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ABSTRACT

This work investigates the improvement in English performances of 43 sixth course students at “Carlos Cueva T” high school. These students were not motivated to learn English and had a very low English level. To face this problem and considering students’ interests and needs, a variety of strategies were planned. Among these strategies, the enhancement of motivation in the classroom, the teaching of learning strategies and the stress on indirect strategies were adopted and applied by the teacher. The goal of these strategies was to help the students overcome the difficulties they faced in the learning of English. All these strategies were applied in a certain period of time and data was collected from different sources. After the application of the mentioned strategies, the students changed their attitudes towards the target language and consequently, they improve their English level. Moreover, it was demonstrated that motivation is a really important factor that positively influences the learning of English, and this factor does not occur in isolation but is interrelated with social and cultural aspects that strongly influence the learning process.

CUE WORDS

Motivation, Factors influencing motivation, learning strategies,
Strategies for Vocabulary, Strategies for Writing, Indirect Strategies



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Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Magister en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

Yola Indaura Chica Cárdenas

Fecha: Junio, 30, 2011.



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DEDICATION

Lucky people are those who have the unconditional support of their families. I am one of them and that is why I dedicate this work to my parents, my two sons and my beloved daughter. They have always supported me throughout my life. This work is also dedicated to my husband's memory.



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INTRODUCTION

Education is an amazing and challenging process. In this process, teachers and learners usually face problems and difficulties. These problems and difficulties should be solved efficiently in order to achieve the goals that the educative process involves. As an English teacher, I have experienced these problems and difficulties at the high school where I teach.

I work at Carlos Cueva Tamariz high school now. It is a public high school located in Cuenca city. A considerable number of the students who attend classes there come from rural areas of the city; besides, some of them live with relatives like grandparents or uncles or, even worse, some of them live alone. As a consequence of living with relatives or alone, these students are not motivated to study; then, usually they have problems with their teachers since they do not accomplish their performances appropriately.

Regarding English, the majority of students come to this high school from elementary schools located in rural areas where there are not any English teachers; as a result, they do not have any knowledge about the target language when they enter high school.

At Carlos Cueva Tamariz high school, six teachers teach English and only three of them have studied to become English teachers; the other three are not really English teachers. Besides, two of the three specialized English teachers teach English speaking the native language in order to keep discipline in the classroom. The same strategy is used by the three teachers who do not have a specialization in English. Therefore, neither these teachers, nor their students use English in class. As a consequence, students are not exposed to the target



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language, and they do not have any opportunity to experience the use of language in real communication.

This school year, I started working with a group of 43 sixth course students. These students have attended English classes five hours a week for five years. With the purpose of knowing their English level, an English test was applied at the beginning of the school year. The application of this test determined that their English level was very low. Likewise, to know their attitudes towards the target language, a questionnaire was applied. The results of this questionnaire allowed knowing that the majority of these students had negative attitudes towards the target language. They said that they did not like English because they considered it a very difficult and complicated subject. As a result, they were not motivated to learn English and their English performances were at a very low level. Actually, the difficulties that the sixth course students face in their language learning process have directly and negatively influenced it. Consequently, students' performances are not acceptable, and the level of English they have is very low.

It is really significant that the sixth course students should have a good knowledge of English because it is an important language, and also because these students are going to graduate this school year. Considering the relevance of English nowadays and the fact of students' graduation, I intend to carry out research to help these students. Therefore, the main goal of this research is to determine appropriate strategies that make these students change their negative attitudes toward English and, consequently, improve their English level. If the sixth course students are provided with strategies and activities that enhance motivation in the classroom, if they are taught certain learning strategies according to their interests and needs and if they work in interaction, the main goal of this work will be accomplished.



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Based on the results of the first questionnaire regarding students' interests and needs and the results of the pre-test, I established three specific strategies that could help the sixth course students solve the problems they have in the learning of the target language. These strategies are: the teaching of learning strategies, the emphasis on the use of indirect strategies and the enhancement of motivation in the classroom. The sixth course students are not motivated to learn English; consequently motivation must be enhanced in every English class; this motivation can be supported with the use of indirect strategies to encourage interaction in the classroom and with the teaching of learning strategies to help students acquire knowledge in a better way.

To achieve the goal of establishing appropriate strategies to support the sixth course students change their attitudes toward English to improve their English performances, I present this work divided in three chapters. The first chapter contains information about theoretical research in relation to motivation, direct strategies and learning strategies. The second chapter contains information regarding methodology; it includes the participants involved in this research, the procedures, the materials to be used to collect information and the required materials for the application of planned activities with the students. In chapter three, the results of the questionnaires, the pre-test and the post-test applied to the students, and the results of the activities applied with the students are presented. These results are analyzed and interpreted in order to know whether the implemented strategies have worked or not; that means to know whether students' attitudes towards English have changed and their performances have improved. Afterwards, based on these results, the conclusions of the work are established and some recommendations set up.



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CHAPTER 1

1. STRATEGIES FOR IMPROVING ENGLISH LEARNING

In his work *Why Constructivism must be Radical*, Ernest von Glasersfeld affirms that in the twentieth century, philosophers were interested in questions such as “What is knowledge? and that Piaget was the first to raise the question: “How does a child manage to acquire what goes by the name of knowledge?” (23).

Undoubtedly, the change of questions, cited by Glasersfeld, has meant changing the focus of these enquiries. First, researchers were concerned just about knowledge. Later on, they became concerned about the way students acquire this knowledge. Then, Piaget’s question became the focus of the educational process. This question demands the establishment of strategies for learning. These strategies must be determined based on students’ interests and needs and taking into consideration that the centre of the educational process is the learner.

As an English teacher, I am aware of Piaget’s question. I consider that teachers must be concerned not only to teach the contents of the books but also of the way students learn those contents. Then, teachers should provide the students the appropriate strategies that help them learn the contents that they have to study more efficiently.

After applying a pre-test to the sixth course students, I noticed their English level was very low. They did not even have a basic knowledge of English. I got really worried because these students are graduating this year and most of them go to university where they must pass a few compulsory English levels. Considering this situation, I intend my students to improve their English level. To accomplish this goal, I will plan certain strategies based on students’ interests and needs. The fact of planning according to students’ interests and needs



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implies that the student is considered the centre of the educational process. Therefore, the strategies and activities proposed are the ones they need.

The application of certain strategies can help the sixth course students change their attitudes towards the target language. Those changes in their attitudes could make them learn the target language better, and consequently, their English level could be improved. After analyzing the data obtained from the first questionnaire and the pretest, I decided to put into practice the following strategies:

1. The teaching of learning strategies to the students according to their interests and needs.
2. The improvement of indirect strategies when working in class.
3. The enhancement of motivation in the classroom.

Therefore, this work involves the presentation and application of certain strategies which intend to help the sixth course students improve their English learning. So, this research takes into consideration concepts related to language learning strategies, indirect strategies and motivation.

1.1. THE TEACHING OF LEARNING STRATEGIES

In the work *Language Learning Styles and Strategies*, Rebeca Oxford points out that over the last decades a considerable amount of research into language learning strategies has been done. She also says that as a result of these studies, researchers such as Cornet, Scarcella, O'Malley and Chamot, et al., have determined that there is a wide variety of very important strategies that do effectively influence language learning (363). Then, the importance of teaching learning strategies to students who are learning a foreign or second language has been established by a considerable number of important researchers. And this



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importance lies in the fact that these strategies help students to improve their language learning.

Although researchers consider learning strategies as very useful tools that encourage students' learning, this term does not have a unique definition. So in the document *Language Learning Strategies*, Rebecca Oxford defines strategies as “specific actions, behaviors, steps, or techniques students use—often consciously—to improve their progress in apprehending, internalizing, and using the L2”. Rubin defines learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (qtd. in Griffiths 3). O'Malley describes strategies as “operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information” (23). Burden and Williams identify strategies as “a range of processes that are needed to carry out a learning task well” (146).

While each researcher has his or her own definition of learning strategies, these definitions do not differ much from each other since they all consider learning strategies as specific actions, steps, techniques, devices, or processes that facilitate the acquisition of knowledge. Then, all of these researches agree with the function of learning strategies, which is to make learning easier. Therefore, if teachers are concerned about how learners acquire knowledge, they have to teach learning strategies to their students, and the main goal of teaching learning strategies to them is to facilitate the learning of the target language.

Regarding the sixth course students at Carlos Cueva T., through direct class observation at the beginning of the school year, it was observed that when the English teacher asked them to perform a task, the majority of students did not know what to do. Most of them waited until a classmate did something to copy what she or he had done, and they were not worried about whether their performances were correct or not. Moreover, as they were used to having their



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former English teachers translating instructions, tasks, readings, projects, etc. into Spanish all the time, they did not have even a dictionary. Consequently, only traditional strategies such as copying and translation were used by these students when attending English classes. Obviously, these traditional strategies were not techniques, processes, steps or actions that helped them enhance their language learning. These were mechanical processes by which they expected to fulfill the tasks assigned by the teacher. Thus, the establishment of effective learning strategies is necessary to help and to motivate these students in the learning of the target language.

1.1.1. ESTABLISHMENT OF LEARNING STRATEGIES FOR THE SIXTH COURSE STUDENTS

In the work Variables Affecting choice of Language Learning Strategies by University Students, Rebecca Oxford and Martha Nyikos affirm that the use of appropriate learning strategies makes the acquisition of knowledge easier and that these learning strategies are “readily teachable” (291). The sixth course students, who face difficulties in language learning, need to be trained in the use of appropriate learning strategies that assist them in the learning of the foreign language. These learning strategies must be established according to their interests and needs. As a consequence, these strategies can be efficient tools that help them improve their English level.

After applying a pre-test to the sixth course students, they got the lowest averages in vocabulary and writing. In addition, they expressed they wanted their teacher to teach them vocabulary and to teach them how to write using the English language. That is why I decided to look for some strategies that satisfy their interests and needs. They need and they want to improve this skill and sub-skill. Certainly, they also need to improve the reading, listening and the speaking skills



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and the grammar sub-skill; consequently, the teaching of learning strategies for enhancing these English skills and sub-skill will also be planned.

Consequently, based on data of the pretest applied to the students and on dialogues with them, I consider that the sixth course students need to use two kinds of learning strategies that can help them improve the learning of the target language. The first ones are strategies for facilitating the learning of vocabulary and the improvement of the writing skill. The second ones are indirect strategies. That means that learning strategies will be supported with indirect strategies because students need to work not only with cognitive strategies but also with meta-cognitive, social and affective strategies which are known as indirect strategies.

1.1.1.1. STRATEGIES FOR ENHANCING VOCABULARY LEARNING

The acquisition of vocabulary is really important when learning a foreign language because it facilitates interaction between people. A person can express ideas, messages, and opinions efficiently if he or she knows the words to do that. Likewise, one can understand a message, a text or a book if one knows the meaning of the words in them. Then, as Lightbown and Spada affirm vocabulary is very important when learning a foreign language because it supports efficient communication (96).

At the beginning of the school year when the sixth course students had to perform a task, most of them did not do anything by themselves, but they used to copy their classmates' performances; or when I greeted them in English, they looked surprised and did not know what to do or what to say. They just repeated what a few classmates did. I realized this happened because they did not know the meaning of English words. Likewise, they told me one of the major problems



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they had was vocabulary. Then, I asked them how much vocabulary they knew. A student answered “nothing”. Another said “we did not know the meaning of 90 % of words”. One more said “I think we do not know 95 % of the words of the English book”, and the rest of the class agreed with his opinion. I was aware that what they affirmed was very close to reality- they did not know enough vocabulary to understand what was written in the book such as tasks or readings; or to understand basic daily expressions or simple teacher’s commands. Based on this fact, I have looked for some strategies that can help these students learn vocabulary efficiently. Before looking for these strategies, I took into consideration Nation’s conclusions regarding vocabulary learning.

Nation affirms that studies of native speakers’ vocabulary suggest that second language learners need to know “a very large number of words”; he also posits that, it is not “an essential short- term goal” (9). That means that to master a second language people must know a considerable amount of vocabulary which is a long term goal. On the other hand, Nation says that “a relatively small amount of well - chosen vocabulary can allow learners to do a lot” (9). Therefore, more than knowing a considerable amount of words, it is very important that learners know all the words they are going to be involved with.

I consider that Nation is correct when he affirms that a small amount of “well - chosen vocabulary” is really helpful for students when they are learning a foreign language (9). Therefore, this conclusion must be put into practice when teaching the English language to students. Instead of providing students lists with a large number of words that they do not learn, teachers should emphasize the teaching of vocabulary that learners really need. In the case of the sixth course students, they require learning the vocabulary they are going to be involved with in order to understand what they have to do and to perform tasks successfully. Moreover, they are not studying English as a second language. They are just studying English as a compulsory subject they have to pass to graduate. Then,



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based on the problems they have with vocabulary, I consider they need to know some strategies that help them in the learning of English.

The strategies related to vocabulary the sixth course students need to put into practice are strategies for looking up words in a dictionary and strategies for reviewing basic vocabulary and for learning new words.

a. Strategies for looking up words in a dictionary.- Regarding strategies for looking up words in a dictionary, the sixth course students do not know how to look up words efficiently. I consider they need to put into practice simple strategies such as the following ones:

1. "Remembering alphabetical order in the L2.
2. Removing inflections to find the word in the dictionary.
3. Interpreting the abbreviated grammatical terms (e.g., *n.*, *n.*, *pl.*, *adj.*, *v. t.*, *v.i.*), and other abbreviations and symbols" (Cohen 45).

These strategies are very basic; however, the sixth course students need to know them because they face some problems when looking up the meaning of words; for instance, they look up –ing form of verbs instead of simple present; they must know that they have to take out the inflections to find the words in the dictionary. Also, if they recognize the interpretation of abbreviations and symbols, it could be useful for them.

b. Strategies for reviewing and for learning new words

The sixth course students did not remember or they did not know basic vocabulary such as the parts of the body, the days of the week, action verbs, greetings, simple instructions or commands. In addition, in relation to vocabulary from the mandatory text, I realized that if the students did not do anything when I asked them to perform a certain task, it was because they did not know the



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meaning of words. These students did not know even the meaning of the words which are in the complete series of the mandatory textbooks. That is they did not know the meaning of widely used words such as “listen”, “speak”, “read”, “write”, “task”, “think”, “sentence”, “statement”, “again”, “underline”, “circle”. Then, these students need to become familiar with these words that they have to use in every English class. The fact of knowing the words the students are going to be involved with would be really useful for them, as Nation states (9). Also, Lightbown and Spada affirm that “acquiring a basic vocabulary is a significant accomplishment for a second language learner” (97). Therefore, these students do not need to know a considerable amount of words to learn the target language efficiently.

Considering that the sixth course students need to review, learn and acquire at least a basic vocabulary, it is necessary to adopt some strategies that can help them achieve these goals. The most important are the following ones:

1. An effective strategy can be to direct students to write commands and daily used expressions on pieces of cardboard and paste these on the walls of the classroom. This strategy could encourage students to learn expressions or commands. They would have the opportunity of reading and visualizing these expressions every day. This strategy could be effective because as Lightbown posits frequency with which the words are seen, heard and understood is one of the factors that makes new words more learnable (98).
2. Games can be very useful for reviewing basic vocabulary. There are some games that make students mime action verbs. Also, there are games that help students draw or visualize words they do not remember. For example, to review parts of the body or action verbs, the game “Simon says....” could be really helpful. The teacher mimes the actions and the students repeat. Other useful games for teaching vocabulary can be “Hangman” and “Bingo”; after playing hangman or bingo, students could be asked to think of any



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sentence that involves the words they have guessed. Apart from helping students learn vocabulary, these games could provide fun while learning.

3. Writing families of words is another strategy that can help in the learning of new words. The teacher writes a word on the board and asks the students to write the family of this word
4. Describing pictures could be a helpful strategy too. The class is divided into different groups; the teacher gives a picture to each group that has to describe that picture.
5. Using the internet could be a strategy that helps students learn more words. In the internet, there is a webpage known as Quia shared activities. In this website, teachers and learners can browse through thousands of learning activities according to a subject area they are interested in. A very important aspect of working with this web page is that every teacher can create his or her own activity according to the topic teachers or students want or according to students' level. Each activity contains games; so students can learn while having fun. I intend to take advantage of this web page because it is possible to sign up for a free, 30-day trial account. I can design Quia activities for reviewing vocabulary of a complete unit of the mandatory book. After the students have visited this web site, we could define the new words again in class or we could use them in sentences.
6. Cognates are words that look similar in English and in Spanish and that have the same meaning. The use of cognates would be a very useful strategy to help the sixth course students learn new words. This strategy can allow them to immediately deduce the meaning of words such as "repeat" or "story." Likewise, the teacher should guide the students when they meet words that look similar in both languages, English and in Spanish, but have different meanings, for example "embarrassed" and "embarazada".



