOL is also a program that helps the students to integrate in its school community and to a new society.

These studies have given excellent results to the emigrants in their communication with the possible employers, getting improves work conditions.

## **"The American dream"**

For many migrants, especially for those that arrive illegally to the United States, the American dream becomes a nightmare. Illegal migrants face with fatal obstacles in their daily lives in the United States. When they arrive to "the earth of promises" they face with more difficulties, being the biggest: the language. But when the migrants are basically established in a new country and they begin to complete their goals, they begin to truly believe in the "American dream".

It is important to emphasize that to quit the idiomatic roots is not only a cultural betrayal, but also a commercial error, a very bad business. Thanks to the domain of the two languages their professional opportunities increase, as recent statistics and

experts indicate. Nine of ten Hispanics are completely bilingual. So, the great majority of Latinos in The United States speaks English and Spanish.

At the moment there are 500 million of Spanish-speaking people; Spanish is the fourth more spoken language of the world, after the Hindu, English and Chinese; and The United States is the third country with larger Spanish speaking people.<sup>21</sup>

- **Italian language.-**

When someone is looking for an employment in an Italian company it is not primordial to know how to speak Italian but it is an important added value.

A matter that complicates the acquisition of the language is the erroneous pre-concept that Italian is easy. In fact, it is much more complex grammatically that English.

In general, the importance of managing this language depends on the work area where the person acts. The professionals who more communicate in Italian are secretaries, specialists in human resources and engineering.<sup>22</sup>

### **3.4.2 Learning a foreign language in the native country.**

We all know the sad results: there are some relatively good public schools; other very bad public schools, which are, affected by high desertion rates, growing violence school, low performance and demoralization of teachers and students.

These changes in our educational system have shown the necessity of a fundamental reformation. But it has also strengthened the obstacles for a wide reformation of the system, and the union of teachers, has been opposed to any reformation that

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<sup>21</sup> <http://www.noticiahispana.com/news.aspx?nid=2660&s=b>

<sup>22</sup> <http://www.becasyempleos.com.ar/italiano.htm>

diminishes its power and it has acquired an enormous force, as much politic as financial that are ready to use anything available for not adopting another system.

Therefore we can indicate that the teaching of English language in public schools is not compulsory, because it is limited to basic notions. In general an English teacher is hired by the parents who pay his/her salary.

The private education provides a better education, 10% of children attend to private schools, consists of some few exclusive schools that educate at high cost to an small portion of children, while parish schools without economical interest compete with public education, at low costs, thanks to the dedication of their teachers and to the subsidies of the institutions that sponsor them.

### **3.5. Protection Policies for migrant's children.**

As we explained in the first chapter, the law of Integral Protection to the Migrants and their Family and the law of Migration and Communication and Development, establishes an Artificial Technical Commission for its operation; the step in the National Congress is still in second debate.

In recent news in April 2007, Rafael Correa government has started the Secretary of Migrant, with the rank of Minister whose mission is working for Ecuadorians and their families well being, in foreign countries, the idea is to support them to improve their life style and someday maybe they can come back and will be part of a new Ecuador.



### 3.5.1 Protection Policies.-

The policies at the moment are:



> **The Code of the Childhood and Adolescence:** In the Art. 193 are pointed out that the Policies of integral Protection are the group of guidelines of public character; dictated by the competent organisms whose actions lead to assure the integral protection of the rights and guarantees of childhood and adolescence." The Decentralized National System of Integral Protection of the Childhood and Adolescence contemplates five types of political of integral protection, the third policy one can observe the special attention that children of migrants requires: The policy of special protection guided to preserve and to restore the rights of children and adolescents that are in harm situations or violation of their rights.

> **The Integral National Decade Plan of Protection to the childhood and adolescence:** It will take into account the board of Political: for children smaller than 6 years old, from 6 to 12 years old and for teenagers, from 12 to 18 years old.

### 3.6 Atmosphere improvement inside institutions.

We must take into account some advice that as much institutions as teachers must work to get improvements into educational institutions.

To achieve our students to have an education of quality that includes knowledge, abilities, wisdom and character that it allows them an appropriate acting in their future educational stages.

To attain that such as teachers as students stay motivated. (and increase that motivation continually) to attend the school.

To achieve our students have pleasure and motivation to learn.

To achieve our teachers have pleasure and motivation to teach and to motivate the learning.

To get that our buildings, methods and services propitiate the learning motivation.

To get that those who are part of the institution work satisfied and in harmony.

To get that the institution has a very positive image in the community and be the example to continue for others.

To achieve our students to remain with us and they recommend us.

To achieve a guarantee of a building guarantee the physical security of the students and teachers.

To accomplish the family parents are satisfied with the education and the services that we are providing to their children.

## **2.2 Hypothesis system**

### **Working Hypothesis**

- The parent's migration affects unfavorably in the motivation and school performance.

### **Null Hypothesis**

- The parent's migration affects favorably in the motivation and school performance.

### **Alternative Hypothesis**

- Migration has only benefits for the family

### **Testing the hypothesis**

This work was carried out through human investigation, explanatory since it explains the relationship among the variables, and pick up data through observation and inquiry

## **PART THREE**

### **METHODOLOGICAL DESIGN**

#### **3.1. Research type and design**

We are working with the support of some methodologies, and the investigation type that will be carried out will be:

- For the purpose: it will be applied, since it is a social and human investigation type.
- For the level of knowledge that it wants to achieve: it will be Explanatory since it explains the relationship among the variables. And
- For the means to be used: It will be of Field because we will have to pick up data to obtain answers for our investigation.

#### **3.2. Population and sample: 80 students approx.**

Students from eighth and seventh year grade from Jorge Escudero Moscoso Public Elementary School.

Population: 110

Sample: 40

#### **School characteristics:**

Localization: South of the city

Migrant's children percentage: 30% estimated.

Demography: mestizo, indigenous

School type: Public

#### **3.3 Instruments for data collection**

Statistical procedures for data collection: in order to get information or find out about this research.

- **Primaries:** data will be collected through scholarly inquiry, questionnaire test, interviews, observation , and so on.
- **Secondary:** Internet, books, etc...

### 3.4 Processing and analysis.

The processing, analysis and interpretation for the development of this research was carried out through a series of statistical procedures.

The analysis is described in charts, graphs, and summaries.



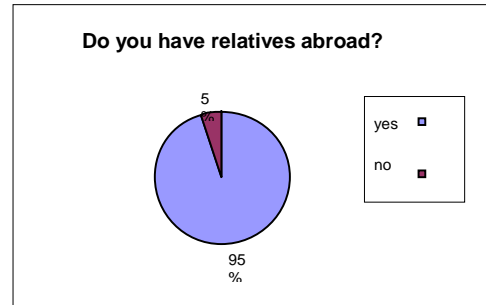
# PART FOUR

## 4.1 Graphical expositions and analysis of results

*Survey made to parents and Teachers of 6th and 7th grade*

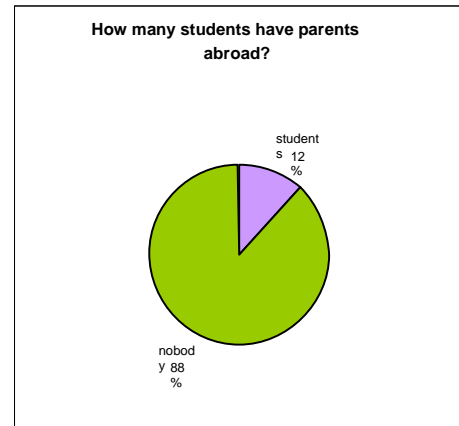
### 1. Do you have relatives abroad?