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7. Looking up words in a dictionary, keeping a notebook with new words and noting down their meanings, reviewing already learned words and also reading can be other strategies that can be helpful for enhancing students' vocabulary learning. Lightbown affirms that some researches, such as Krashen, argue that "the best source of vocabulary growth is reading for pleasure" (100). Then, according to students' interests and needs, some readings apart from the ones established in the mandatory book can be provided to the students to increase vocabulary learning.
8. In addition, some strategies proposed by Cohen will be put into practice with the sixth course students, and these are the following ones:
 1. "Visualization (using mental images, drawings, charts)
 2. Repetition (repeating words over and over, practice the words using all four skills: writing sentences, reading texts that contain those new words, using words in conversation).
 3. Practicing new action verbs by acting them out.
 4. Make a mental image of new words" (Cohen 45-47).

All these strategies present words in context. It is very important that students connect these words to meaning. As a consequence, students could have an idea on how the words are actually used.

Summarizing, the major concern with the sixth course students is not to present them lists of new words or to make them memorize these words, but to help them learn and remember the words they have to use in every English class. To achieve this goal, all the vocabulary learning strategies enable the students to meet the words in context.



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1.1.1.2. STRATEGIES FOR WRITING

The pre-test applied to the sixth course students at the beginning of the school year showed that 26 of them, that is 64.65% of the class, did not write even a word. They expressed they would like to know how to write in English. Actually, they did not know how to write a simple sentence so it is necessary to teach them strategies for writing correct sentences.

Among the strategies that can help the sixth course students improve their writing skill, there are the following ones:

1. "Practice writing the alphabet and/or new words in the target language.
2. Try writing different kinds of texts in the target language (e.g., personal notes, messages, letters, and course papers).
3. Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the target language.
4. Revise writing once or twice to improve the language and content.
5. Try to get feedback from others, especially classmates or teacher" (Cohen, 59).

These strategies seem very useful because they are really simple and can be practiced based on students' reality; for example, they can start writing sentences about themselves, then paragraphs about their families, the festivities they celebrate or any event. Likewise, they can use new words in productive skills giving examples that involve those words. Afterwards, they can be encouraged to review what they have written to correct mistakes or to get feedback from their classmates or teacher. It is really important to get feedback because feedback helps them avoid making the same mistakes again.

The significance of feedback for helping students improve their writing skill must always be considered by teachers. Teachers always have to correct



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students' homework or any assignment and provide feedback. By doing this, students can be aware of what is wrong and, obviously, they can improve their performances by not making the same mistakes.

Burden and Williams also consider that feedback is a really important factor that increases learners' motivation in the learning of a foreign language (134). Also, they state that this feedback should be informational rather than controlling (134-135). Definitely, when teachers provide information about the performances of learners, this information helps them perform the subsequent tasks with a greater degree of independence. This happens because students like to know what is wrong in the case they have not done the tasks well. Besides, when students know this feedback is only informational, they work more confidently. Moreover, Ushioda emphasizes the role of teacher feedback in promoting positive and constructive thinking (26). Then, teachers should provide feedback to help students correct their mistakes.

1.2 INDIRECT STRATEGIES

The classification of learning strategies presented by authors such as Oxford, O'Malley and Chamot, et al. are similar in that they refer mainly to cognitive, metacognitive, social and affective strategies. In this section, I will consider Oxford's categorization of learning strategies because her categorization includes the strategies that will be emphasized when working with the sixth course students.

I intend to highlight the indirect strategies because I consider that the process of learning English can be facilitated if other strategies are incorporated along with the cognitive ones, as Burden and William advise. They affirm that the process of learning a foreign language is different from learning other subjects.



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According to them, this process involves communication with other people, and it requires the use of both direct and indirect strategies (149). They state that cognitive skills are not enough to learn a foreign language, but also social and communicative skills are necessary.

Rebecca Oxford establishes that “**Indirect strategies** are those which provide indirect support for language learning such as planning, co-operating and seeking opportunities for practice” (qtd. in Griffiths, 4).

Indirect strategies are the ones which indirectly support language learning; for instance, arranging and planning learning, organizing, lowering anxiety, seeking opportunities for practice, using music, using laughter, discussing feelings, etc. They have to do with the different ways through which students acquire the knowledge of the language. Then while direct strategies relate to mental processes, to cognition, indirect strategies relate to processes that sustain these mental processes. Indirect strategies provide the support that enhances language learning; as a consequence learners learn more efficiently.

Likewise, Oxford classifies indirect strategies into meta-cognitive, affective and social strategies. She affirms that metacognitive strategies “are employed for managing the learning process overall”. (Language Learning Styles and Strategies, 364)

Regarding social and affective strategies, Oxford points out that these strategies have been significantly associated with L2 proficiency in studies by Dreyer and Oxford and by Oxford and Ehrman. Among some affective strategies, she mentions the following “identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk” (Language Learning Styles and Strategies, 364). Likewise, she says that social strategies are the ones which “help the learners work with others



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and understand the target culture as well as the language” (Language Learning Styles and Strategies, 365).

Cognitive strategies are very important in the process of learning because they allow the acquisition of knowledge. However, these strategies have not facilitated the learning of the English language to the sixth course students. These students have mainly worked with strategies such as translation and repetition, and their English level is very low, as it was determined in the results of the pre-test. However, if these cognitive strategies were supported by indirect strategies such as meta-cognitive, social and affective strategies, this learning could be enhanced.

In the field of affective strategies, lowering anxiety will be emphasized, because as Krashen states the “affective filter is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (qtd. in Lightbown, 37). Then, to help learners feel comfortable in the classroom, the teacher will try to lower anxiety mainly by using laughter, by listening to music, by playing games. Learners with a low level of anxiety learn better because if they are stressed and under pressure they get nervous and do not answer neither they participate. They only fear to do something. This has been observed in most students at the beginning of the school year. When I asked any question, they just put their heads down, looking at the desks, with fear and nervousness. If the teacher makes them laugh or constantly encourages them to accomplish their performances, they can feel confident and cannot fear making mistakes.

Concerning social strategies, they are really important. Asking questions, cooperating with others and empathizing with others implies working in interaction; as Vygotsky posits “learners will go ahead in their thinking or will regress depending on the nature of their social interactions” (qtd. in Williams, 40). He



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affirms that children who work in collaboration with a teacher, another adult or a peer are more likely to complete a certain task satisfactorily.

The social interaction promoted by Vygotsky will be stressed with the sixth course students. These students were used to work in pairs only when the tasks in the texts demanded to do this way; otherwise they worked individually. Most of the time, they did not have the opportunity to work collaboratively to compare their performances. Moreover, the majority of these students do not have the support of their parents at home because they do not have any knowledge about the English language. A questionnaire completed by the students provided this information. Then it is necessary to increase social interaction in class. It must be supportive and encouraging to enhance second language learning. So, the students will have the opportunity to work in groups or at least in pairs all the time. The teacher will be the mediator who helps them in the learning process, and some students will act as tutors assisting less competent peers.

The consideration of the importance that indirect strategies have into the language learning process is transcendental. This consideration implies the integration of strategies that had not been considered previously into this learning process. In this sense, Burden and Williams point out that “traditionally, curricula have tended to concentrate on imparting knowledge and skills, and have neglected the teaching of how to learn.” (147). They also say that regarding language learning, teachers have focused on “teaching the form of the target language by presenting pieces of the language in carefully graded steps” without taking into account “how” people learn this language (147).

Researchers such as Chamot and O'Malley affirm that meta-cognitive, affective and social strategies improve language learning (169). Also, in the document *Language Learning Strategies*, Rebeca Oxford advises researchers “to include the social and affective sides of learning along with the more intellectual



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sides. ” She also posits that the learner is not just a “cognitive and meta-cognitive machine” but, rather, “a whole person”.

With the hope that things could change, the use of strategies implies considering students as “whole persons”, as Oxford posits. This is considering students as human beings with interests, feelings, apprehensions, problems and needs. The fact of considering students as “whole persons” must be emphasized because some teachers even now consider students just as objects, as empty minds that have to be filled with contents that are on certain books or that they as teachers possess. These teachers are worried about contents but not about students. They think students are only objects in the class, and they like students being passive and inactive in class.

In my opinion it is very important to encourage the use of meta-cognitive, affective and social strategies in class, as Oxford advises. Then, these strategies will be taught and put into practice in the sixth course students’ classroom because it could be better for them to solve problems and face difficulties working collaboratively, in a comfortable environment and with the assistance of the teacher. Therefore, cognitive strategies will be enhanced through the use of indirect of strategies.

In addition, teachers should notice the importance of indirect strategies in the language learning process. Consequently, teachers should help learners manage their own learning, as Oxford affirms. Also, teachers have to consider the students’ feelings and emotions, and the importance that interaction has when learning a foreign language. Teachers have to become conscious that if students use only direct strategies, they do not apprehend knowledge efficiently because learning is only based on mental processes such as memorization, repetition or induction of rules whose aim is to provide information. The use of just direct strategies can also imply that the student is considered as a passive subject, an



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empty mind that works only through mechanical processes. On the contrary, teachers should be aware that learners are human beings with feelings, apprehensions and needs that learn more efficiently if they work in interaction with others.

1.3. MOTIVATION

In the book *The Relationship between Language Aptitude and Language Learning*, Zoltan Dornyei affirms that a great deal of research about L2 motivation has been done. He mentions that its origin is at the end of the 1950s in Canada by the work of Robert Gardner and Wallace Lambert (1959). Later on, a variety of new models and approaches has appeared: Williams and Burden (1997), Dornyei and Otto (1998); Ushioda (2001), Clement and Gardner (2001); Dornyei (2005); MacIntyre (2002); MacIntyre et al. (2009); Ushioda and Dornyei (2009). Dornyei asserts that these studies include a wide range of different theoretical perspectives that intend to understand “what motivates language learners to initiate and sustain the lengthy process of mastering an L2” (250).

Likewise, Emma Ushioda affirms that there is “an enormous amount of research” about motivation and its influence in the learning of a second language (16). She also posits that those researches indicate that learners with strong motivation are likely to succeed in language learning (22). In addition, Lightbown and Spada affirm that there is “ample evidence that positive motivation is associated with a willingness to keep learning” (63). Moreover, in *Motivation and Second Language Acquisition*, after doing a lot of research, Gardner concluded that motivation “can play a very important role in learning a second language” and that motivation is directly related to second language achievement (11).



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In Motivation and the Vision of Knowing a Second Language, Zoltan Dornyei states that motivation is very important in the educational field because teachers and students use this term to explain “what causes success or failure in learning.” He certainly says that motivation gives the “primary impetus to initiate second/foreign learning and later the driving force to sustain the long and often tedious learning process.” He affirms that apart from appropriate curricula and good teaching, motivation is necessary to “ensure student achievement” (16).

Certainly, a considerable amount of research has been done regarding the role of motivation in second language learning, and these researches have demonstrated that motivation is a very important factor that does influence second language learning. Then it is necessary to keep in mind that motivation must be emphasized in the second language classroom.

If students are not motivated to learn English, if they do not show any interest in the target language, the teacher has to motivate them all the time. Obviously, by increasing motivation, students can improve English performance and English proficiency.

1.3.1. DEFINITIONS OF MOTIVATION

Burden and Williams define motivation as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)” (120).

In the book Language Aptitude and Language Learning Motivation, by Dornyei, Ellis and Larsen-Freeman state that “motivation is less a trait than fluid play, an ever-changing one that emerges from the processes of interaction of many



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agents, internal and external, in the ever-changing complex world of the learner' (253).

Emma Ushioda affirms that motivation “concerns what moves a person to make certain choices, to engage in action, and to persist in action” (19).

In Language Learning Motivation, Gardner states that motivation is “the driving force in any situation”, and that motivation to learn a foreign language requires three elements: “First, the motivated individual expends effort to learn the language...Second, the motivated individual wants to achieve the goal...Third, the motivated individual will enjoy the task of learning the language” (6). As a consequence, the motivated individual exhibits effort, desire and affect. Gardner also affirms that in addition to effort desire and affect, the motivated individual exhibits other qualities. So, in Motivation and Second Language Acquisition, he notes down some characteristics of the “motivated individual”. According to him, “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).” He says that some of these characteristics are cognitive, some are affective, and some are behavioral (10). Gardner’s characterization of motivation is remarkable because it considers motivation as a variable that involves different factors of the individual - cognition, affection and behavior. Also, it is interesting the emphasis Gardner puts on these three elements which are necessary for obtaining motivation and which allow distinguishing between motivated and not motivated individuals. This combination is essential because he says that only when cognition, affection and behavior appear simultaneously, motivation takes place. He asserts that individuals can put effort in doing something, but maybe they do not like to do this, or they do not enjoy doing this; or, on the contrary, an individual maybe want to achieve a goal but he or she does not put effort to do this task; as a consequence, motivation does not occur.



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There is not a unique definition of motivation; however, the definitions noted here have some facts in common. These definitions state that motivation is a force that is inside every human being. This force is latent or passive. Some factors, either internal or external to the individual, influence it and make it active, dynamic. Likewise, all the definitions mention that motivation is something that must be initiated; and after that, this motivation must be sustained with persistence and effort with the purpose of achieving a certain goal. Then, from the given definitions of motivation, it can be concluded that motivation is something every human being has inside him/herself, and this motivation moves him or her to perform certain actions to accomplish or to avoid doing something. These actions imply that the individual has to make an effort to achieve a goal; also these actions can provide enjoyment, and they are influenced by internal and external factors.

Therefore, the teacher has to initiate motivation by encouraging students to set goals, by presenting interesting activities, and by making them actively involved in the learning situation. Also, the teacher has to sustain that motivation by supporting and fostering individuals' performances through the complete educational process.

The sixth course students have to get the grades to pass the course. Some students put effort in this task; however, they do not like the subject neither they enjoy it. Fifty per cent of sixth course students are not motivated to learn English. In a questionnaire applied at the beginning of the school year, students answered they did not like English. They considered English only as a mandatory subject they have to study because they have no choice. That means that the only goal students have regarding English is to get the required grades to pass the course. Direct observation of students' performances at the beginning of the school year helped determine they were not motivated to learn the foreign language. Most of the time, they just completed the tasks in the book by copying what their classmates had done. They were not interested in the appropriate



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accomplishment of these performances. In these circumstances, it is teacher's responsibility to initiate motivation and to help students sustain it. Providing interesting and novelty activities apart from the ones included in the book, making students play and laugh, presenting the topics of the mandatory book in a different way from the one proposed in it, could help achieve these goals. So, the teacher has to encourage students to work efficiently. She has to accompany them when performing the tasks. Also, she has to provide support all the time in order to maintain motivation and to encourage students to put effort to achieve their goals.

1.3.2. FACTORS INFLUENCING MOTIVATION

Numerous researchers have demonstrated that motivation is a variable that influences positively on language achievement. This variable which is latent, passive within each individual does not occur in isolation. On the contrary, it can be effectively activated by different factors. Researchers such as Gardner, Oxford and Ushioda agree that both internal and external factors directly influence on motivation, and all of them point out that some of these factors come from inside the learner and some are external to the learner. The points of view of these researchers concerning the influence different factors have on motivation are considered in this work.

ROBERT GARDNER

Concerning the Canadian psychologist Robert Gardner, in his work *Motivation and Second Language Acquisition*, he affirms that there are two kinds of motivation - language learning motivation and classroom learning motivation – that are affected by many things. He also says that these two kinds of motivation are



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directly related to two kinds of contexts - the educational context and the cultural context. In addition, he considers that these two contexts have an effect on two characteristics of the students: Integrativeness and Attitudes towards the learning situation (11).

Language Learning Motivation.- Gardner states that this motivation refers to the motivation to learn a second language, and it is an attribute of the individual that “applies to any opportunity to learn the language” (11).

Classroom Learning Motivation.- According to Gardner this motivation refers specifically to the language classroom. This second class of motivation is influenced by a variety of factors related to the language class. He affirms that the teacher, the class atmosphere, the course content, materials and facilities, personal characteristics of the students, among other factors, influence the individual’s classroom learning motivation (12). These two types of motivation are directly related to the cultural context and the educational context.

The Cultural Context.- Regarding the cultural context, Gardner considers that the learning of a foreign language is different from the learning of other school subjects because it involves taking on elements of another culture. So when learning English, learners must know language structures, vocabulary, pronunciation, etc. that belong to a language spoken by people from a different culture. He says that in this process, the cultural context of the individual has a great influence, and this context is expressed in terms of “one’s attitudes, beliefs, personality characteristics, ideals, expectations, etc.” Consequently, with respect to language, the individual “will have various attitudes that might apply to language learning, the beliefs about its value, meaningfulness, and implications, expectations about what can and cannot be achieved” (14).

I agree with Gardner’s asseverations concerning the cultural context. This context has a great influence on individual’s motivation. The acceptance learners



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have of the target community will determine the level of success of the process of learning a language. If they do not like the target community, they will not be motivated to learn its language. On the contrary, if they are interested in learning any aspect of that community, if they like that community, they will learn its language efficiently. Similarly, if learners perceive the value of learning a certain foreign language, they will be motivated. In addition, if they realize that learning that language is important for them either for their jobs, professions or for traveling, they would like to study, to know about that language.