X	Y	%
yes	19	95
no	1	5
total	20	100



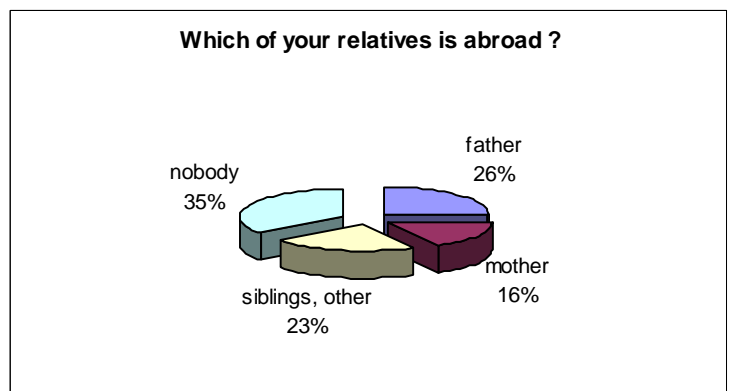
### 2. How many students have their parents abroad?

X	Y	%
students	13	12
nobody	97	88
total	110	100



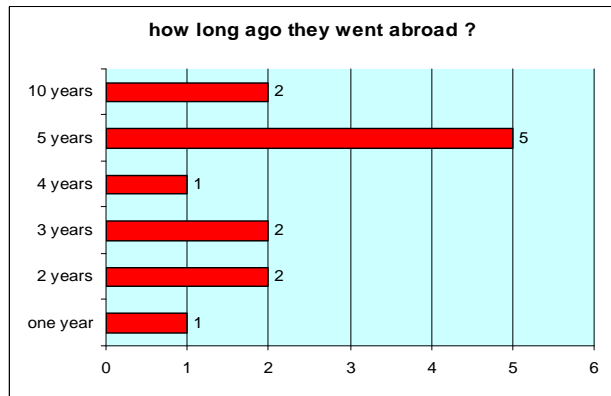
### 3. Which of your relatives is abroad?

X	Y	%
father	8	26
mother	5	16
siblings, other	7	23
nobody	11	35
TOTAL	35	100



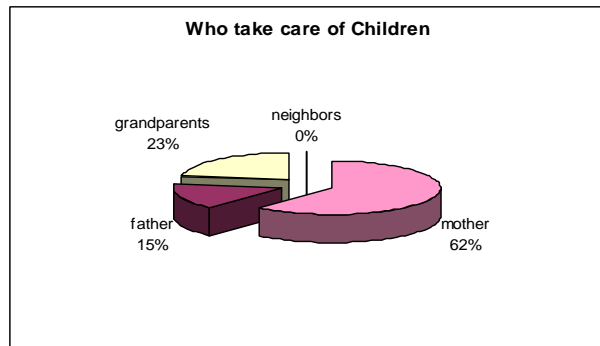
**4. How long ago did your relatives go away?**

X	Y
one year	1
2 years	2
3 years	2
4 years	1
5 years	5
10 years	2
<b>TOTAL</b>	<b>13</b>



**5. Who take care of children?**

X	Y	%
mother	8	62
father	2	15
grandparents	3	23
neighbors		
<b>TOTAL</b>	<b>13</b>	<b>100</b>

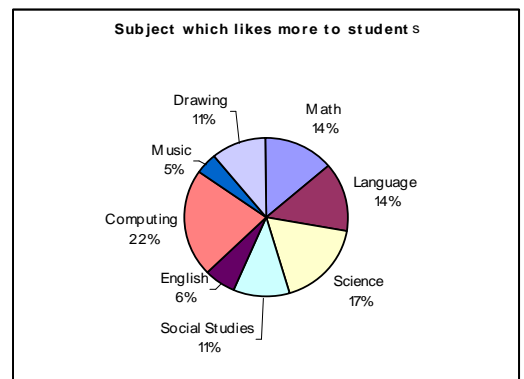
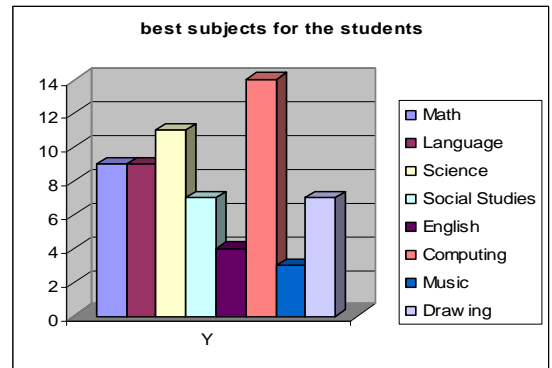


**6. Do you like to go to school?**

All the kids of sixth and seventh grade like to go to school.

**7. Which subjects do you like the more?**

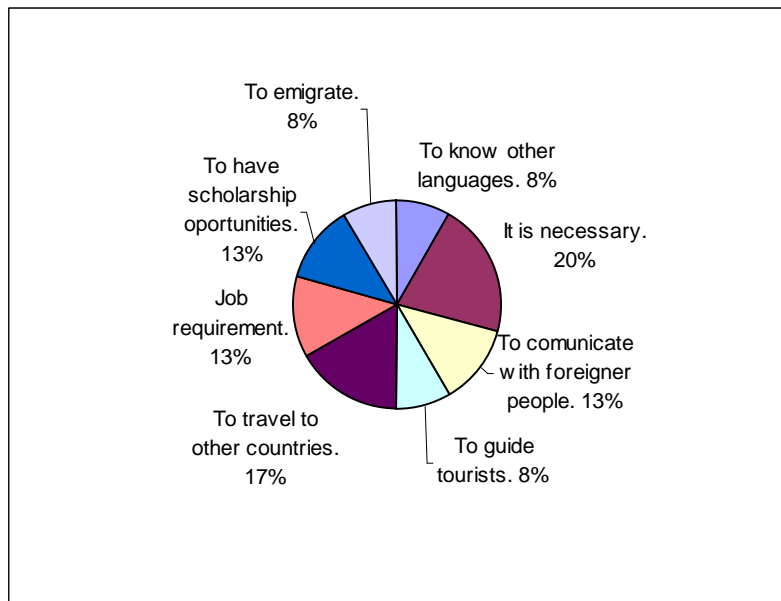
X	Y	%
Math	9	14
Language	9	14
<b>Science</b>	<b>11</b>	<b>17</b>
Social Studies	7	11
<b>English</b>	<b>4</b>	<b>6</b>
<b>Computing</b>	<b>14</b>	<b>22</b>
Music	3	5
Drawing	7	11
<b>total</b>	<b>64</b>	<b>100</b>



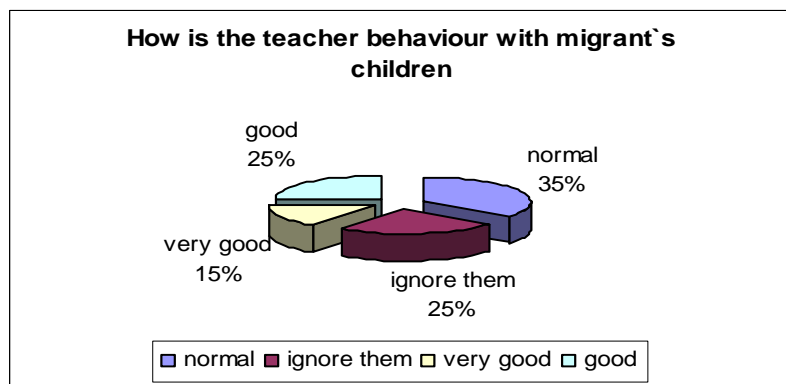
**8. Do you like or would like to learn English?**



**9. Why do you like to learn English?**



**10. How is the teacher behavior with migrant's children?**





## 4.4 CONCLUSIONS

“Any migrant’s child can be considered neither absolutely successful nor destined to fail. Childhood is plenty of changes and decisions, during which it is necessary the guide of someone who gives us stability and discipline. The most important recommendation when a problem happens is *never allowing* someone tells the children that he/she has problems because he/she is a migrant’s child. This is only a way to avoid complications and it doesn’t give any solution.”<sup>23</sup>

In spite of being a socio-cultural investigation, this thesis allows us to get some conclusions about the bond between parent’s migration and their children’s school attendance. Bibliography, observations, and interviews with teachers and other experts in this topic bring us to three conclusions about parent’s migration effects:

- 1) The emotional impact can last long time and it is difficult resume in few words. In general we can say that migration has a durable effect in children emotions.
- 2) The school performance patron in children is similar: when parents go away the children performance goes down. But a time after, the performance tends to level up , meanwhile they get accustomed to their new familiar reality and when they fill the emptiness left by the migration effect.
- 3) Parents migration may have a positive scholar performance in migrants` children in a large term because of the following reasons:
  - Children appreciate the school more, because it gives them a social important space, left especially for the parent’s absence.
  - Children have to organize their homework and tasks by themselves.

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<sup>23</sup> Rae-Espinoza, Heather. *Carta a padres de familia*, 2004: 1.

- Parents send money to improve children food, necessary school supplies, and study in better schools.

This investigation revealed the key to explain the relative successful of some migrant's children and the relative fail of others, the key is the person who cares them, the commitment from the parents with children education and the family economy.

To avoid the migration effect in children depends on the person who cares them. Simply, if children live with people who assume a tutor's role and gives them the necessary support, so they have a high probability of successful in school and do not experiment hard emotional problems.

We find that many poor schools pay little attention to their students, when there should be more due to their parent's absence or because their parents are illiterate, and cannot help their children. To face this problem, school s could create spaces like: "tasks class", where children can receive necessary help to accomplish their homework, to improve their school performance and also give a space where children can play and learn in a secure space instead of being alone at home or in the streets.

This thesis expects to contribute to belie the idea that migrants` children are hard to deal with, showing to teachers and whole society that they must treat migrants' children like any other else, help them to develop his/her potential and get their dreams.

## **RECOMMENDATIONS**

1. It is necessary that the Ecuadorian State establish a better budget and resources to improve the quality of teaching.
2. It is indispensable that Ecuadorian State adopts efficient educational measures to eradicate behaviors that discriminate girls and adolescents of any type.
3. The Ecuadorian State must guarantee the elaboration of school texts that do not reinforce the socially and traditionally assigned stereotypes.
4. According to these children who need an extra motivation, schools could create spaces like: “task class” and to take into account the methodologies recommended in this thesis, so it could be applied to motivating and stimulating children’s senses as much as possible through multisensory aids and thus reinforce the English language.

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## ANNEXES

Chart 1: Emigrants' estimates per year.-

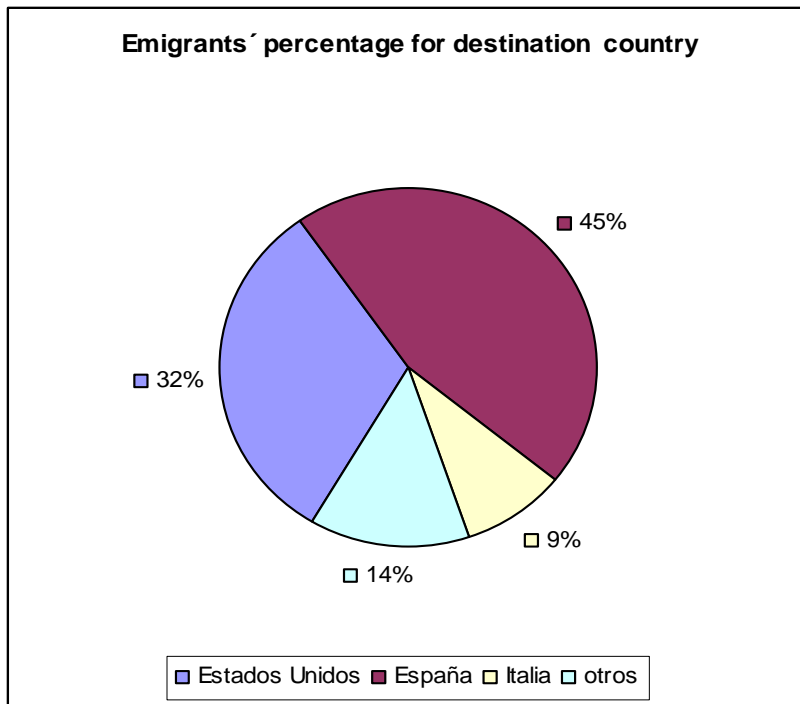
<i>Year</i>	<b>Estimate emigrants</b>
1989 or befote	18.214
1990-1994	37.734
1995	15.544
1996	10.492
1997	17.989
1998	40.735
1999	91.108
2000	175.922
2001	138.330
2002	100.738
2003	87.413

Source: EMEDINHO, DNM; made in ILDIS

Destination of the migration.

Graph No2. AnexoG

Emigrants' percentage for destination country



# PROPOSAL

STRATEGIES AND METHODOLOGIES  
FOR AN INTERACTIVE TEACHING

## **PROPOSAL**

### **Strategies and Methodologies for an interactive teaching**

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## **INTRODUCTION**

Teaching English is always a kind of difficult issue to accomplish; many students get bored and lose interest on learning English that is why the appropriate use of methodologies is recommended for having fun classes and a nice learning atmosphere for our all children.

This proposal tends to be a guide for the ones who want to improve the way of teaching and impelling class.

## **JUSTIFICATION**

After doing my research, I could conclude that children without parents need more motivation on doing all kind of chores included those belonging to education, let's keep in mind that they do not have parents who support their studies, and in many cases they do not obey their tutors, so the only chance we have to develop a positive attitude toward learning in this case English, is by using adequate methodologies.

### **General Objective:**

- Teaching and practicing English to children who may have learning difficulties or other additional educational needs.