The Educational Context.- In relation to the **educational context**, Gardner says that it refers “generally to the educational system in which the student is registered and specifically to the immediate classroom situation”. He also affirms that the educational context refers to “the expectations of the system, the quality of the program, the interest, enthusiasm and skills of the teacher, the adequacy of the materials, the curriculum, the class atmosphere, etc.” (15). He says that all these factors influence on students’ motivation.

All the factors noted by Gardner strongly influence students’ motivation because they can enhance motivation either positively or negatively. A teacher who is passive in class will not enhance students’ motivation. Similarly, a classroom with a tense environment or tense students who fear making mistakes does not have the same effect on motivation than a class where students laugh and work collaboratively, in a pleasant atmosphere, with the guidance of the teacher. As a consequence, the educational context involves many factors that do influence motivation; however, I consider the most important factor that strongly influences on motivation is the teacher. The teacher is the one who makes a learning process active or passive. Students can have an updated book with interesting and motivating activities and tasks, but if the teacher is passive, these students will not be motivated. On the contrary, even traditional materials can enhance students’ motivation in the hands of a creative and dynamic teacher. Then



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it is in teachers' hands to activate the inner force students have inside them and to sustain it to help learners accomplish their goals.

Likewise, I consider social factors directly affect students' motivation. 30 students who are in the sixth course live in rural areas of the city such as Tarqui, Tutupali, Cumbe, Sayausí, El Valle. The fact of living in rural areas of the city implies that some of these students have to leave home before noon to go high school. They travel around for an hour, and obviously, when they arrive to high school, at 1 p.m., they are very tired. In addition, too hot climate which is very common in recent times at this time of day makes the students become exhausted. When they attend English classes at 1 p.m., they look fatigued; as a consequence, they are not motivated to learn any subject. Obviously, every teacher should take into consideration this situation in order to motivate these students in any matter, even more concerning English. If they are tired and bored, teacher should let them relax and also encourage and support them to accomplish tasks and activities. To motivate students, the teacher has to develop a pleasant classroom atmosphere in which students work collaboratively. In addition, the teacher has to make students laugh, let them interact, organize them to work in pairs or in groups, present activities different from the ones presented in the mandatory book and teach the activities of the mandatory book in an interesting and active way. The presentation of a variety of activities and the way of presenting these would help sustain students' motivation.

The different factors that influence motivation do not occur in isolation but are interrelated. The educational context cannot occur separately from the cultural context. Gardner affirms that both of them have a direct effect on motivation which in turn has a direct effect on language achievement. Moreover, Gardner posits that both contexts interact in their influence on the student. As a consequence of this interaction, the Cultural Context can have an effect on individual's attitudes towards the school environment and the Educational Context



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can influence the individual's level of integrativeness (16). Similarly, it is expected that Integrativeness and Attitudes towards the Learning Situation have a direct effect on individual's level of motivation.

Integrativeness.- Gardner states that it is a characteristic of the individual which derives from the cultural context. This characteristic includes “socially relevant variables” (16). In original research, Gardner says that this characteristic refers to the interest the individual has in learning the language for interacting with members of the target community and/or to learn more about that community. However, in later research, he affirms that integrativeness could also involve “an open interest in other cultural communities in general”... “an Openness to Cultural Identification” (16). I consider what Gardner states in later research is very interesting. Certainly, an individual could be interested in learning a language to interact with members of that community in the case this individual is going to travel to live in the target community; however, another individual, who cannot afford traveling to a target community, could also be interested in learning the foreign language because he likes that community. He likes that culture, its people, its customs, and then he or she is also integratively motivated in this sense because he or she wants to know about this culture. In the case of a considerable amount of Ecuadorian students, for instance, they know they cannot afford a trip to the United States, but they like English people, they like English customs, English brands, and English songs; so they like to learn the English language. Apart, teachers have to consider that because of the globalization people can afford knowing a lot about other cultures and deciding whether they like or not those cultures.

Attitudes toward the Learning Situation.- Gardner posits that this is the other characteristic of the individual that derives from the educational context. This characteristic includes all the variables related to the educational system and the experiences associated with the educational environment. He says that this variable “involves attitudes toward any aspect of the situation in which the



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language is learned” (Language Learning Motivation 6). He states that in the school context, these attitudes can be directed toward the teacher, the course, classmates, course materials, extra-curricular activities, etc. Likewise, he specifies that “it is the influence of the Educational Context on the individual’s attitudes that influence the individual’s level of motivation” (16). Certainly, the attitudes individuals have toward the teacher, the course, the classmates, the materials, etc. influence motivation. For instance, a rude teacher, an unpleasant environment, traditional methods of teaching, materials that are not updated, or repeating the same routines all the time de-motivate students and do not enhance their language learning.

Instrumental and Integrative Orientation.- Gardner proposes that in order to understand why learners are motivated to learn a language, it is necessary to understand their ultimate goal or purpose for learning it. He refers to this as the learner’s orientation, and he identifies two distinct orientations for learning a language: “integrative orientation and instrumental orientation” (qtd. in Williams, 116).

Gardner says that instrumental goals have to do with “students’ understanding of the benefit of learning the language for current or future employment”. On the other hand, he affirms that integrative goals are related to “students’ desires to know more about the speakers of the language and their culture, to study abroad or to live within another culture” (qtd. in Cohen, 66). Then according to Gardner, students may be integratively oriented if they show interest or want to become members of the target language community, or instrumentally oriented if they want to obtain something practical. Therefore, the Canadian psychologist points out that motivation is influenced by factors that are inside the learner such as learners’ orientations or learners’ goals, and by factors that are outside the learner such as teachers, class atmosphere, materials, contents, etc.



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I deeply agree with Gardner's assertions because all the factors he mentions really influence students' motivation. Likewise, the students have a goal for learning the language. In the case of the sixth course students, the main reason or orientation they have is instrumental. The major goal they have is to pass the course. Actually, they study English as a foreign language and most of them do not intend to live neither to belong to the target community; however, they are also integratively oriented because they like that community and they are interested in knowing more about it. They have expressed that one of the goals they would like to accomplish is to know more about the North American culture.

Another important fact that teachers have to consider regarding orientation has to do with the differentiation Gardner makes between orientation and motivation. He points out that orientation does not imply motivation. He affirms that one must have either an instrumental or an integrative orientation in language study, but still may or may not be motivated to learn the language (Attitudes, Motivation and Second Language Learning 175).

Gardner's differentiation between motivation and orientation is taken into consideration in this work. Sixth course students have an orientation; they are instrumentally oriented. They want to get the grades to pass the course, but they have a lack of motivation. Then, the role of the teacher has to be to activate, promote and support motivation. Teachers could do this by making the students realize nowadays English is a very important language. Moreover, students have to become conscious that English has a utilitarian function: it could help them in the future either in their studies or in their works. The majority of these students are going to study at the university and they have to study English there because it is a mandatory language they have to take in any career they study. Because of this, teachers have to encourage motivation by emphasizing the instrumental goal for language learning. Also, teachers have to look for the appropriate factors that



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enhance students' motivation and that help them achieve their instrumental goals efficiently.

EMMA USHIODA

Another important researcher that considers motivation is a variable affected by different factors is Emma Ushioda. Her point of view regarding motivation is very similar to Gardner's point of view in some aspects. She affirms, as Gardner, that motivation is not an isolated variable but it is influenced by external and internal factors.

Certainly, motivation develops in a social context as Emma Ushioda affirms. She also posits that recent researches of motivation in education involve factors such as classroom environment, societal and cultural influences, curricular and institutional context, peer relations, teaching styles and methods, materials, or task design. (23).

Ushioda also highlights that it is very important to maintain motivation. This motivation must emanate from the learner, rather than be externally regulated by the teacher, and learners must see themselves as agents of the processes that shape their motivation (28). I consider the fact of teaching students learning strategies, of letting them decide on the way they like to learn or what they would like to learn, encourages learners' motivation "from within" and supports language learning. Then, teachers have to make active the motivation learners have inside themselves and also help them sustain that motivation.

A major fact in Emma Ushioda's assertions is that the student is considered the centre of the learning process. That is why she advises teachers to initiate and maintain motivation taking into account students' interests, goals and needs. That



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means the teacher does not have to impose anything to the learners, but she has to give priority to what they want in order to foster the language learning process. Consequently, the teacher does not only have to look for any strategies to motivate students. She has to determine which strategies they need and they want to learn. She has to promote motivation learners have inside them. I consider this can be done by making students set up their own goals, by paying attention to their interests and needs. Then what I have to do is not only to present the contents they have to study, but I also have to ask them what they would like to study, how they would like to study. By doing this, I will support learning motivation.

In the process of activating and maintaining motivation collaborative learning is transcendental, as Ushioda states. He affirms that studies of child development have demonstrated the “powerful role” of collaborative learning in the “growth of individual motivation”. She recommends teachers to incorporate classroom activities where learners work together in pairs or small groups. She says that by working collaboratively, students are able to achieve common goals that can help “foster cognitive and motivational interdependence among learners and a sense of shared responsibility” (28).

Ushioda asseverations are really helpful in this work. The teacher considers the sixth course students not as objects but as human being with interests, needs, apprehensions and feelings. Considering students as human beings implies that activities are planned based on students’ interests and needs; as much as possible, contents different from the ones of the mandatory book are taught; and aspects related to the handing in of tests, homework, are negotiated with the students. In addition, collaborative learning is emphasized by making students work in pairs or in groups all the time.



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REBECA OXFORD AND MARTHA NIKOS

Like Gardner and Ushioda, Rebecca Oxford and Martha Nyikos also emphasize the influence different factors have on motivation. In the article *Variables Affecting Choice of Language Learning Strategies by University Students*, they point out that motivation is not just an “internal, private phenomenon” generated by the learner, but they assert that “it is affected by external factors such as teaching and testing practices, peer interaction, overall task requirement and the institutional environment”(296). They also said that it is very important the setting where the educational process takes place; so, they advice that the classroom should be a “stimulating place where use of communicatively-oriented strategies- for both learning and teaching- will be commonplace” (297). Likewise, they believe that this change can be done by promoting “a conscious awareness and the use of workable strategies in the foreign language classroom”. Also, they warn that this change is not easy because it involves the change of attitudes and behaviors of learners and teachers (297). They consider that the teacher has to make available a comfortable classroom environment for the learners, and that strategies are very important in this setting. These two researchers also emphasize the importance internal and external factors have on learners’ motivation. Like Gardner, they posit that these factors are interrelated, and they recommend teachers to adopt the appropriate strategies to encourage motivation. Certainly, as they affirm, this fact implies the change of attitudes and behaviors of learners and teachers. I consider that the first ones that must change their attitudes and behaviors are the teachers. Only when the teachers decide to adopt this change, they will be able to provoke the consequent change in students’ attitudes and behaviors.

Summing up, if motivation is affected by internal and external factors, as many researchers state, both of these factors will be taken into account when teaching English to the sixth course students. That means factors that come from



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inside the learners such as their goals, interests, and needs will be considered as well as external factors such as the classroom environment, the contents, the materials, the tasks, the strategies and the activities. The main goal of this consideration is to initiate motivation and to sustain it during the whole learning process.

In conclusion, motivation is a really important variable that does influence positively on language learning. This important fact must be considered by English teachers when teaching to their students. Likewise, teachers should be aware that motivation is not a variable that occurs in isolation but it is affected by factors that are inside the learner and by factors that are external to the learner. Taking into consideration this assertion, it is in the teachers' hands to encourage a positive influence of these factors on motivation. Undoubtedly, from all the factors that influence on motivation, teachers are the ones with most control to promote and to sustain it. In this process, the student should be considered as the centre of educational practices. That means that motivation would work efficiently if it is based on students' interests and needs.

1.3.3. MOTIVATION AND LEARNING STRATEGIES

Motivation and learning strategies are two important concepts that have a great influence on language learning. These two concepts do not occur separately but they are interrelated. Important researchers have considered the interrelation between motivation and learning strategies. Studies done by Gardner, Ushioda and Oxford and Nykos, among others, have demonstrated that these two aspects of language learning are directly related and have influence on each other.

Gardner considers that language learning strategies probably will not be used if the individual is not motivated to learn the language (Language Learning Motivation, 1). Then he considers the importance of motivation in the use of language learning strategies, as Ushioda does. Ushioda also affirms that the



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learners need to know certain strategies when learning a foreign language because these strategies sustain motivation (26). These two authors emphasize the importance of both variables. In reality, the two variables are important in the learning of the foreign language; if learners are motivated, they use learning strategies; and if they use learning strategies, they become motivated. However, it must be considered that to initiate and sustain motivation, these learning strategies must be the appropriate ones according to students' needs and interests.

Another important explanation of the relationship between motivation and learning strategies is presented by Rebecca Oxford. In the document *Language Learning Strategies*, she affirms that motivation is a very important factor that influences on the choice of L2 learning strategies. In addition, in the article *Variables Affecting Choice of Language Learning Strategies by University Students*, Rebecca Oxford and Martha Nyikos present a study done in a university of the United States. In this research, they conclude that more motivated students use learning strategies more often than less motivated students (294). They affirm that more motivated the students are, the more strategies they use; the more strategies they use, the more motivated they become. Oxford and Nyikos state that this is a cycle (295). I consider that teachers should become facilitators that encourage the completion of the cycle proposed by Oxford and Nyikos. Then, teachers have to provide the strategies students need, motivate the students to use them, and consequently, the cycle will be completed. Once the cycle is completed, teachers have to encourage its initiation again because this is not a cycle that has an end but a cycle that re-occurs permanently.

The sixth course students are not motivated to learn the English language because they consider it a really difficult subject. If they are provided with right strategies that facilitate them the learning process according to their interests and needs, they can be motivated to learn. If they are motivated to learn, they can use



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learning strategies efficiently. As a consequence of this interaction, their English performances could be improved.

Summarizing, individuals who are highly motivated are more likely to use language learning strategies as many studies have demonstrated. Then, being the teacher one of the factors that more directly influences motivation, it is her or his duty to encourage the use of learning strategies to encourage motivation and to foster the improvement of students' accomplishments in the foreign language learning.



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CHAPTER 2

2. DATA COLLECTION

2.1. SUBJECTS

When carrying out research, the participants are one of the most important aspects that a researcher has to consider. The participants allow the researcher noticing whether the goals set up in the investigation are accomplished or not.

This work is done with 43 participants. They are 17-18-19 year-old students who are in sixth course at Carlos Cueva T. high school. In this group, 24 students are women and 19 are men. These students have studied English in the same high school for five years. None of them has had the opportunity of taking English classes in a Language Institute or in another institution different from the high school. During the school years, they have had five different English teachers. From this group of teachers, only two are specialized English teachers; the others are not. Likewise, according to the curriculum, they have five periods of 40-minute English lessons a week.

This school year, English is taught three times a week; and there are five periods of class of 40 minutes each week.

2.2. MATERIALS

There are two kinds of materials required for this work: the first ones will be used by the teacher to collect information and the second ones will be used with the students in order to carry out this research.

Among the materials to be used by the teacher to collect information are printed copies, journal, portfolios, and minutes of the meetings of the teachings of the English area. The copies are from questionnaires, pre-tests and post-tests. The



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teacher will use the journal to note down classroom observations. Also, the students need portfolios in which they will store their homework, compositions and tasks they complete either in class or at home. These portfolios would permit the teacher to notice how the students accomplish their performances. Moreover, to collect data regarding the points of view of the English teachers who work at Carlos Cueva T. high school about the problems students have when learning English and the possible solutions they propose, documents such as the official book containing the minutes of the meetings of the teachers of the English area will be considered.

On the other hand, in the group of the materials to be used with the students to carry out this research, the mandatory book will be necessary to work with. The students will be asked to bring a dictionary to every class as well as markers. Printed copies with motivational readings, grammar and vocabulary exercises will be also required. Pieces of cardboard for writing basic commands and daily used expressions must be available too.

The internet will be also necessary for doing some tasks. The teacher will plan some web activities such as Kia activities and will get activities from the internet - tongue twisters, games, puzzles, motivational readings, English exercises, etc. The students will need access to the internet to solve the web activities the teacher will give them: Kia activities. Moreover, it is necessary the availability of the internet in the library of the high school because this library is also used as an audiovisual room, and because there is not any English lab in the high school. Other materials such as computers, projector of audiovisuals, CD player, CDs, pen drive, tape, pencils and pens will be required too.



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2.3. PROCEDURES

Regarding procedures, this research involves two aspects: the first one has to do with procedures for collecting data and the second one with procedures for the application of the planned activities to the students.

2.3.1. Procedures for collecting data.- For collecting data, techniques such as class observation, questionnaires, and interviews will be used. In addition, to determine the English level of the sixth course students, a pre-test and a post-test will be applied.

At the beginning of the school year, the English students' performances will be observed by the teacher in their learning environment. The purpose of this observation will be to identify the strategies the students use in the learning process and the way they work in class. The results of these observations will be noted down in a journal. This technique will be used thorough the whole research process because the way students work in class and their reactions when using a new strategy or when accomplishing certain tasks can be observed daily.

Regarding questionnaires, two questionnaires will be applied to the students- one at the beginning of the application process and another at the end of it.

The purposes of the first questionnaire are to collect information about students' personal background - age, place where they come from, who they live with -, to know the attitudes students have regarding the learning of English, to collect information about the students' interests and needs, to know about students' goals for learning English and to determine the strategies they use in the learning of the foreign language.



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Regarding the second questionnaire, its main purpose is to know whether students' attitudes towards English have changed, to know the strategies and activities they consider are the most important in the learning of the target language, to determine the importance motivation has for them, to identify their opinions regarding the teacher and the activities she has to apply. Likewise, this questionnaire is to know which strategies learners have learnt and the skills and sub-skills they have improved.

Moreover, in order to determine the English level of the students, a pre-test will be applied. This involves the following aspects: listening, reading, writing, grammar and vocabulary. In addition, to know whether students' performances have improved, a posttest will be applied at the end of the application period.

To know more about students' attitudes, difficulties and problems they face in the learning of English, the teacher will talk with the students using Spanish. Also, she will have talks with them during the whole investigative process in order to evaluate the strategies and the activities she will apply.

2.3.2. Procedures for the application of the activities. The application process will involve a variety of activities whose goal will be to initiate and sustain motivation. Motivation will be enhanced during all the English classes. Different strategies will be used to achieve this goal. For instance, motivation will be enhanced through the presentation of some topics of the book in a different way and with the presentation of extra activities prepared by the teacher. Moreover, to support motivation, indirect strategies will be used in every English class and certain learning strategies will be taught to the students.

The first strategy has to do with the fact of presenting any English class differently of the way the students were used to. At the beginning of every English



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class, real life situations will be explored in order to make students use English and to show interest in students' lives and situations. As a result, aspects such as the weather, the absence of any student, or any current event happening in the high school will be discussed. In addition, the teacher will present other warm ups such as tongue twisters, guessing games, games such as Simon says or hangman, rhymes, etc. Moreover, the teacher will try to sustain that motivation by encouraging students to accomplish satisfactorily their English performances, will organize students to work in pairs or in groups showing respect, partnership and solidarity, will walk around the class all the time to help students solve any difficulty they face and they could not solve by themselves. By doing this, indirect strategies such as affective and social strategies and interaction among students can be promoted.

Another way of sustaining motivation will be to call students by their first names - students like hearing their names- or by asking what is going on with them when the teacher notice something is wrong. Motivation also will be enhanced through conversations with the students about different aspects related to English classes. The teacher will constantly ask the students their opinions about the activities they do in class- which ones they like, the ones they do not like, the ones they would like to do- , she will negotiate with them the deadlines for tasks, assignments and tests as well. The students will have a portfolio with the tasks and homework they do. These portfolios will allow the teacher to know about the improvement of students' performances.

Another strategy to enhance motivation will be related to the teaching of specific strategies to overcome the problems students have in the learning of English. These strategies are directly related with the teaching of how to look up words in a dictionary more efficiently and with the teaching of how to improve the writing skill and the vocabulary sub-skill. Likewise, these strategies will be presented and emphasized to the students during the whole application period.



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Most of the activities will intend to stress these two aspects because the students expressed they would like to improve this skill and sub skill. Also, data from the pre-test showed that students faced more difficulties in writing and vocabulary.

Finally, to encourage motivation, activities from the book will be presented differently along with activities prepared by the teacher. These activities can be considered as extra activities and they will not be applied in a specific period of time but from time to time during the application period. Some of them will be applied once a week taking advantage of having two periods of class together. Therefore, these extra activities will not be presented apart from the activities of the mandatory book.

As mentioned before, different options to present the contents of the mandatory book will be taken into account to foster students' motivation. Three lessons from the book related to music will be presented in a different way from the one stated in this book.

The other activities planned are based on students' interests and needs, and also on current events happening in daily life either in high school, in the country or in the world. Likewise, some activities related to vocabulary and writing have been taken from the internet.

In the application of the planned activities, the role of the teacher will be of a mediator who accompanies and guides the students in all their language learning process. Moreover, the teacher will be continuously reflecting on the problems the students face in this process. Consequently, a permanent evaluation of the application of the different strategies will be considered.



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After collecting the required data and implementing all the planned activities, the results will be presented. Afterwards, these results will be analyzed and interpreted. Based on the results of this study, conclusions will be set up and some recommendations for teachers on how to motivate students to make them change their attitudes towards English and to improve their language learning will be given.



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CHAPTER 3

RESULTS

To carry out research, the researcher establishes a process that involves many stages. Once these stages are being implemented, it is possible to start analyzing and interpreting the results. The results are a very important part of the research that allow corroborating the hypothesis set up by the researcher or weakening it.

In this chapter, all the results of the research are presented. Some of the results were analyzed and interpreted at the first stages of the research; for instance, data obtained from direct classroom observation at the beginning of the school year, data from the first questionnaire and from the pre-test. On the other hand, data from the post-test, data obtained from the last questionnaire and data from the application process are analyzed and interpreted after finishing the research. Results from the different resources employed in the collection of information for this research are presented and interpreted in this chapter according to this sequence.

3.1. RESULTS FROM THE FIRST QUESTIONNAIRE

This questionnaire was applied to the students at the beginning of the school year 2010-2011. It was around the third week of September. The main purpose of this questionnaire was to collect information about students' cultural background, students' attitudes towards English, students' orientation for learning English, strategies students used to learn English and students' interests and needs. This information was necessary because all of these factors directly influence the process of learning a language and because this information was deeply considered when planning the strategies for improving English learning in the sixth course students at Carlos Cueva Tamariz high school.



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STUDENTS' PERSONAL BACKGROUND

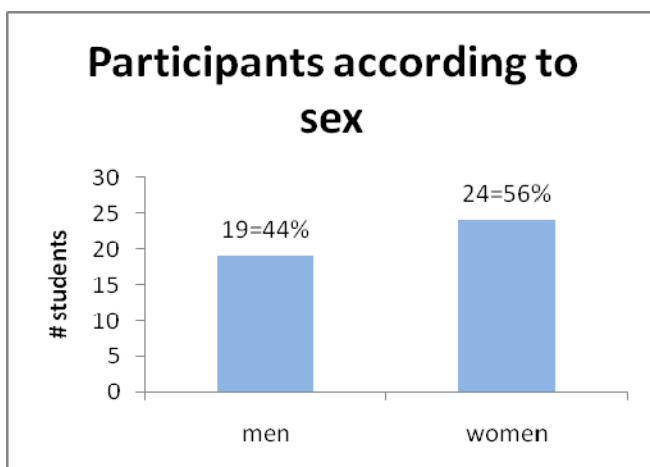


Fig. 1. Participants according to sex. Source: First questionnaire.

The participants are 24 women and 19 men. That is 55% of them are women and 45% are men (see fig. 1). In the sixth course classroom, the fact of working with more girls than boys is an advantage because through direct class observation it was noticed that girls motivate boys to accomplish any task. Also, the girls of the class take the initiative for solving any problem in language class. In addition, girls are more responsible than boys, in this case.

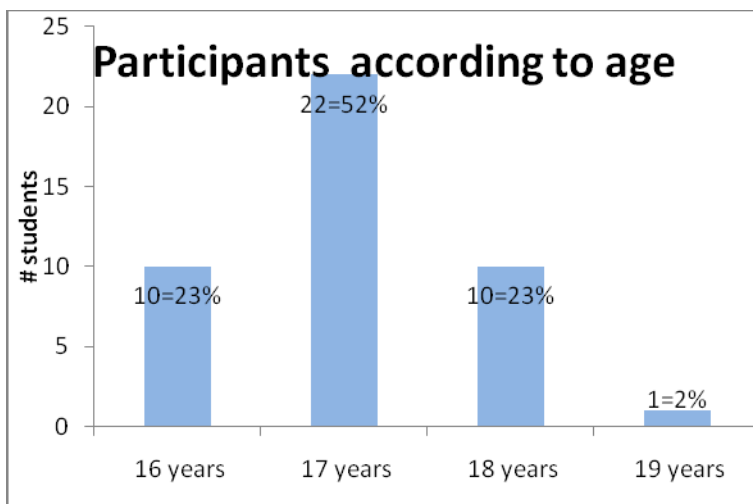


Fig. 2. Number of participants according to age. Source: First questionnaire.



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10 students are 16 years old; 22 students are 17; 10 are 18, and 1 is 19. (fig. 2). Summing up, all the participants are teenagers who are studying in sixth course; therefore, this school year, they will finish secondary school. The fact of working with teenagers directly influences in the lesson planning because teenagers are very curious and active people. They do not like being passive in class and they get bored easily if the same routines are repeated every day. As a consequence, the teacher has to plan the classes taking into account this kind of students.

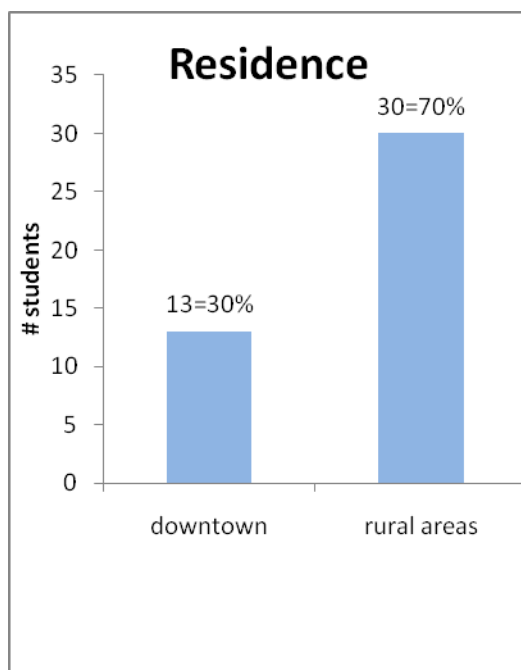


Fig. 3. Students' residence
Source: First questionnaire.

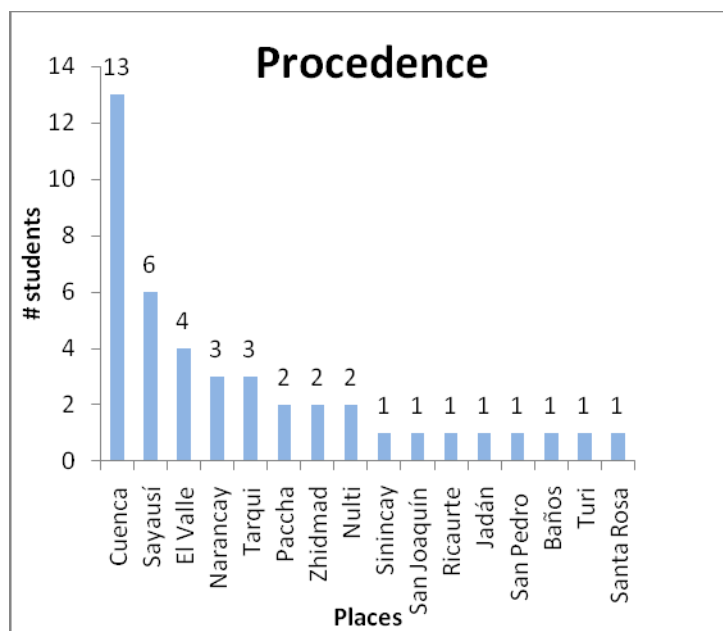


Fig. 4. Places where the students come from.
Source: First questionnaire.

30 students, that is 70% of them, come from rural areas of the city such as Tarqui, Sayausi, Jadán, Sinincay, el Valle, Nulti, Zhidmad, etc. and 13 students, that represents 30% of them, live in downtown (see fig. 3 and 4). The fact of having residence in rural areas of the city implies that those students have to travel by bus for about half an hour to arrive to the high school. As a result, they come fatigued



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and tired. Another fact that influences on the learning of English is that when these students enter high school, they do not have any English knowledge because elementary schools in rural areas do not include English in their curriculum.

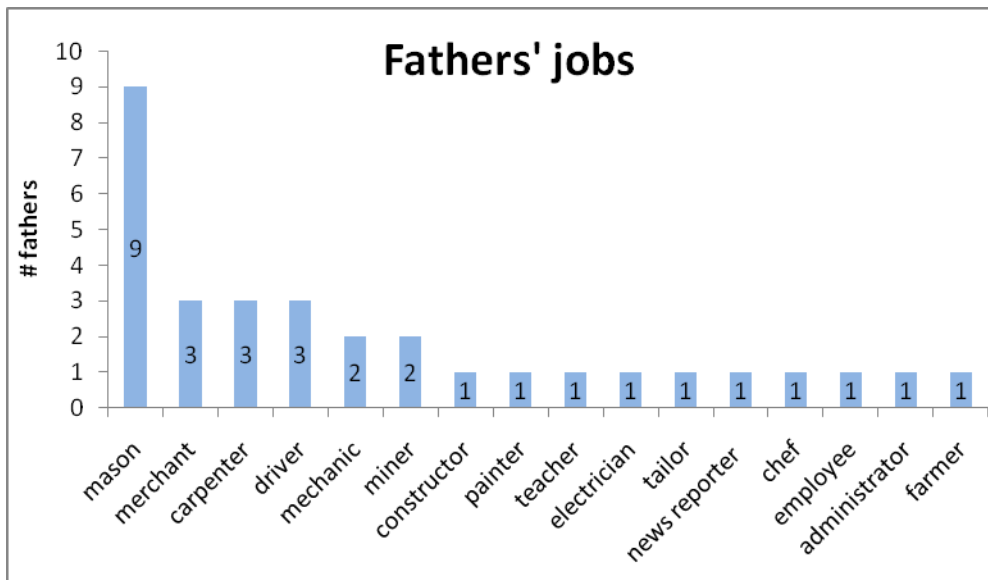


Fig. 5. Professions of the students' fathers. Source: first questionnaire.

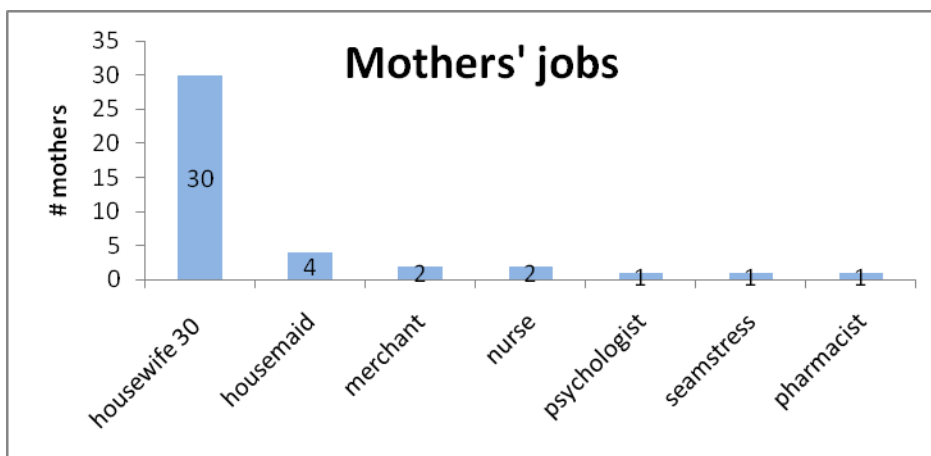


Fig. 6. Professions of the students' mothers. Source: first questionnaire.

Not all the students provided information related to their fathers' jobs; however, from the data collected, it was determined that their fathers perform a variety of jobs (see fig. 5). On the other hand, 41 students provided information



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about their mothers jobs. Most of the mothers, that is 73 % of them work at home, and the rest, that is 27% work outside home (see fig. 6). As it can be noticed most of the parents of the sixth course students have professions that do not demand preparation at an academic level; consequently, these parents do not have any knowledge of the English language. In addition, they are not able to support their children's English performances at home.