### **Specific Objectives:**

- Make easier, fun and interesting to children the learning of English language.
- Provide teaching strategies for the institution and the classroom.
- Prepare didactic material to develop activities through the chosen Methodology.
- To make extra curricular activities to encourage students to learn English.

This chapter is about teaching English to children who may have learning difficulties or other additional educational needs. It deals with the rationale behind teaching English to such children and provides teaching strategies for the institution and the classroom.

### **Methodological approaches.-**

Some of the special needs described are not so very different from those of our “regular” pupils, and many of the familiar principles which underlie good educational practice as used by foreign language teachers of young learners are appropriate. These include effective teaching strategies and techniques and selection of materials.

### **Teaching strategies and techniques**

Good teaching strategies and techniques include the planning and stating of carefully balanced, varied learning sequences with clear achievable objectives, so children know what is expected from them. They will also include the mother tongue to contextualize and support learning, so children can relate something new to something familiar and thereby develop a sense of security; providing plenty of repetition, recycling and reviewing; using plenty of mime, signs, gestures, expressions to convey and support meaning; involving children actively in the learning process as much as possible through the use of action rhymes and songs, stories, coloring, making things, dancing, drawing, total physical

response activities and games; stimulating children's senses as much as possible through multisensory aids.

## 1. - English learning circles - a path to learner independence

Getting students to use English with each other is a problem which is often difficult to overcome. Learning Circles are one way to help students recognize the importance of using English and to motivate them to do so in the classroom.

### **What are Learning Circles?**

As teachers, we want to help our students learn to speak English well. They, too, might share this goal. However, actually getting students to use English with each other is a problem which is often difficult to overcome. How can we help students to recognize the importance of actually using English, and motivate them to do so in a classroom environment?

One possible solution is to help students create their own English clubs. In recent months, the BBC World Service has played an active role in promoting the development of English Learning Circles. These English clubs are formed by groups of students as a way of improving their English through real-life activities, devised by the participants themselves rather than prepared by their teachers. Many of the Learning Circles meet outside of lesson time - but there is no reason why teachers cannot use the underlying principles to help students become better learners inside the classroom too.



## **What are the principles underpinning successful English**

### **Learning Circles?**

Real communicative goals: Very often, communication in the classroom is confined to answering questions or to completing a task with a partner. In a learning Circle, however, there is a focus on communicating your own ideas in English. For example, participants may wish to produce a magazine for members, and for other students in their school. They might wish to invite a visiting speaker to give a talk in English - or they might want to prepare a talk for others. Whatever the task, the focus is on the ideas which are being expressed and communicated to an audience of interested listeners or readers.

Devolved responsibility: In the traditional classroom, the teacher is responsible for setting and for marking tasks. In Learning Circle, participants create tasks for each other. For example, instead of the teacher selecting a reading text and setting comprehension questions, it's possible for the students in the Learning Circle to choose a text which they find interesting, then set questions on that text for others to answer. This has the combined benefit of helping the students to improve their own reading (or listening) skills - they have to be able to understand the text in order to set the questions –

The principles which underpin English Learning Circles are those which support all successful project work.

### **How do you set up Learning Circle?**

Do In class or out of class? You may be motivated to help organize an out-of-school Learning Circle for interested students. However, it is also possible to adopt the principles of the Learning Circle into your scheduled classes. You could begin by identifying one of your lessons per week as a 'club' lesson, with the students participating in the types of

activities and projects described above, and with you taking the role of support rather than controller.

Your students will need helping deciding how to organize their club. What types of activities can they do? Who is going to do what? A step-by-step guide to getting started can be found at the related classroom activities - Setting up an English learning circle; Learning circle ideas checklist

The underlying principles of the Learning Circle - promoting learner autonomy by encouraging the students to take responsibility for activities - can make the English club a fun place to be. And it could make a big difference to how your students view their learning overall.<sup>24</sup>

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<sup>24</sup> *Karen Adams, professional development manager*  
[www.teachingenglish.org.uk/think/methodology/additional\\_needs.shtml](http://www.teachingenglish.org.uk/think/methodology/additional_needs.shtml)



## 2. - Video and young learners 1

This first topic will discuss the benefits but also the potential drawbacks of using video, the different roles video can take and then present criteria for selecting videos. Some ideas for the kinds of video suitable for young learners are also given.

The second topic 'Using video in the Classroom' will take a look at pre-viewing, while-viewing and post-viewing video activities and will be supported by 3 lesson plans illustrating these activities.

### **What are the benefits of using video in the classroom?**

#### *Learners aged 3 – 8*

- Children enjoy language learning with video
  - 'One of the aims of teaching English to young children is to install in them the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment.' Tomalin (1991: 48)
- Video is an effective way of studying body language
  - Younger language learners are still learning about the world around them.
- Children gain confidence through repetition
  - Young children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation.

#### *All Young Learners*

- Video communicates meaning better than other media
  - Video presents language in context in ways that a cassette can't. Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension

- Video represents a positive exploitation of technology
  - Teenagers, in particular, have a positive attitude towards television and video. It is seen as being 'modern' compared to books
- Having something concrete to show to parents connected to the video: a worksheet, picture etc.

### **Role of video**

Once the decision has been made to use a video in class, thought should be given as to what purpose the video is being used for i.e. the role of the video. The way the video is used and the materials prepared for use with the video will depend on the role the video is to take. Below are four possible roles for video. (Adapted from Willis' 6 roles for video 1983: 45)

- *Developing listening skills*  
Listening for global understanding, listening for detail.
- *To provide information*  
To provide content relevant to students' needs and interests.
- *Presenting or reinforcing language*  
Grammar, vocabulary, functions.
- *Stimulating language production*  
Video used as a basis for discussion, a model for learners to follow, a visual aid.

A scheme of work using a video sequence may, however, encompass more than 1 of these roles. Learners may watch a video to find out information about, for example, a famous person. The same lesson may also include work on developing listening skills to enable learners to extract the relevant information. It could be then used to develop vocabulary on the topic of 'lives'.

### **Criteria for selecting video**

When selecting an authentic video for use in the classroom certain general criteria should be kept in mind.

- *Watchability* Is the video interesting? Would a young native speaker want to watch this video?

- *Completeness*: Tomalin (1991: 50) 'The ideal video clip..... tells a complete story or section of a story'. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.
- *Length*: The length of the clip is important; it shouldn't be too long, perhaps between 30 seconds and 10 minutes depending on the learning objective.
- *Appropriateness of Content* : The content should be suitable for Young Learners. How has the video been rated; 'Universal', 'Parental Guidance', for ages '13' or '18'? Would the video be suitable for viewing in all cultures?
- *Level of maturity*: Children mature very quickly so a group of 7 year olds watching a video made for 5 year olds would probably regard it as 'too babyish'. On the other hand using a video intended for older children with a group of younger children might lead to the children not being able to understand the concepts in the video.
- *Availability of Related Materials*  
Many authentic videos now come with ready made materials that can be used for language teaching (Wallace and Grommit, the 'Speak Up' series of films in Spain.) Other videos may have been adapted from books, which could be used in the classroom to support the video. (The 'Spot' series and Eric Carlyle stories such as 'The Very Hungry Caterpillar'.

If, however, the video is being used for presenting language or for comprehension tasks there are further factors which should be considered when selecting a video.

- *Degree of visual support*. - A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said.
- *Clarity of picture and sound*. - If the video has been copied from the television it is important to make sure both the picture and sound are clear.
- *Density of language*. - This refers to the amount of language spoken in a particular time. Videos where the language is dense are more difficult for learners to comprehend.



- *Speech delivery*  
'Clarity of speech, speech rate and accents are all factors in determining how difficult a video excerpt will be for students to comprehend.' Arcario (Undated: 115)
- *Language content*  
'In using video to present language, an important factor to consider is the linguistic items (particular grammatical structures, language functions, or colloquial expressions) presented in the scene.' Arcario (Undated: 116)  
Another important factor is the amount of repetition of the language content. Authentic videos for young learners will often contain a lot of repetition. It is also useful to see if the linguistic content in the video can be linked to that of the language curriculum or the course book thus providing a way to integrate video work into the course as a whole.
- *Language level*  
The language level of the video should be appropriate for the level of the class without the teacher having to explain too much.

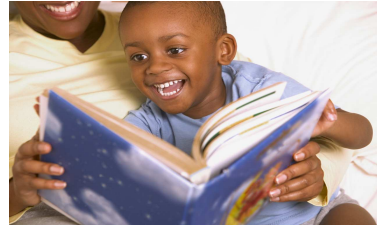
### **Video types**

- *Animation/cartoons*: Spider, Spot, Pingu, Mr Ben, Eric Carlyle stories, Wallace and Gromit series.
- *Educational programmes* : TV Documentaries made for children about science/nature etc, Dinosaurs series, The Blue Planet
- *TV advertisements*
- *Music*  
Programmes about musicians, video clips
- *Drama*  
TV series/soaps for young people (especially good for seeing life in Britain, maybe not so easy to understand!) <sup>25</sup>

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<sup>25</sup> Lynn Gallacher, British Council

## 1. - Total physical response – TPR



This is an introduction to the teaching approach known as total physical response.

### **Where is it from?**

TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so.

These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

### **How can I use it in class?**

In the classroom the teacher plays the role of parent. She starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class.

It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.

### **When should I use it?**

TPR can be used to teach and practice many things.

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close you eyes)
- Story-telling

It can be adapted for all kinds of teaching situations; you just need to use your imagination!

### **Why should I use it in the classroom?**

- It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It really helps students to remember phrases or words.
- It is good for kinaesthetic learners who need to be active in the class.
- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It doesn't require a lot of preparation or materials. As long as you are clear what you want to practice (a rehearsal beforehand can help) , it won't take a lot of time to get ready.
- It is very effective with teenagers and young learners.

- It involves both left and right-brained learning.

### **A few useful variations**

When I use TPR, first I get the students to do the actions and then I do them and drill the students (chorally and individually) to give them an opportunity to practice making the sounds. They are then ready to give commands to each other.

A game I like to play is to organize the students into a circle around me, I say the word and the last person to do the action is out. This person then stands behind me and watches for the student who does the action last. Eventually there is only one student, she is the winner.

You can extend this by playing Simon Says. This time when you give a command, students should only do it if you say "Simon says..." at the start. I might say, "Simon says, 'slice some bread'" or "Simon says, 'chop and onion'" and the students must do the action. However if I say, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

### **Are there any disadvantages with using TPR?**

- Students who are not used to such things might find it embarrassing.

This can be the case initially but I have found that if the teacher is prepared to perform the actions, the students feel happier about copying. Also the students are in a groups and don't have to perform for the whole class. This pleasure is reserved for the teacher.

- It is only really suitable for beginner levels.

Whilst it is clear that it is far more useful at lower levels because the target

language lends itself to such activities I have also used it successfully with Intermediate and Advanced levels. You need to adapt the language accordingly. For example, it helped me to teach 'ways of walking' (stumble, stagger, tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, grate).

- You can't teach everything with it and if used a lot it would become repetitive.

I completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.<sup>26</sup>

#### 4.- Rods in the language classroom

The first time I saw rods being used in the language classroom I had no idea how much fun they could be. Since then I've used them in both adult and young learner classrooms where they have always been received with enthusiasm.

*"They are compact, portable and relatively inexpensive, but they are the most versatile teaching aid I know of at any price." (teaching and learning languages, 1988, Stevick)*

##### **How you can use them**

There are many ways of using rods in the classroom and I'm sure all teachers who use them develop their own methods as well. Here I'll talk about some ways that I've tried and tested.

- **Storytelling**

Since our learners have a huge resource of knowledge regarding stories which we can readily tap into in the language classroom, it seems a waste not to use it.

What's more, the use of bottom up knowledge, i.e. knowledge gained through life's experiences, gives context and meaning to the target language, and so provides a

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<sup>26</sup> Richard Frost, British Council, Turkey

more memorable experience for learners. The rods can be used to visually represent people and places within stories. The events can also be represented by moving the rods around as you or your students tell stories. This supports and reinforces students understanding of the story.

Here are some types of stories you can use:

- Well known tales such as 'The Little Red Riding Hood' or 'The Three Bears'.
  - Parts of the plot from films all the learners have seen.
  - Stories which have already been met in course books or other classroom activities.
  - Learners' own stories which recount personal experiences.
  - Teachers' stories which learners have heard in previous classes.
- ***Using rods for teaching phrasal verbs***

Rods can be used to represent the language particles making up a phrasal verb. It is important to be consistent in the use of different colored rods for different parts of the verb so that learners become familiar with them. For example, I use the long brown ten centimeter rod to represent the verb particle and the smaller ones to represent prepositions or adverbs. So the phrasal verb '**make off with**' looks like this:



- ***Presenting language chunks***

Again rods are used to represent different words. This works particularly well with lower levels as rods provide a visual image where they can hang new language.

Typical language chunks you can work with:

- I have (haven't) got a/an . . .
- I like (don't like) . . .
- Have you ever + past participle ( to talk about experiences) . .

As with phrasal verbs, it's a good idea to select appropriate rod lengths to represent short or long words in the phrase while at the same time consistently using the same rods for pronouns or verbs. I usually use the one or two centimeter rods for the first, second and third person singular pronouns, and the longer rods for the first, second and third person singular pronouns, and the longer rods for the verbs.

Using the rods like this can also help students to see the way that sentences structure changes when the forms are used in questions.



### Some classroom management considerations

- ***Physical aspect***

An important consideration when planning a rod activity is that all learners have a clear view of an empty table where you're working. In large classrooms where it's impossible to move furniture, make sure learners can see over each other's heads. This may take a little time at the beginning of the session to arrange, but it is important for the activity to work.

Alternatively you can divide the class into smaller groups of ten students and work with one group at a time while the others are working on preparation or follow up activities. In smaller groups of ten to fifteen students you can move the furniture into a semi-circle around the desk where you're using rods.

- ***Spontaneity***

When planning rod activities I always think carefully about the questions I'm going to ask since the nature of the activity means that learners spontaneously call out answers. Typical questions are:

- Who's this?
- What's this?
- What's s/he doing?
- Where's s/he going?