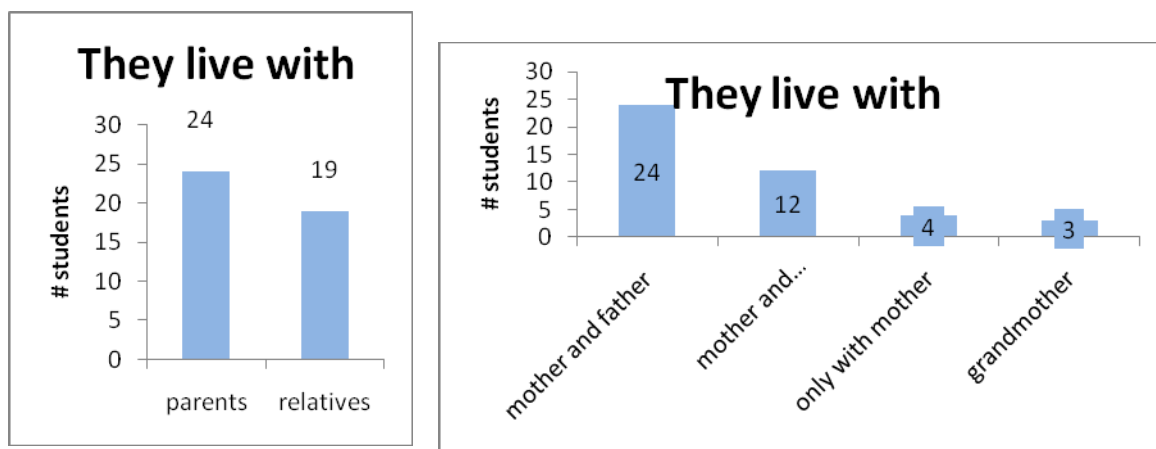


Fig. 7. Number of students who live with parents and relatives. Fig.8. Whom they live with.

Source: first questionnaire.

Source: first questionnaire.

From the 43 students, 24 of them, that is 55%, live with their mother and their father. That is they have a complete family (see fig. 7). On the other hand, 19 students, that is 45 % of them, do not live with their two parents. 12 of these students live with their mothers, their siblings, their grandmothers and even with their sisters in law. 4 students live only with their mothers and three students live with their grandmothers (see fig. 8).

The fact of not living within a complete family has a great influence on students' performances at high school. For example, the students who face more problems at high school, either in grades or discipline, belong to this group. This information proceeds from daily experience as a teacher and also can be corroborated with the book containing the minutes of the counselor of the high



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school. These students are not motivated to accomplish their assignments, lessons or tasks properly. Their parents do not go to high school to find out about their children's performances. Even worse, they do not go even when authorities require them to come. Taking into account this situation, the attitudes teachers have with these students in class are very important. These students feel confident when their teachers ask for the problems and difficulties they have. So they felt motivated when teachers notice them worried or sad and they ask them what is happening, or when teachers inquire them about the reasons they had for being absent, late or for not accomplishing their assignments appropriately. As a teacher, I could notice they trusted me and they felt comfortable in class. I can affirm they really liked me giving them some advice.

Summing up, all the information collected in the first part of the first questionnaire was very useful when planning activities and strategies for motivating the sixth course students. Obviously, the students' cultural and personal background involves a considerable amount of factors that teachers have to consider because these have a great influence on the teaching and learning process. In addition, knowing about students' personal background implies considering students as human beings and not just as objects that are in the class and that represent a number in our rolls.



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STUDENTS' ATTITUDES TOWARDS ENGLISH

Some questions were included in the questionnaire in order to know how students perceive the English language and its learning process.

Do you like English?

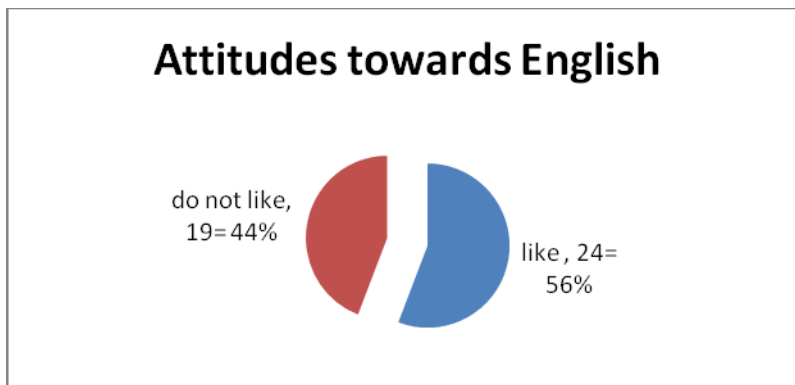


Fig. 9. Number of students who like and who do not like English. Source: first questionnaire.

To the question if the students liked English, 24 of them, that is 56% of the class, answered that they did like English. On the contrary, 19 students, that is 44 % of them, answered they did not like this language. The percentage of students who did not like english was high. They said they did not like English because it was a very difficult and complicated subject. Then one of the goals of this work was to plan activities and strategies that make students change their attitudes towards English (see fig. 9).



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How do you consider the learning of English?

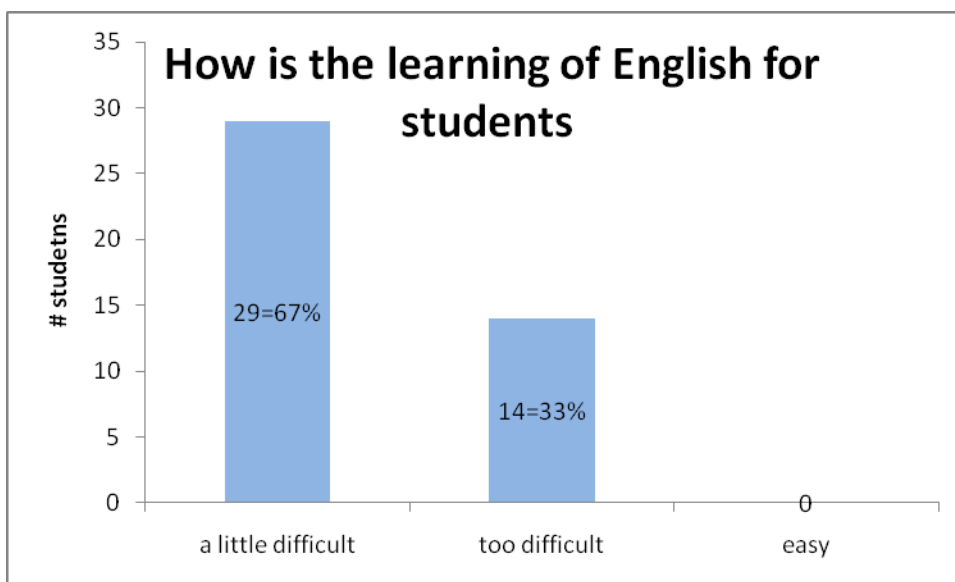


Fig. 10. How students consider the learning of English. Source: first questionnaire.

67% of the students consider that the learning of English is a little difficult; 33% of them affirm that to learn English is too difficult, and nobody of them consider it is an easy task. The majority of students answered they considered English a little difficult, but this answer is not according to reality. If the learning of English was a little difficult, as they affirmed, their English level would have been acceptable; however, at the beginning of the school year and after applying the pre-test, it was determined that their English level was very low. Most of them did not know how to write just a simple sentence; neither they understood basic instructions or commands (see fig. 10).



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Do you think it is important to learn English? Why?

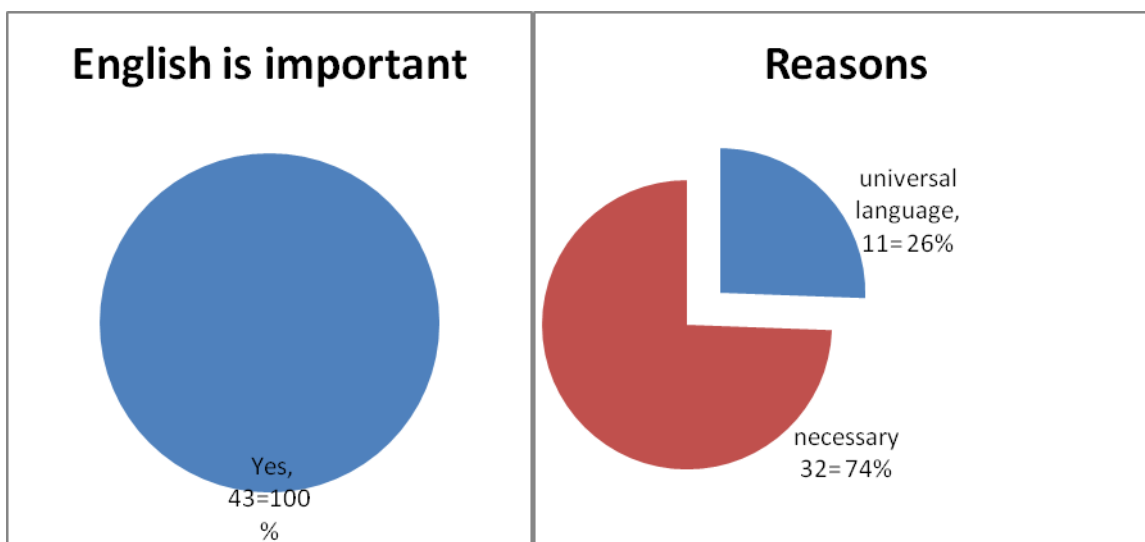


Fig. 11. How students consider English.

Fig. 12. Reasons for English importance.

Source: first questionnaire.

Source: first questionnaire.

Do you consider that the learning of English will help you in the future?

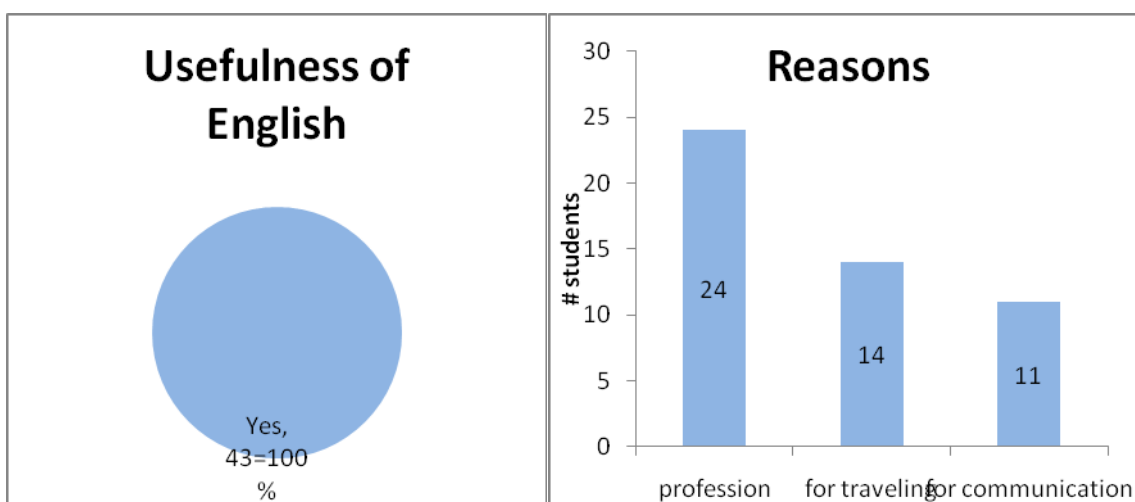


Fig. 13. Answers of students about the usefulness of English in the future.

Fig. 14. Reasons for English usefulness.

Source: first questionnaire.



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Relevant information was obtained from these two questions. Although a considerable amount of students affirmed they did not like to study English, all of them were aware of its importance and usefulness (see fig. 11 and 13). They affirmed that English is important because it is a universal and necessary language which will help them in their profession, for traveling or for communication (see fig. 12 and 14). The fact that students were aware of the importance and usefulness of English was an advantage for the carrying out of this work. The students have in mind the relevance of knowing English but they lacked motivation. Therefore, it was necessary to provide them with activities that initiate and sustain the required motivation that enhance the learning of the foreign language.

STUDENTS' ORIENTATION

Why are you studying English?

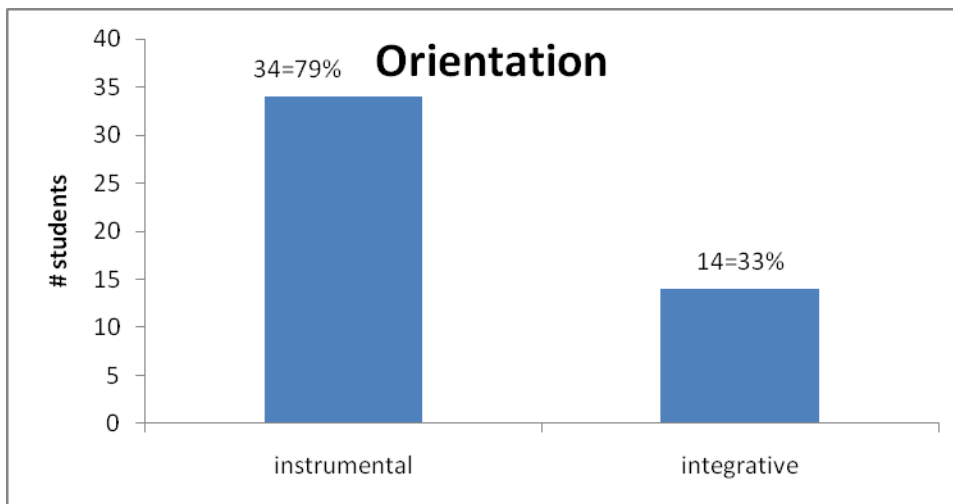


Fig. 15. Students' orientation for studying English. Source: first questionnaire.



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According to Gardner people could have an instrumental or an integrative orientation for learning a foreign language depending whether these individuals study it for getting an utilitarian end or for learning more about the speakers of this language and its culture (qtd. in Williams, 116). I supposed that all the students had an instrumental orientation for studying English; but I was wrong. Some students pointed out both orientations. That is why 79% of them stated they were studying English because it was a mandatory subject they had to study to pass the year in order to graduate, and 33% of them said they were studying English because they were going to travel to the USA (see fig.15). Some students have their parents in the United states of North America and they were the ones who hoped to travel there. Certainly, at the end of the second trimester one student became a North American citizen and she traveled to the United States. Thus, the results of this question were different from the expected ones. It was supposed that nobody of the students would have and integrative orientation, but reality was different and the obtained data show it.

Likewise, the answers to this questions showed that all students had a goal, an orientation for learning English, either integrative or instrumental. The problem was that they lacked motivation. Then, it was in teacher's hands to take advantage of this fact and look for the appropriate strategies to motivate students and help them improve their language learning.



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STRATEGIES STUDENTS USE TO LEARN ENGLISH

It was necessary to know the strategies students used to learn English that is why this question was also included in the questionnaire applied at the beginning of the school year.

What strategies do you use to learn English?

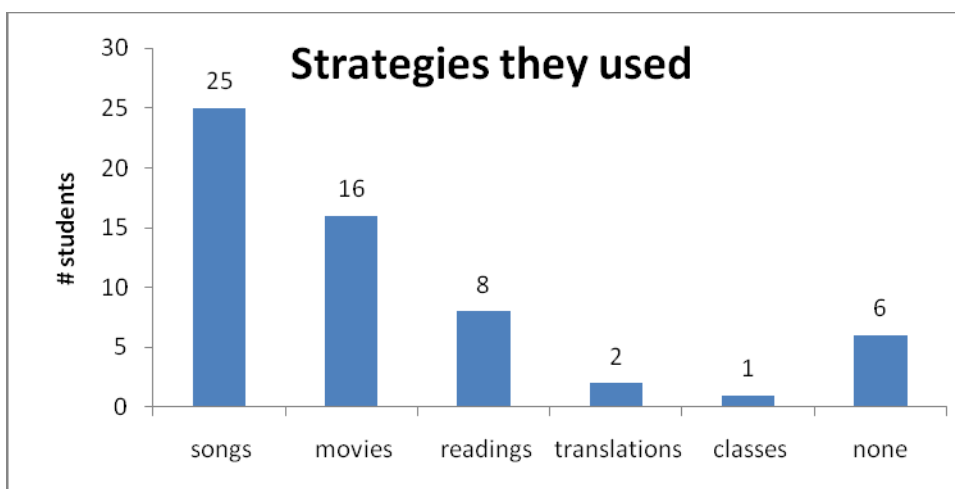


Fig. 16. Strategies students use to learn English. Source: first questionnaire.

When answering this question, some students mentioned more than one strategy. The strategy most widely used was listening to English songs with a percentage of 58%. Watching movies in English was the second more used with 37%; then readings in English with 19%. Translation using a dictionary was used for 5% of the students and attending English classes was a strategy mentioned for only 2% of the class. 6 students, that is 14 % of them, answered they did not use any strategy for learning English. They did not mention any reason for not using any strategy because this information was not required in the first questionnaire. (see fig. 16). Maybe, they did not use any strategy because they were not interested in learning this language.



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When asked about these strategies, students said that the first two ones, which have the higher percentage, did not take place in the classroom; that means, they were not planned for their English teacher, but they were activities they did by themselves outside classroom. They also stated that they took advantage of technology – cell phones, iPods, MP3, - to listen to English songs and that regarding movies; they used to see them at home. Only the other three strategies were used when attending classes at high school. Considering this reality, I considered students needed to know other English learning strategies to be used in class or to be practiced without the necessity of this kind of technology such as modern cell phones, MP3 or iPods which not all students could afford.

How did you work in class?