By accepting and refusing learners' answers the teacher can guide the activity and create a positive group dynamic where learners are focused, challenged to speak in English and often have the chance to personalize the activity.

- ***Follow up***

When the activity is over there are usually lots of rods on the table. I usually follow up by picking up each piece and asking who or what it is before putting it back in the box. This provides an opportunity to review vocabulary or target grammar while bringing the activity to a natural close.

### **How they've affected my teaching**

- ***Classroom dynamic***

I've found that learners tend not to see rod activities as 'work' and approach them with enthusiasm and a positive attitude. They can therefore be particularly useful in



language classrooms where English is an extra curricular activity and learners come to class after a full day at school. Rods provide an opportunity for students to be focused on the same task at the same time as well as having fun.

In many activities there is plenty of room for student imagination to unfold and learners have the opportunity to stamp their own identity on the group using their wit, knowledge of English or imagination. I've noticed a stronger group dynamic develop in classes where I have used rods. Learners are then better motivated to listen and participate in later class activities.

- ***Rapport***

During activities interaction moves backwards and forward between learners and the teacher at a rapid pace. There is plenty of opportunity for personalization and jokes on the part of the teacher and learner. I've found that rod activities provide a good opportunity to get to know learners better.

- ***Preparation***

Although it's important to prepare questions or pre-teach language before hand, the rods themselves need no further preparation apart from taking the lid off the box! As language teachers are always cutting, copying and gluing, it's a relief to just be able to pick up the box of rods and go.

- ***Focus on speaking***

I've found it very satisfying as a language teacher to be able to come out of an activity which has been totally dedicated to oral work. Not only do we work on grammar and vocabulary, but as a teacher I can also work on techniques for correcting, pronunciation, intonation and word stress.

### **A few tips**

One serious consideration when using rods, particularly when I've had boisterous or attention seeking students in the group, is the potential to undermine my authority as class manager and students respect for me in that role.

- Because of the spontaneous nature of the activity I've worked hard to keep the balance between an atmosphere that creates the positive dynamic and rapport I spoke of earlier, and one that degenerates into a situation dominated by a few noisy individuals.
- Although they may be on task and coming up with target language, one of the things which I'm aware of is the activity being dominated by the same few individuals who seize the opportunity to bask in the limelight. As I get to know my groups better, I become aware of those who always speak a lot, those who need some encouragement and repeated opportunities, and those who lack the confidence to participate in class activities on a voluntary basis. For this reason, I always wait until I know my class well before planning a lesson with rods.

### **In brief**

On the one rods provide an opportunity for group work without books, pens and paper and so I tend to look at it as a chance to change pace, let off steam and re-focus. On the other hand, in order to challenge and motivate all learners with their different learning styles, it's important to keep them as another resource in a variety of activities which range from songs and videos to games, project work and course book centred tasks.<sup>27</sup>

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<sup>27</sup> *Malisa Iturain Teacher, British Council, Barcelona*

## 5. - Story books in the classroom



In this article I would like to highlight the value of using story books in a Young Learner's classroom. I will look at its strengths and benefits in terms of language acquisition as well as promoting socio-cultural understanding.

### **Why use story books**

The experience of teaching with story books has been very positive in the general perception has been that children become highly motivated learners within this approach.

- Working with illustrations provides a creative and artistic learning environment which children 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.

### **How story books work in a socio-cultural light**

By socio-cultural I mean personal expression and identity in a mixed social context, which can include differences in origin and gender as well as socio -economic, religious or special educational needs (SEN).

- A story based approach can take creative, authentic unadapted texts from all over the world, with their embedded linguistic and aesthetic cultural identity, to the heart of the language classroom.

- Authentic stories for children have often evolved over several generations and by their very nature are a means of transmission of socio-cultural values which are often universal, such as tolerance, perseverance and courage.
- A story book approach lends it self to a communicative language method where children are encouraged to use the language from the story either in role play form or games.
- Activities such as; information gaps, questionnaires and surveys, guessing games or retelling the story.
- Children are given tangible tasks where they learn to collaborate with their peers. In this learner to learner relationship children feel more comfortable and can build on their self confidence self esteem in the learning environment.

### **Authentic text**

When the text is authentic and not grammatically sequenced, it exposes the learner to several tenses at the same time, which reflects a real life situation where the learner will have to find meaning through image and context, building on learning strategies.

- Original text which has not been specially adapted for the foreign language learner will contain idiomatic language which can be taught in chunks which often takes the learner beyond the conventional curriculum.
- Coursebooks and graded readers simplify the text, illustration and print style with their priority being clarity. However, an authentic storybook author and illustrator will play about with print styles, artistic mediums and genre, for example the author Lauren Child and John Burningham mix photo graphics with drawings and enmesh text into the images creating 'text drawings'. These characteristics add to the holistic and affective entity for the child when learning with storybooks.

- The learner becomes more open minded about text with fewer preconceptions about what text should look like and be more likely to take creative risks in their own work and developing their understanding of genre type.

### **Story books to use**

I look for books with attractive, artistic and original illustrations which will capture the children's interest.

- The conceptual and linguistic level needs to correspond with their age and developmental level. This is important because if the child can not engage with the story, they become unmotivated, loose interest as well as confidence.
- For lower levels it's good to have repeating structures, rhyme or cumulative text. If the story is right for their developmental level and their interests, children soon know the story by heart and can repeat it with pride - something that doesn't happen so easily with language in a text book unless it is a song or rhyme.
- I like books which contain a strong message, be it social or environmental. Children seem to have a sharp sense of justice which can be captured and developed with story books.

### **How a story book can be exploited**

In preparation for a course a teacher needs to reflect on the learning objectives:

- Identify grammatical structures and functions
- Group the lexical themes
- Identify rhyme and spelling patterns
- Idiomatic language

Also when choosing a story its good to consider the potential for cross curricular work. For example the all famous story 'The Hungry Caterpillar' by Eric Carle, provides a context for a project on the life cycle of the butterfly.

'The Five Little Fiends', by Sarah Dyer, a story about sharing and protecting the environment, this can lead to a science project about natural and man made elements and recycling.

The British Council recently published a pre-view of David Graddol's updated research on the position of English learning world-wide. According to Graddol, English is being repositioned as a 'basic skill' to be learned by Primary School children, in preparation for learning other subjects in English at Secondary. Cross curricular work can help fit in the English language exposure they need, for a busy school timetable.

### **Methodology**

A story based approach to teaching English is acquisition based, working on the learner's pre knowledge and taking meaning from context and image.

- A learning cycle can be applied to each lesson as well as approaching the book as a whole;
- pre story
- while
- after activities.
- That's to say the language is presented, used and then reviewed. Activities and games such as, guessing, matching, sequencing, labeling, classifying, songs, chants TPR, role play.
- At the same time working on the four skills; reading, writing, speaking and listening.

- Having a concrete outcome such as a book making project or a board game gives the children an enormous sense of achievement at the end of studying a story.

### **In brief**

A story based outcome in terms of affective levels show that the socially situated child literature (Shamin, 1996), accommodates affectivity and contributes to the child's holistic development:

- Self confidence as a learner
- Enjoyment of learning
- Creative thinking
- Metacognition

Both the learner and the teacher are involved with the material. A teacher needs to invest time in preparing the lessons but by appropriating the material they become more engaged. It is a satisfying way of teaching not only for language objectives but also for the socio-cultural and cross curricular input.

This article published: 9th November, 2005 <sup>28</sup>

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<sup>28</sup> *Claudia Connolly, Teacher, British Council, Paris*

## 6.- Picture stories in the communicative classroom



Pictures are all around us everyday, in the street, at work, at home and even in our leisure time, so why not in the classroom as well? They are enjoyable, they set the scene or context, they inform us, they interest us, and they are a key resource. To be even more specific, picture stories are also common in everyday life. Look at the cartoon strips in newspapers or comic books and the enjoyment which we derive from them.

Picture stories are often neglected or used in a very predictable way in the classroom, usually as a starting point for a narrative speaking and ultimately writing activity, but they can also be of key importance in the communicative and interactive classroom.

### **Why I use pictures**

As well as enjoying pictures they also form a key resource for accessing the different learning styles that each student has. Using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom. They also offer an opportunity for movement and a multi-dimensional perspective which will reach our kinaesthetic learners.

- Pictures aren't based on level. Of course we can choose certain pictures to access a certain area of vocabulary if we wish but any picture can be the base of any kind of activity at any level. Reading stories can restrict our students but an elementary learner can access the most complex story through pictures so lower levels don't 'miss out' on the 'exciting' stories that the higher levels are looking at.



- Of course, as we take our enjoyment from pictures in everyday life so our students take enjoyment from the pictures in the story. They will add a touch of intrigue to the class and make the lesson much more dynamic as imaginations are aroused. This is especially useful with those students who find it difficult to use their imaginations. The picture story provides a support and ideas which the students can then build on more easily than inventing their own story all together.
- I find that picture stories also add pace to my classes. The students' reaction to a picture is almost immediate whereas the same reaction from a written story would take much, much longer. The students are interested and enthusiastic right from the beginning of the class.

### **Finding picture stories**

- **Digital photos**

Now that digital technology has become widespread and accessible to all, digital photos taken by either the students or the teacher are particularly useful for picture stories. Not only can the students then be involved in making their story but they could also use technology to manipulate them, changing colors, styles or sequences and deleting what they don't want or need.

- **Internet**

The internet is a fantastic source of pictures and can be found related to any topic through major search engines. This adds the bonus of being right up to date, perhaps the latest film or cartoon characters or the students' favorite football players.

- **Magazines and newspapers**

These provide a constant supply of topical pictures in a wide range of styles, color, black and white, photographs and stylized images to name but a few. There are

also ready-made picture stories in the form of cartoon strips and comics which could be used, perhaps after deleting any text which appears.

- **Drawing**

For those more artistic teachers and students among us there remains the option of drawing our own picture stories. If you feel you need more support however, there are pictures and picture stories in the English language course books that we are currently using which we can adapt.

- **Pocket pictures**

Last but not least, let's not underestimate the power of sketches or stick men on little pieces of paper or sticky-backed notelets! They are accessible, fun and add another dimension to the usual class.

### **What I do with a picture story**

As well as the well-known and loved written narrative based on a picture story, which enables students to practice their past tenses and linking words, there are many ways we can use picture stories to encourage our students to develop their spoken communication skills.

- Rather than writing a narrative, I find that students respond well to telling their stories out loud to others in the class. It is a challenging activity which can be done in pairs or as a group, depending on the size of the group and the personalities of the learners.
- To make the story-telling activity more interactive, those students who are listening make notes and react to the story with appropriate interest, asking questions if and when necessary.
- Instead of just responding to a picture story, students can be fully involved in making it, collecting their own pictures and perhaps then giving them to another

group to develop the story. Students can rearrange the pictures to change the sequence of events and make quite a different story. A competition for the best story adds an extra incentive for being creative.

- While one student tells a story orally based on his/her set of pictures, the student or students listening do line-drawings to recreate the pictures their partner has. These can then be compared after the activity and students can check whether they explained and understood correctly.
- What happens next...? This kind of activity can be used as the basis of a class discussion. Once the students' interest has been stimulated by the picture story, they then need to speculate and predict the outcome. This opens up a new collection of tenses and grammatical structures to practice e.g. conditionals and modals verbs, in addition to the typical past tenses.
- Use picture stories not to stimulate a speaking activity about them but as prompts for another type of activity. For example students have to give a presentation (about any subject) and create a picture story to remind them of the main points rather than being dependent on notes which they may be tempted to read.
- Finally, why not let students become directors and act out the picture story they've been studying. If you have the facilities it is great fun to write the scripts and then film the final version.

### **In brief**

As they say "a picture speaks a thousand words" and what more could we want from a resource in our English speaking classrooms?

- Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially if you can laminate them, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.

- When it comes to using picture stories in class, the key point is not to limit you to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

Picture stories will help you and your students enjoy more dynamic classes while limiting teacher preparation. It sounds perfect doesn't it? Just try it!

*This article published: 10th February, 2006<sup>29</sup>*

## 7. - Arts and crafts with young learners



Using arts and crafts in the classroom can be an excellent way to facilitate language learning with young learners. Below are some reasons why these types of activities can enrich the learning experience for your students, followed by some practical considerations I bear in mind when teaching English through arts and crafts.

### **Why I use arts and crafts**

For mixed age and level classes arts and crafts activities can supplement a course book which isn't always appropriate for all students.

- I get students to work on projects in groups with a mixture of levels. For example, if students are creating a graffiti wall, then those with a lower level work on designing a 'tag' while higher levels write an accompanying text about the history of graffiti tags.
- Arts and crafts can be a great way to include cross curricular activities in the English language classroom. Students can incorporate drama skills using masks they have made for role plays. They can use their knowledge of geography to

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<sup>29</sup> Jennifer Goodman, Oxford TEFL, Barcelona

make flag posters. Printing images found on the Internet for displays calls on students computer skills.

- I find that teamwork, class cohesion and sharing are promoted if students have to work together to complete an art project and that making something in class is a more creative and productive treat than video.
- You can appeal to the competitive urge in many students by getting them to produce art work for competition, e.g., design a Christmas card or school magazine cover. This also looks good on the walls as do posters, photo stories, plasticine animals and all other finished products that can be displayed. I find that brightening up a classroom with students' work is also something that parents appreciate on open days.
- Kinesthetic learners who learn best by moving around and Visual / Spatial learners, who love making things will find arts and crafts activities motivating. Less academic students can shine as you don't have to know the past continuous to be good at cutting and sticking.
- I find arts and crafts useful for recycling language. You can use a wall display to revise vocabulary as a warmer. Students look at it for 30 seconds then try to remember what they've seen with their chairs turned round.

### **Considerations**

it's useful to show students an example of the end product. They will then have a clear idea of what they are going to make. I've learnt from experience that you should try the activity yourself first. Make sure that a resources book or course book activity isn't too complicated or time consuming.