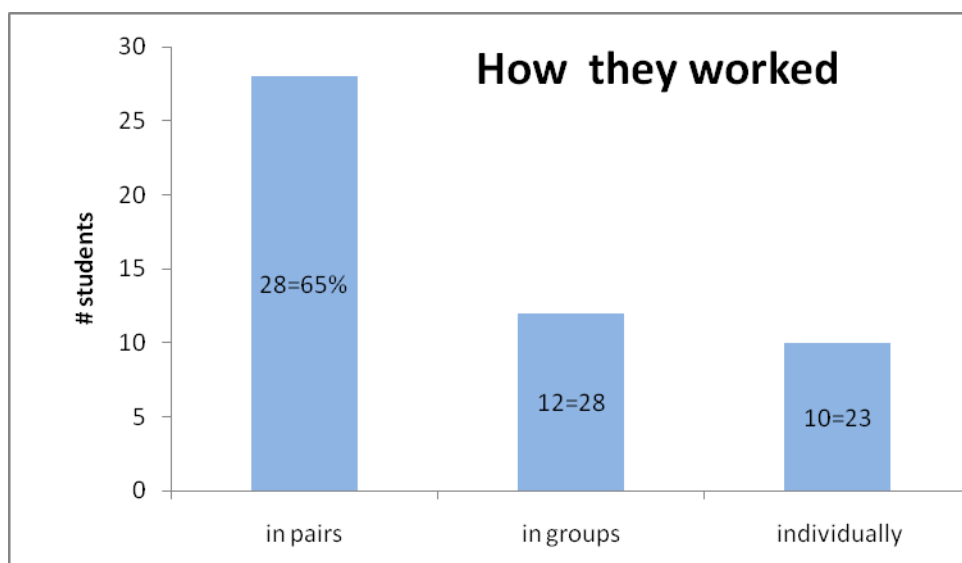


Fig. 17. How students worked in English classes. Source: first questionnaire.

To answer this question, some students indicated more than one option. So, they answered they used to work in pairs and in groups, or in pairs and individually, or individually and in group. 16 students used to work in pairs; 12 students used to work in groups, and 10 students used to work individually (see fig. 17).. Later on, when they were inquired about why they used to work that way,



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they said they worked according to the requirements of the tasks of the mandatory books. This information can be corroborated with the information of the tasks from the mandatory book which sometimes require students to work in pairs, other times in groups and others individually.

One of the purposes of this work is to enhance the use of indirect strategies in the classroom. This enhancement seeks to eliminate individual work and to promote interaction and cooperation; therefore, work in pairs and in groups will be organized and encouraged in all the English classes.

STUDENTS' INTERESTS AND NEEDS

The aspect related to students' interests and needs intended to collect information about factors students considered are important in the learning of the foreign language, which topics students liked to study or to talk about apart from the ones included in the mandatory book, and also the way they liked to work in class. Moreover, in this section, the students provided information about the skills they consider they needed to improve. I consider this information is really significant for the reason that classes must be planned based on students' interests and needs. The fact of considering students when planning the class has important implications: students are considered as subjects that are directly involved in the educational process and also the results obtained from this process are improved.



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In your opinion, how important are the following factors in the learning of English?

Table 1 Importance of different factors in the learning of English from the point of view of the students.

1= very important; 2= important; 3= somewhat important; 4= unimportant

Factor	1	2	3	4	# students
Kind teacher	38	4	1		43
Active teacher	36	5	2		43
Interesting topics	35	7	1		43
Respect	34	8	1		43
Motivation	34	7	1	1	43
Cooperation	29	9	4	1	43
Work in groups	28	13	2		43
Topics different from the ones in the book	27	9	5	2	43
Get along well with peers	27	12	4		43
Pleasant atmosphere	26	14	3		43
Students' participation	22	11	10		43
Only topics from the OWTE book	11	15	13	4	43

Source: first questionnaire.

Most of the factors in the table were considered either very important or important by the majority of students. A minimum percentage of students, that is 2 % of the class, believed that teacher's motivation and cooperation are not important in the learning of English. Similarly, 5% of the class expressed the knowledge of topics different from the ones in the mandatory book did not have any importance, and 9% of students said it was not important to study only the topics from the mandatory book.

The factor that has to do with the study of only the topics from the mandatory book was the unique factor that was not considered very important by the majority of students.

A great percentage of students agreed that factors such as a kind and active teacher, interesting topics, respect among classmates, teacher's motivation,



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cooperation in the classroom, work in groups, knowing about topics different from the ones in the mandatory book, getting along well with peers, a pleasant atmosphere in the classroom and an active participation of the students are really important in the learning of the foreign language (see table 1). Consequently, all the activities for English classes were planned and performed taking into consideration all of these factors because these influence greatly on students' motivation.

What skills or sub-skills would you like to improve this school year?

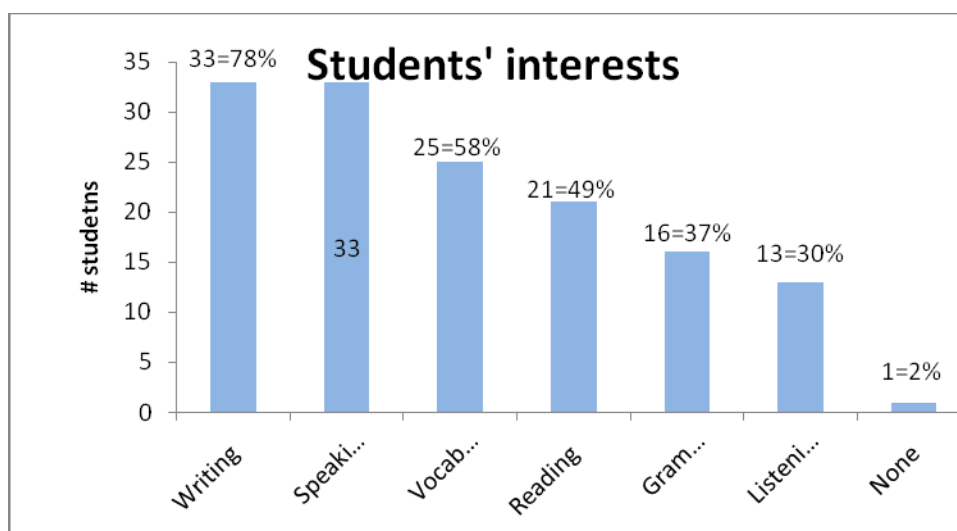


Fig. 18 . Students' interests on skills and subskills. Source: first questionnaire.

A considerable amount of students mentioned they would like to improve more than one skill or subskill. The improvement of the writing and speaking skill was a goal of 78% of students. 58% of them wanted to improve the vocabulary sub-skill. 49% of the students wanted to become better at reading. 37% of the class would like to achieve an improvement in the grammar sub-skill. 30% of the students would like to improve the listening skill, and only one student would not like to improve any skill or sub-skill (see fig. 18).



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When planning the activities for the application stage, this information was taken into consideration. Certainly, most of the activities had the purpose of improving the writing skill and the vocabulary sub-skill because these had the lower average in the pre-test and because students told the teacher they wanted to improve these skill and sub-skill.

Which topics would you like to study apart from the ones of the mandatory book?

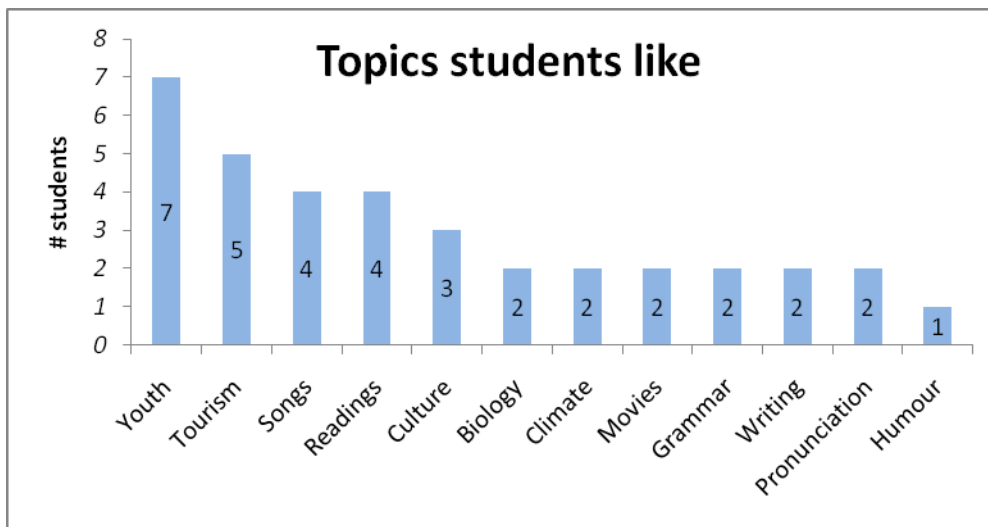


Fig. 19 . Students' interests on different topics. Source: first questionnaire.

Some students did not answer this question. The students who did answer mentioned a variety of topics; so, seven students answered they would like to study some topics related to youth. 5 students said they would like to know something about tourism. 4 students mentioned readings as a probable topic to study. The same number of students said they would like to know something about readings in English. Culture, biology, climate, movies, grammar and pronunciation were mentioned as possible topics by two students each. Finally, humor was a probable topic mentioned by only one student (see fig. 19).



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I consider the sixth course students liked these topics because they are teenagers. Fortunately, the mandatory book includes topics related to youth, tourism, songs, culture, climate, grammar, writing, etc. that are the topics they wanted to study. For sure, when the application of the first questionnaire took place, they had not reviewed the topics of the OWTE # 6 yet, and that is why they wrote down these ones. Then, if the book contained topics the students liked, what I had to do was to look for the right strategies to motivate students constantly during English classes. Likewise, for the reason that they liked new things to perform in class, I had to look for more activities and tasks to be performed along with the activities and tasks from the OWTE #6.

What strategies would you like your teacher to use in the teaching of English?

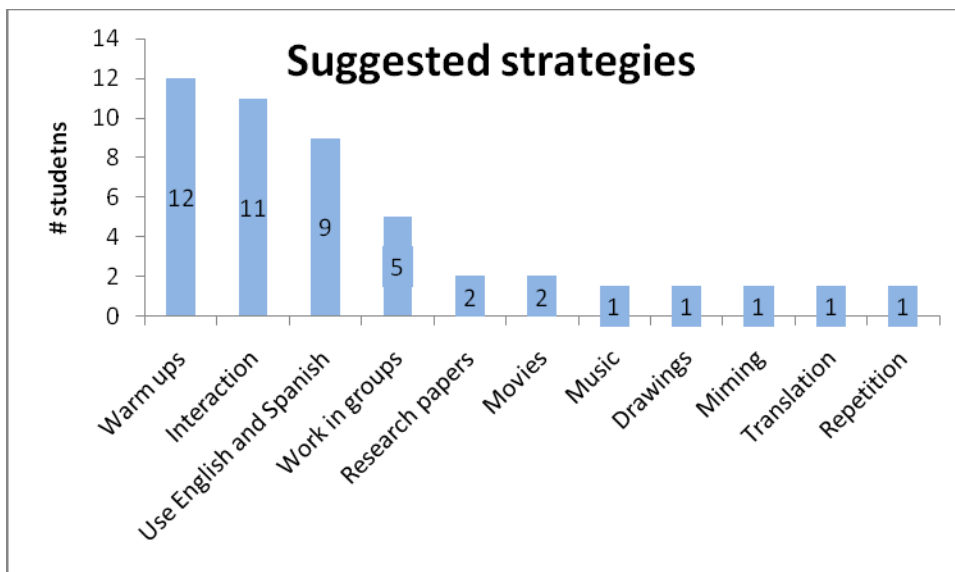


Fig. 20 . Students' interests in different strategies. Source: first questionnaire.

In this question, students gave different responses. 12 of them said they would like their English teacher to use warm ups. 11 students affirmed they would like strategies that promote interaction in the classroom. 9 students wanted their



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teacher to use English and Spanish. 5 students advised the teacher to organize work in groups to accomplish certain tasks. The assignment of research papers and the use of movies were strategies chosen by two students each. The use of music, drawings, miming, translation and repetition were chosen by one student each (see fig. 20).

The sixth course students told me they did not like doing the same activities and working individually all the time; I think that is why they suggested to use strategies such as the use of warm ups, interaction, work in groups, the watching of movies. Also, they did not like any English teacher to use only English in class; they said that if somebody speaks English, they did not understand anything. As a consequence of this fact, they suggested I use English and Spanish, to use drawings, miming and translation in order to help them understand teacher's instructions, commands, tasks from the book, etc.

Most of the strategies suggested for the students were put into practice during the application period; that is why I planned a variety of activities to fit students' interests and needs. Only the strategies that had to do with using English and Spanish in class and translation were not used in any of the classes.

3.2. RESULTS FROM THE PRE-TEST AND THE POST-TEST

The pre-test was applied at the beginning of the school year. This contained items related to the skills of listening, reading and writing, and the sub-skills of grammar and vocabulary. Each skill had 5 difficulties and each difficulty had a value of 0.8 marks. On the other hand, the sub-skills of grammar and vocabulary had 10 difficulties each one and each one had a value of 0.4 marks. The total value of the test was 20 marks. The pre-test was applied at the end of February, 2011. In



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order to visualize much better and compare the results of both, the pre-test and the post-test, the results are presented together.

Table 2 Grades obtained for the students in the pre-test and post-test

SS	LANGUAGE SKILLS										AVERAGE	
	LISTENING		READING		WRITING		GRAMMAR		VOCABULARY			
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	1	3	4	4	0	2	2	3	0	5	5.6	14
2	1	4	3	4	0	1	1	1	1	3	4.8	10
3	0	3	4	4	0	3	3	4	0	2	5.6	13
4	2	3	3	3	2	2	1	1	2	1	8	8
5	0	2	3	3	0	1	1	3	0	5	3.2	11
6	3	5	3	3	2	5	1	4	3	3	9.6	16
7	3	5	4	2	2	5	1	3	2	2	9.6	14
8	1	5	2	3	0	4	3	2	2	2	6.4	13
9	4	4	2	4	0	0	2	2	1	1	7.2	9
10	3	4	2	4	0	5	3	2	2	5	8	16
11	1	5	2	2	0	1	2	1	1	1	4.8	8
12	3	4	1	4	0	0	1	1	2	1	5.6	8
13	3		4		5		2		2		12.8	
14	0	4	1	4	0	1	2	4	1	4	3.2	14
15	2	4	3	3	0	5	2	2	2	2	7.2	13
16	2	4	4	4	5	4	0	2	3	3	11.2	14
17	1	4	3	3	0	3	1	3	1	3	4.8	13
18	4	3	1	2	4	5	3	4	2	3	11.2	14
19	1	4	4	3	0	2	0	2	2	1	5.6	10
20	2	5	3	3	4	5	3	5	2	5	11.2	18
21	3	5	3	2	1	2	2	1	1	3	8	10
22	2	4	2	1	2	3	0	3	1	1	5.6	10
23	2	3	3	3	3	5	3	4	1	4	9.6	15
24	1	5	4	3	0	2	1	1	2	2	6.4	10
25	1	4	3	2	0	0	0	1	1	2	4	7
26	0	4	4	2	0	5	4	3	0	1	6.4	12
27	1	4	2	1	4	5	3	5	2	5	9.6	16
28	0	4	2	3	4	5	3	1	1	1	8	11
29	0	4	3	3	2	5	2	3	1	2	6.4	14
30	1	5	3	3	0	2	4	4	1	1	7.2	12
31	2	3	3	2	0	3	0	3	3	4	6.4	12



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32	3	4	3	2	2	5	2	3	2	4	9.6	14
33	1	5	1	3	0	4	3	2	2	3	5.6	14
34	1	5	3	4	0	3	1	3	1	2	4.8	13
35	3	5	2	3	0	5	2	3	2	3	7.2	15
36	2	5	4	2	4	5	2	3	2	2	11.2	14
37	2	5	2	2	0	4	1	3	3	4	6.4	14
38	3	4	3	3	2	4	1	2	2	2	8.8	12
39	0	5	4	4	0	4	3	2	0	2	5.6	14
40	2	3	3	3	0	5	2	2	1	2	6.4	12
41	4	5	4	5	4	5	4	3	2	3	14.2	17
42	0	5	4	4	0	2	1	2	1	2	4.8	12
43	3	5	3	1	0	0	0	2	0	3	4.8	9
AVER.	1.72	4.19	2.88	2.93	1.2	3.26	1.8	2.57	1.46	2.61	7.2	12.5
PERC.	34.40%	83.80%	57.65%	58.60%	24.15%	65.20%	36.30%	51.40%	29.30%	52.20%	36.00%	62.25%

Source: pre-test and post-test.

In this table, the number of difficulties solved correctly by the students in each skill and sub-skill are presented. The average row presents the corresponding grade each student obtained in the pre-test and in the post-test. These grades are according to the number of difficulties they resolved. In addition, the average row shows the difficulty arithmetic mean solved in each skill and sub-skill, and the last row represents the corresponding percentage.