- To maximize use of English I elicit, pre-teach and practice language needed for the activity and for using the finished product first:

- Can I have the scissors please? , tear , fold , glue, it's your turn , etc.
- I get the students to use the end product for pair work and group work, e.g. students compare their thumb print stories then ask and answer questions about the stories. I demonstrate this earlier (using my own thumb print story) and elicit questions onto the board. The students can use these questions as prompts.
- It's important to prepare activities for early finishers. You could make a wordsearch with vocabulary from the activity. The students could start their homework, read a book or help others. I try to include a round up or feedback task. If the students have produced something for a wall display, elicit and write on the board comments they could make about other posters. For example;
  - Fantastic, It's ok , don't really like this one

Then students stick on post-its with comments.
- I sometimes break a project down into sections, over a number of classes. On a summer course we spent ten minutes a day on a class collage for a stage backdrop.
- Tidying up is another time consideration. I allow about 5 minutes for this at the end of a session and allocate tasks to different students. Having a 'tidying up' song can be part of your class routine for small children. For example 'tidy up, tidy up, tidy up' or 'put the rubbish in the bin, in the bin' sung to any tune works well and speeds things up.
- I think it's important to remember that some people don't like or are embarrassed about drawing. Think about using cut outs from magazines or printing images from the Internet.

### **In Brief**

Arts and crafts in the English classroom covers a wide area from simple activities such as cut and paste posters to more complicated projects such as making papier mache

maracas to use for the school show. I find that appropriacy, preparation and clarity of target language usually ensure a successful activity and lots of fun in the classroom. This article published: 16th February, 2006<sup>30</sup>

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<sup>30</sup> *Sally Trowbridge*

## 8. - Art in the classroom



As the saying goes, 'Art is all around us'. In its many forms it presents fantastic opportunities for discussion, focused language work and skills-based activities. However, this bottomless cultural resource is largely underused by many language teachers. In this article I will describe its place in the classroom by exploring the following areas and discussing some practical ideas

### **Why use art?**

Lessons based around works of art have many benefits for both the teacher and the students.

**1. Responding to art can be very stimulating and can lead onto a great variety of activities.** In its simplest form this might be describing a painting, but with a little creativity all sorts of things are possible. For example, the well-known 'grammar auction' activity can be redesigned as an art auction, where the students have to say a sentence about the piece of art – anything they like – and then the rest of the students bid according to how accurate they feel the sentence is.

**2. Using art provides a useful change of pace.** While many teachers use visual images to introduce a topic or language item, actually asking the students to engage with and respond to the piece of art can encourage students to become involved on quite a different level.

**3. Incorporating art into the class or syllabus can take the students out of the classroom and encourage them to use their language skills in the real world.** A visit



to an art exhibition or an assignment that involves research on the internet can generate all sorts of language.

**4. Thinking about or even creating art can be very motivating.** It can take the emphasis off of accuracy and put it onto fluency and the ability to clearly express thoughts and ideas. This is great for students whose progress in speaking is hindered by a fear of making mistakes.

**5. Responding to art has the potential to develop students' creative and critical thinking skills.** Low and pre-intermediate level students will be able to read a short biography of an artist and discuss how their art depicts different aspects of their lives.

These are just some of the reasons why art can be successfully used in the language classroom. Now let's have a look at some of the common problem areas and try to identify some solutions for these.

#### **Potential problems and solutions**

**Problem:** As we all know, art is very subjective and therefore we may be faced with students who are reluctant to engage with the chosen examples of art.

**Solution:** Encourage students to either choose which works or art are explored, or alternatively to ensure that a variety of styles are represented. Choosing art that has some relevance to the students is always a good idea, either from its subject matter or the background of the artist.

**Problem:** Students (and teachers!) may not perceive some art-related activities to be useful for language learning.

**Solution:** As this is our primary goal, it is therefore very important to structure activities carefully so that there is a clear outcome and learning point. For example, a simple discussion about the meaning behind a piece of modern art can be combined with input on functional language for giving opinions and agreeing and disagreeing. Meanwhile, other activities can be language-led. For example: using a piece of art to generate wh-questions which will be answered by another pair of students. Considering structure will also help to control the direction of discussion/lessons based around responding to art. This can otherwise sometimes be difficult.

### **Three ways of using art**

#### **1. Looking at art**

There are lots of different activities that involve students looking at responding to pieces of art. For example:

- A ranking discussion where students choose a famous work of art for the school to hang in its lobby or voting for the winner from the Turner Prize shortlist
- Ask the students to choose a character from a painting or sculpture and write a mini-biography or story about that character
- Compare two pieces of art with similar subjects, practicing comparative language and adjectives
- Ask the students to look at the website of a famous gallery (see some links below) and write a quiz about the works of art to swap with the other students to answer
- Write questions to ask an artist or a character in a painting. Then role play the interview in pairs, followed by writing up a news article about the interview (using reported speech).

#### **2. Sharing art**

- Ask the students to identify and bring in a copy of a piece of art by an artist from their country. Make a gallery in the classroom and ask the students to decide on a title for each piece of work in groups.
- Ask the students to bring in a photograph they have taken and ask the other students to write a short story about the events leading up to the moment the photograph was taken (practicing past tenses) and/or what happened after the photograph was taken. Then check whether their guess was right with the owner.
- Get the students to bring in a piece of art that represents their childhood and ask the other students to form sentences about what they 'used to do' and/or write questions to ask the owner who brought it in

### 3. Creating art

- Put the students into groups and ask them to create piece of art using a variety of easily found materials – plastic bags, string, tissues, cardboard boxes – whatever you have to hand! Get them to title their piece of work and judge them according to originality, teamwork and use of materials
- Do a visualization exercise where you get the students to imagine painting the most beautiful picture they have ever seen. Then ask them to describe the picture to a partner who tries to draw it
- Get the students to record vocabulary by writing the letters in a way that depicts the meaning of a word – this works best with adjectives. For example, 'happy' can be written in the form of a smile.
- To get feedback on a course, ask the students to draw a picture in groups to represent how they felt about the course and then describe/explain it to you and the other students.

## **In brief**

As I hope I have demonstrated in this article, art definitely has a place in the language classroom and can be used in many different ways. It is a great resource for discussions as well as practicing a variety of language. Activities incorporating art are motivating for students, provide an often welcome change of pace and can stimulate and develop creative and critical thinking skills.

*This article published: 11th July, 2007<sup>31</sup>*

## **Assessment procedures**

Children need to be clear about the learning objectives, which could accommodate the graded objective principles and statements: for example: I can understand and use familiar everyday expressions. Once these are established, and with systematic post-activity reviewing, children will be able to perceive their progress. In many cases, this will be small-step progression, and needs to be established by the school and team of teachers as part of their overall policy.

## **Material selection.-**

Materials need to be varied, accessible and clear and provide plenty of visual stimulus and support in the form of pictures, objects, puppets, realia, storybooks, videos, ICT, etc.<sup>32</sup>

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<sup>31</sup> Amy Lightfoot, British Council, India  
[www.teachingenglish.org.uk/think/methodology/additional\\_needs.shtml](http://www.teachingenglish.org.uk/think/methodology/additional_needs.shtml)

<sup>32</sup> [www.teachingenglish.org.uk/think/methodology/additional\\_needs.shtml](http://www.teachingenglish.org.uk/think/methodology/additional_needs.shtml)

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