In the pre-test, the skill that had the highest performance percentage was reading with 57.65%. The listening skill had a performance percentage of 34.4%. The skill with the lowest percentage was writing with 24.15%. Likewise, the vocabulary sub-skill had 29.3%, and the grammar sub-skill had 36.3%. The mark arithmetical mean of the whole class was 7.2 out of 20. This mark represented a performance percentage of 36 %.

On the other hand, in the post-test, the reading skill had a percentage of 58.6%. It is very similar to the one from the pre-test (57.65%). The difference is slightly, it represents an increase of 1.6%. Conversely, the skill that had the highest performance percentage was listening with 83.80 %; it represents 140% more than



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the percentage obtained in the pre-test (34.4%). The rests of the percentages of the skills and sub-skill also improved considerably. The writing percentage was of 65.2% against the 24.15% from the pre-test. The increasing in the percentage of this skill is 170%. Likewise, the vocabulary sub-skill had 52.2%. This sub-skill had a growth of 78 % regarding the percentage of the pre-test (29.30%). Regarding grammar, this sub-skill had a percentage of 62.25 % against 36.3% of the pre-test. The growth in this sub-skill is of 73% (see fig. 21). The mark arithmetical mean of the whole class was 12.5 out of 20. This mark represents a performance percentage of 62.25% of the post-test against 36% of the pre-test (fig. 22). The increase is of 73% over the percentage gotten by the students in the pre-test.

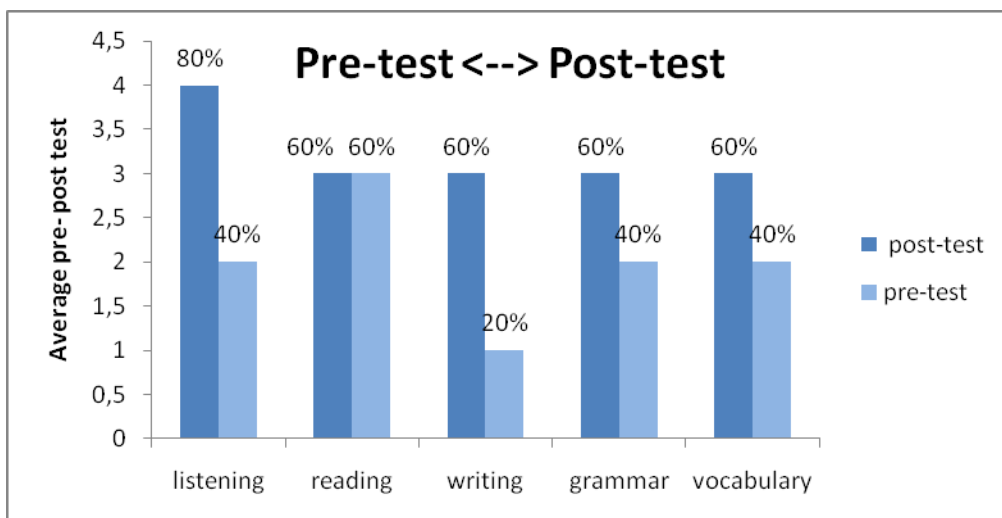


Fig. 21 . Averages from the pre-test and the post-test according to skills and subskills. Sources: pre-test and post-test



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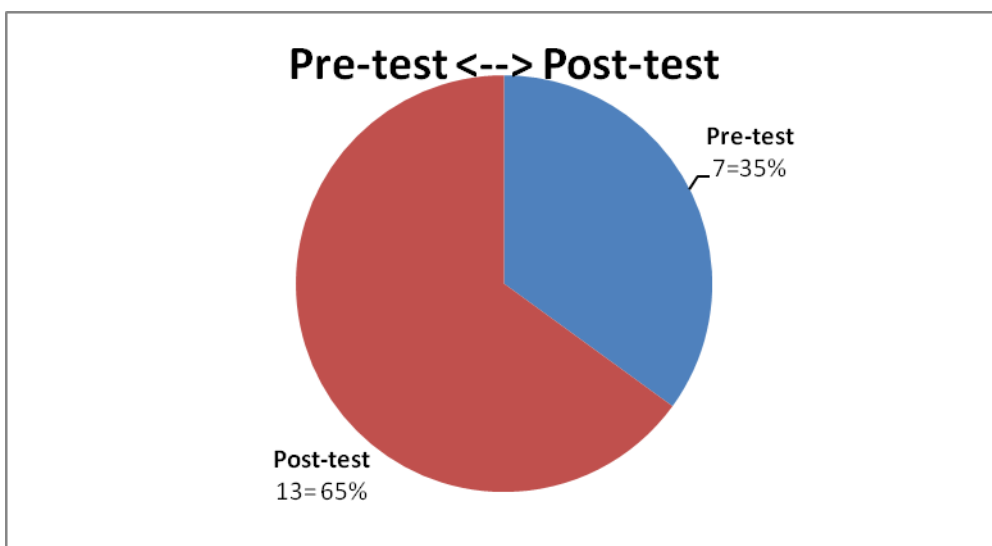


Fig. 22. General averages from the pre-test and post-test. Sources: pre-test and post-tests.

Table 3 Distribution of the Students According to their Marks

Marks	PRE-TEST		POST-TEST	
	# of students	Percentage	# of students	Percentage
0-5	9	21 %	0	0 %
6-10	28	65 %	11	26%
11-15	6	14 %	26	62%
16-20	0	0 %	5	12%

Sources: pre-test and post-test

In the pre-test, 9 students, that are 21 % of them, obtained grades from 3.2 to 5. The lowest grades were 3.2 out of 20, and two students have these grades. The majority of students, that is 28 of them that represents 65 % of the total class, had grades between 6 and 10. Only 6 students, that are 14 % of them, got more than 10 out of 20. The highest grade is 14.2 out of 20 and only one student got it.

On the post-test, nobody got a grade from 0 to 5. 11 students got grades between 8 to 10; 26 students had grades from 11 to 15, and 5 students had grades



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from 16 to 20. The major percentage in the post-test, 62% corresponds to the students who got grades from 11 to 15. Moreover, I consider these figures clearly show how the grades of the students improved.

Table 4 Students who did not solve any difficulty

Skills/Sub-skills	PRE-TEST		POST-TEST	
	# of students	Percentage	# of students	percentage
Writing	26	60 %	4	9 %
Listening	8	19 %	0	0%
Vocabulary	6	14 %	0	0%
Grammar	6	14 %	0	0%
Reading	0	0 %	0	0%

Sources: pre-test and post-test

The difference between the number of students who did not solve any difficulty in the pre-test and post-test was considerable. The percentage was higher in the pre-test. On the contrary, they were only 4 students who did not solve any difficulty in the post-test. When I inquired these four students about the reasons they had for not writing anything in the writing task, a boy told me he was sad because of her girlfriend, another boy said he was also sad because his best friend have just traveled to the USA; a girl, who at that moment looked angry, answered she could not write anything because she did not know what to write, and I knew the other girl was very concerned because four of her relatives died in a car accident two days before the application of the pre-test. Maybe, the fact of not writing anything had to do with how students felt when taking the pre-test. Likewise, I am satisfied by the results. I am aware I worked very hard mainly to enhance the writing skill, and I can affirm I have achieved this goal.



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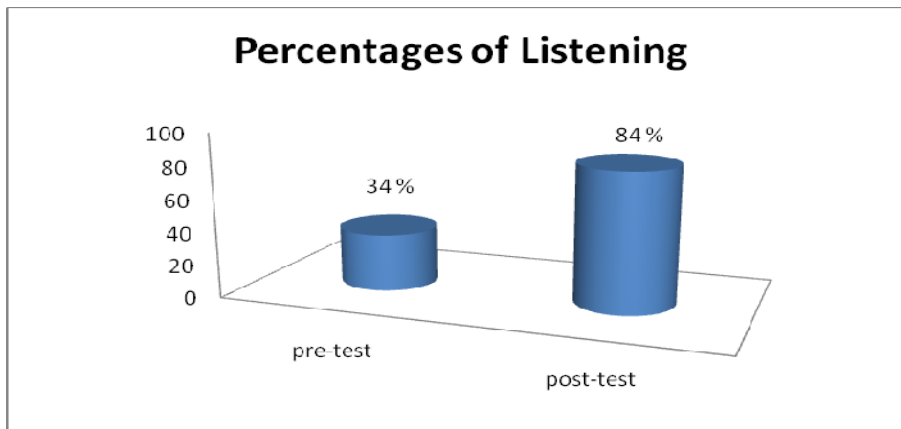


Fig. 23 . Listening percentages in the pre-test and the post-test. Sources: pre-test and post-test

Regarding listening, this involved a task that demanded from the students to listen to a tour operator talking about Carnival Holiday and to get specific information about the options the tour operator recommends such as the place to go, accommodation, number of people, activities to do in the morning and in the evening. In the pre-test, 8 students, that are 19% of them, presented major difficulties when doing this task (see fig. 23). As a consequence, they did not solve any difficulty in this skill. On the post-test all students solved the difficulties efficiently. This fact implies they improved considerably the listening skill.

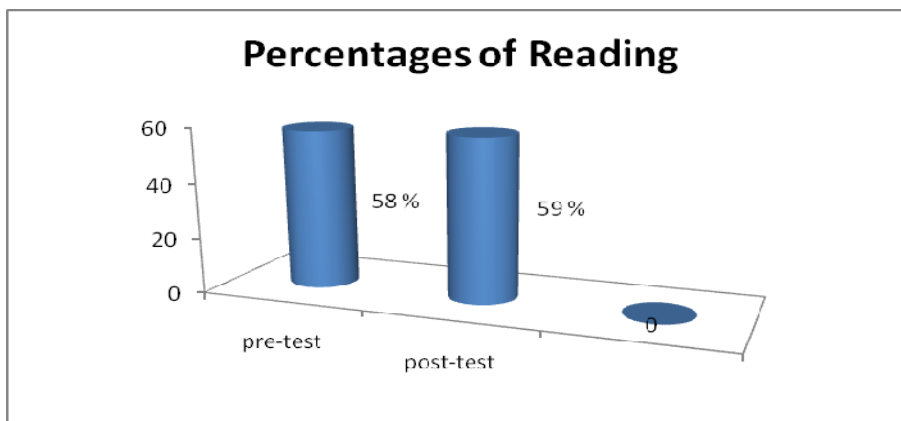


Fig. 24. Reading percentages in the pre-test and the post-test. Sources: pre-test and post-test.



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Concerning reading, the students read a reading adapted from *The Lady or the Tiger*, by Fran Stockton, and they had to find specific information. The average the students got in the pre-test was 11.53, which is a percentage of 57.65 % (see fig.24). Taking into consideration the other averages of the pre-test, it is the highest; I think it is acceptable. Moreover, all the students accomplished this task. Similarly, in the post-test, they got almost the same percentage. Therefore, the sixth course students did not improve this skill. I am aware I did not stressed the performance of this skill neither I taught specific strategies for reading to them.

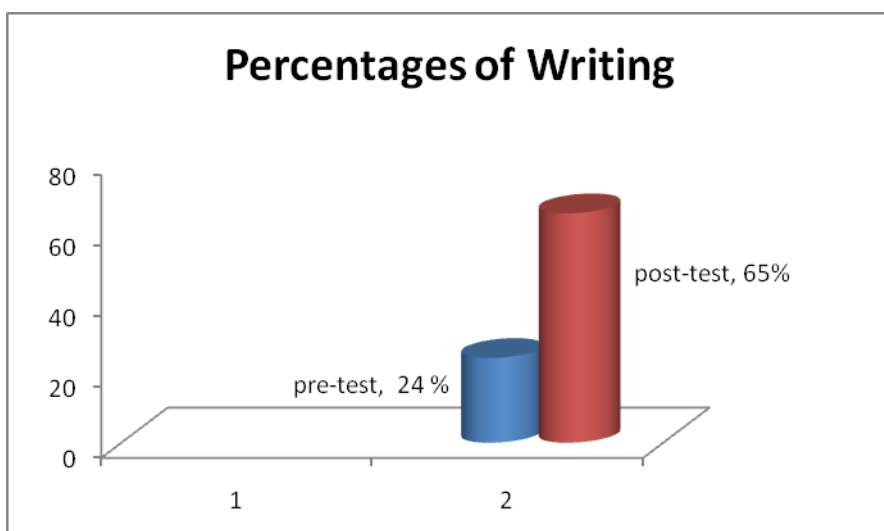


Fig. 25. Writing percentages in the pre-test and the post-test. Source: pre-test and post-test.

The most critical performance of the pre-test has to do with writing. The students were asked to write a short paragraph with personal information (age, family, likes, dislikes, etc). From the 43 students, 26 students, that is 60.4% of them, did not write even a word. The average of the whole class was 4.83 that represent 24.15% (see fig. 25).

Conversely, I am really satisfied by the results obtained in writing in the pre-test. I really worked hard to enhance the performance of this skill. Most of the planned activities and strategies performed in class were focused on it, and I can



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notice the students took advantage of these. At the beginning of the school year, a great percentage of students could not write yet a sentence, and now, they can write sentences and even a short paragraph. Certainly, some mistakes are still there, but I consider they are able to express their ideas in English.

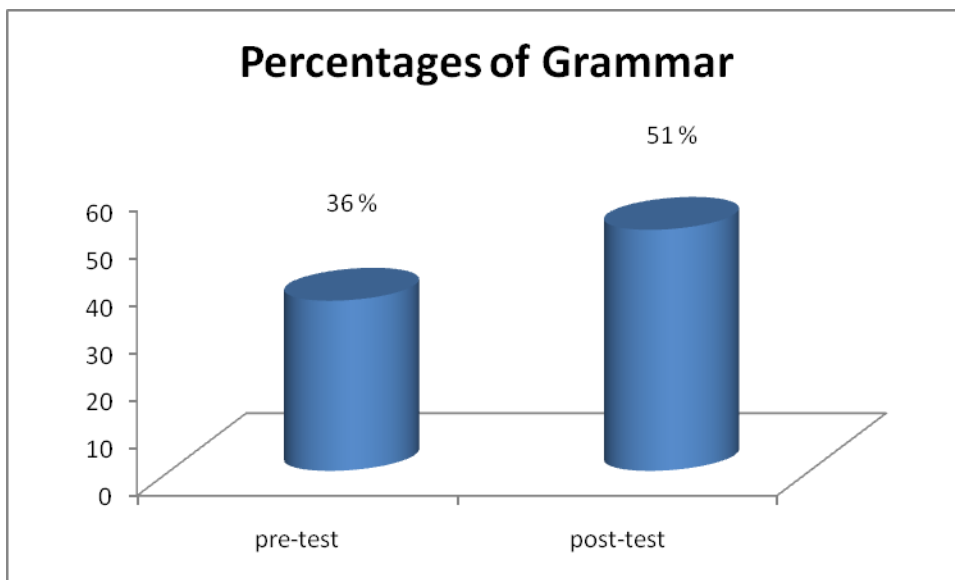


Fig. 26. Grammar percentages in the pre-test and the post-test. Sources: pre-test and post-test.

Regarding Grammar, the students had to fill in the blanks with the right form of the verb in parenthesis. Three short paragraphs, one with five sentences in the present tense, one with four sentences in the past tense and one with a sentence in the future, were given to the students. 6 students did not respond any answer correctly. The average of the class in the pre-test was 7.26 out of 20. The percentage that corresponds to this average is 36.30%. On the contrary, the percentage of the post-test was of 51% (see fig. 26). I believe this increase is worthy taking into consideration the difficulties I faced when teaching this skill. One of the main difficulties to overcome was the fact that the sixth course students use to write in English following the Spanish sentence structure. As a result, when writing, they did not use any noun in English sentences. I adopted a lot of



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strategies in order to make them realize the noun was indispensable in English sentences.

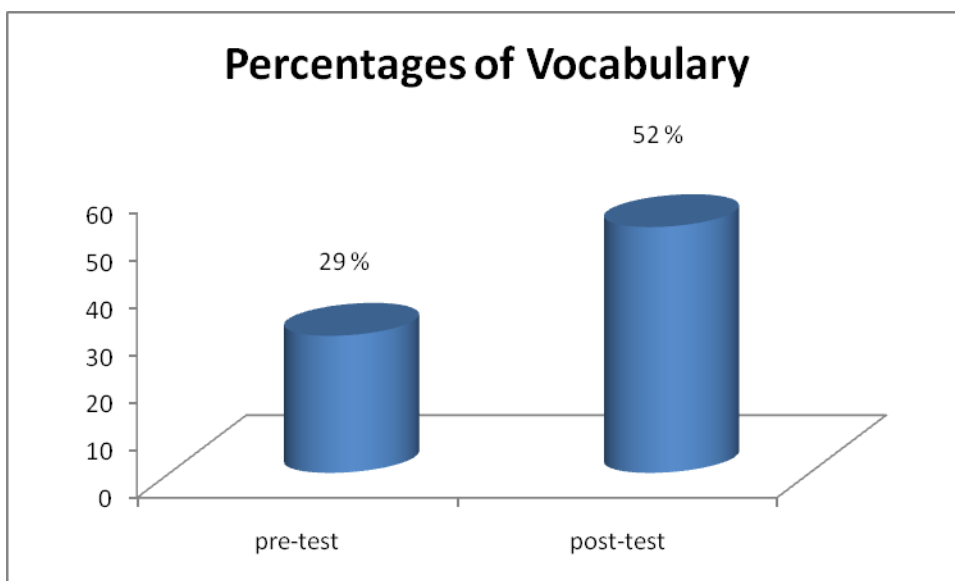


Fig. 27. Vocabulary percentages in the pre-test and the post-test. Sources: pre-test and post-test.

Finally, in the part concerning Vocabulary, the students had to match words with definitions. It was related with words such as teacher, student, write, read, speak, listen, task, classmate, ask, and question. Although these are words that are very common in daily used English, most of the students did not have a proper performance. So, in the pre-test six students got 0 out of 20 grades, and the average of the whole class was 5.86 that correspond to a percentage of 29.30% (see fig. 27).

In the post-test the students had a better performance than in the pre-test. The percentage was of 52 %.

Summing up, the pre-test helped to determine the level of English of the students in the performance of three skills and two sub-skills, and it was really low because they did not accomplish their performances properly. Speaking was not evaluated, nor in the pre-test, neither in the post-test. Regarding this skill, I noticed



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they did not like to speak at the beginning of the school year and this situation has not changed considerably. Usually the same students are asking questions or saying something in English, but an interesting fact is that they love acting out role plays; then what I have done is to take advantage of role plays to encourage the speaking skill.

The average they got in the pre-test from the three skills and two sub-skills evaluated was of 7.2 out of 20 grades that represents 36 %. Likewise, the data from the post-test help to know the percentage of improvement the students reached in the different skills and sub-skills and these are significant. They got 12.5 out of 20 that represents 62.25%.

3.3. RESULTS FROM THE SECOND QUESTIONNAIRE

This questionnaire was applied to the students when the application stage finished. The main purpose of it was to know whether students' attitudes towards English have changed or not, to know which strategies students consider they have learned in order to corroborate information obtained in the post-test and to know whether the different factors that influence motivation positively and that were stressed for me took place in the classroom or did not.

STUDENTS' ATTITUDES TOWARDS ENGLISH

One of the main goals of the research I have carried out has been to motivate students in English classes to make them change their attitudes towards this language. To get information about this issue, I have considered the following statements.



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Table 5. How students consider English

1. How true are the following statements for you?

Totally true for me=6 not at all true for me=1

STATEMENT	Totally true for me			Not at all true for me		
	6	5	4	3	2	1
I like English.	7	11	17	1	2	4
This school year, I have really enjoyed learning English.	13	16	4	6	1	1

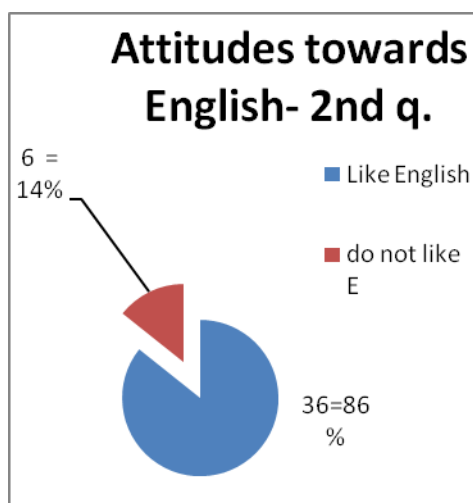


Fig. 28. Percentages of students' attitudes towards English.

Source: second questionnaire.

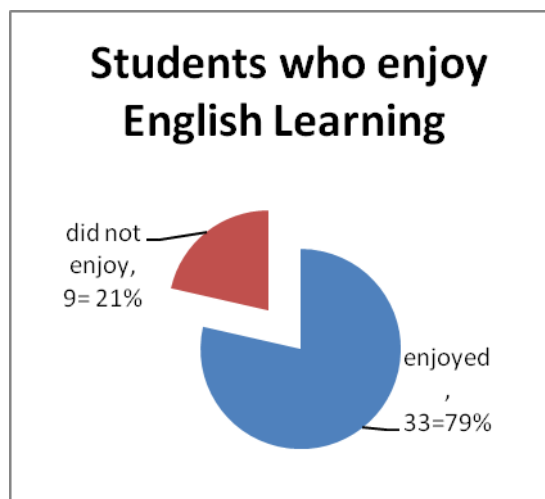


Fig. 29. Percentage of students who enjoy English learning. Source: second questionnaire.

In the pre-test, 44% of the sixth course students answered they did not like English. On the other hand, in the post-test this percentage slowed down and only 14 % of the students affirmed they did not like English (see fig. 28). In addition, 79 % of the students answered they have enjoyed English classes against 21 % who affirmed they have not enjoyed these (see fig. 29). This information allows noticing the attitudes of students towards English have changed. That means one of the goals established in this work has been accomplished.



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FACTORS INFLUENCING POSITIVELY ON MOTIVATION

In the first questionnaire, the sixth course students mentioned a variety of factors they thought were important in students' motivation. Considering this information, I planned a diversity of activities that were applied with these students. The main goal of these activities was to enhance all these factors to increase motivation in the English classes. After the application stage, it was necessary to collect information about the appreciation they have of these factors in order to know whether the planned activities reached the goal set up by me.

How do you consider the English classes?

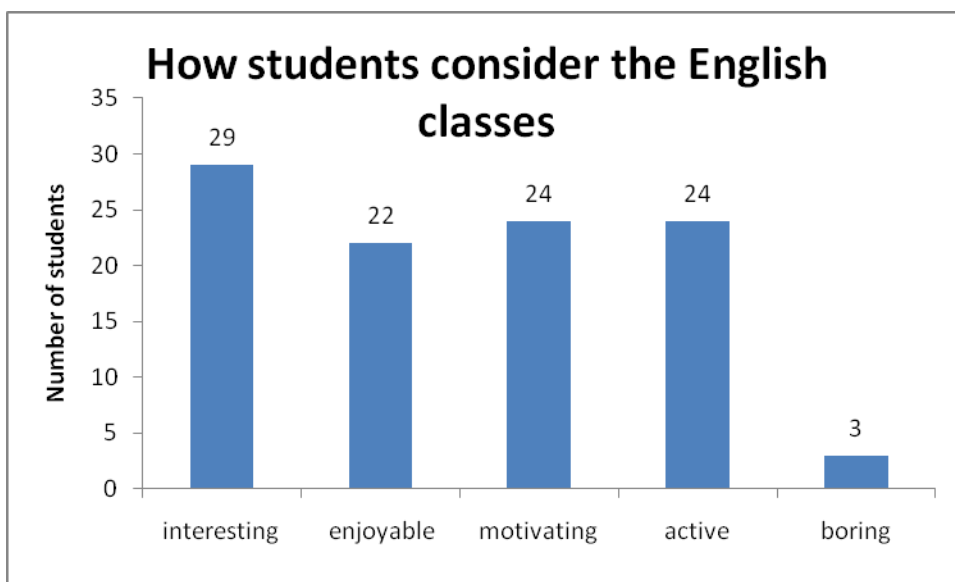


Fig. 30. Appreciation the students have of English classes. Source: second questionnaire.

Most of the students consider the English classes have been interesting, enjoyable, motivating and active. Only 3 students consider these have been boring (see fig. 30). These results confirm English classes this school year have been really different from these students had in previous school years.



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How is the classroom atmosphere in English classes?

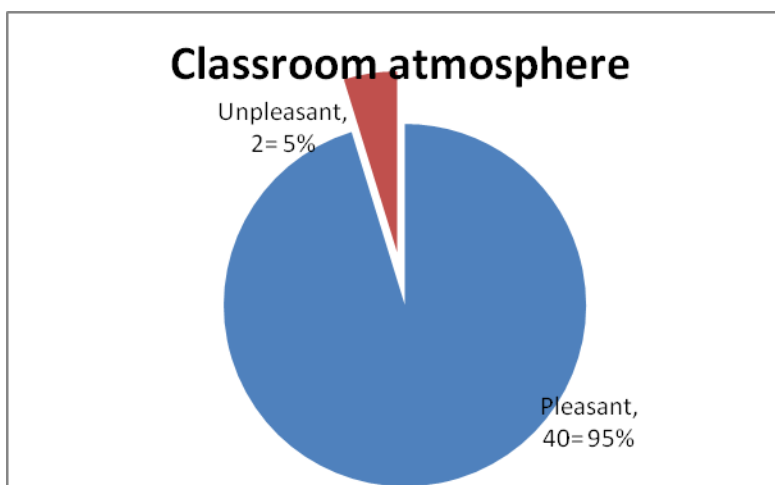


Fig. 31. Appreciation of the classroom atmosphere. Source: second questionnaire.

95 % of students affirmed the classroom atmosphere has been pleasant in English classes (see fig. 31). As a result, this factor has influenced positively on their English performances.

How do you feel in English classes?

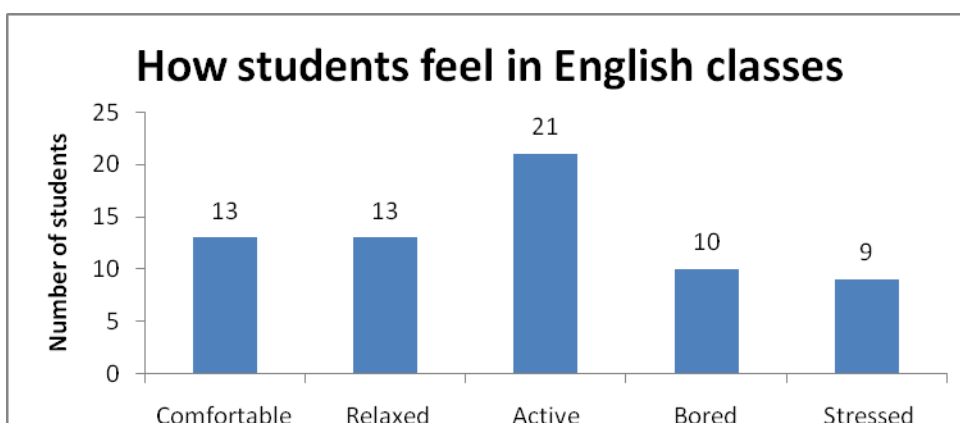


Fig. 32. How they feel in English classes. Source: second questionnaire.



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In this question, some students gave more than one response. The appreciation they had regarding how they felt in English classes was varied. Most of the students considered they felt comfortable, relaxed and active. That is they gave positive answers. In contrast, a minority of students affirmed they felt bored and stressed in English classes (see fig. 32). I think this minority answered that way for the reason sometimes they did not like the activities I planned for them, so they got bored. Also, occasionally, I had to push them to participate actively like the rest of students; as a result, they felt stressed.

How is your English teacher?

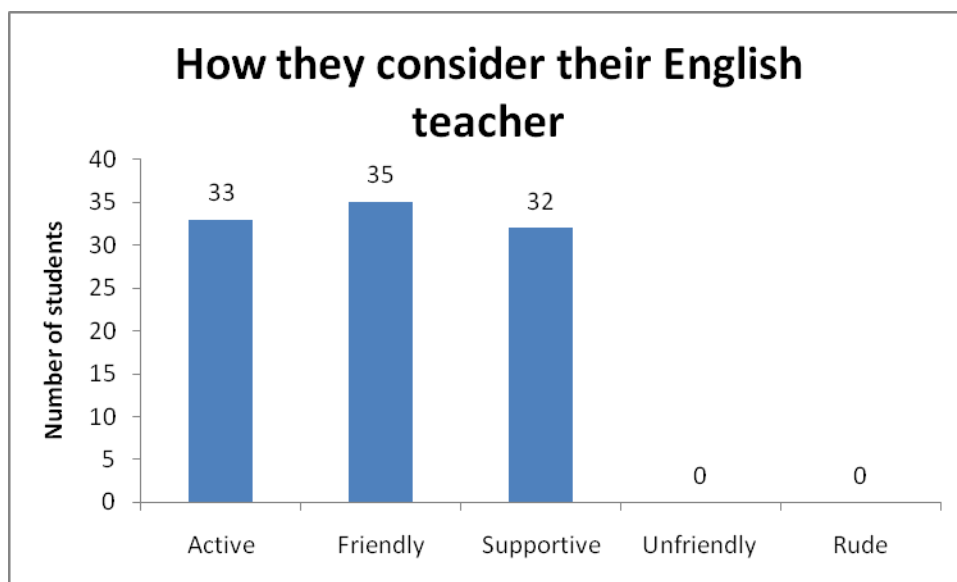


Fig. 33. Appreciation they have of their English teacher. Source: second questionnaire.

None of the students think the teacher has been unfriendly or rude to them (see fig. 33). They have given this information because I have treated them respectfully, with consideration and with affection. I have never called them by the number they have on the record of attendance or last names. I know the names of everyone of them, and I am always worried about what is going on with them. I know this is my duty and I have done this happily.



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How are your classmates?

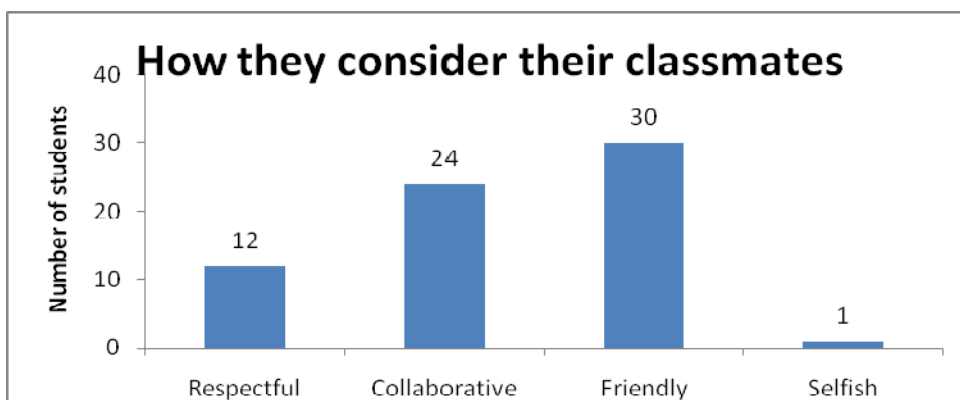


Fig. 34. How they consider their classmates. Source: second questionnaire.

In this question, only one student that represents 2% of the class gave a negative answer about their classmates (see fig. 34). All the rest of students mentioned positive qualities of students' relationship. It think this is because since the beginning of the school year I have encouraged them to work helping, respecting, and collaborating each other. I encouraged them not to fear making mistakes and not to laugh at the mistakes of others because we all make mistakes.

How do you consider the activities you have done in English class?

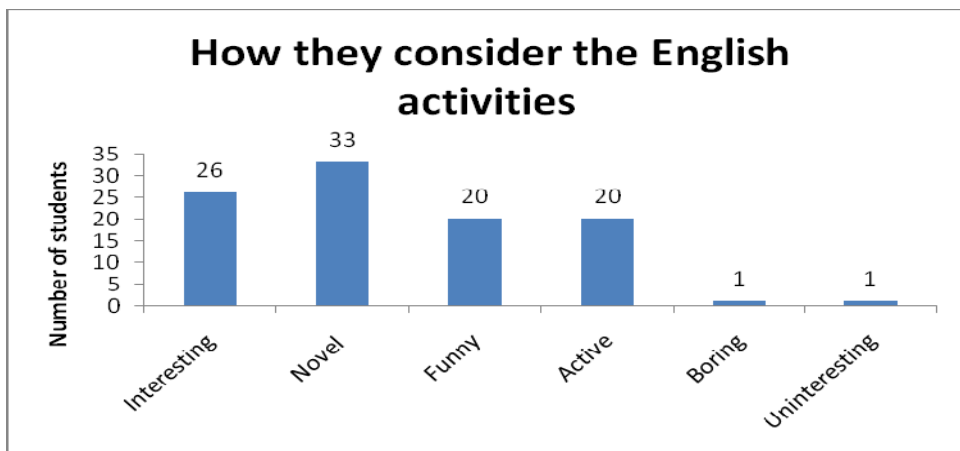


Fig. 35. The appreciation the students have of the activities done in English classes. Source: second questionnaire.



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Most of the students gave more than one answer to this question, and they said the English activities were interesting, novel, enjoyable and active. Only 2% of the students said these were boring and uninteresting (see fig. 35). I have really worked hard to prepare and present the different activities to the students. It did not matter whether these activities were the ones from the mandatory book, equally these were planned to be interesting and active, and I consider I have achieved this goal.

How do you work in English classes?

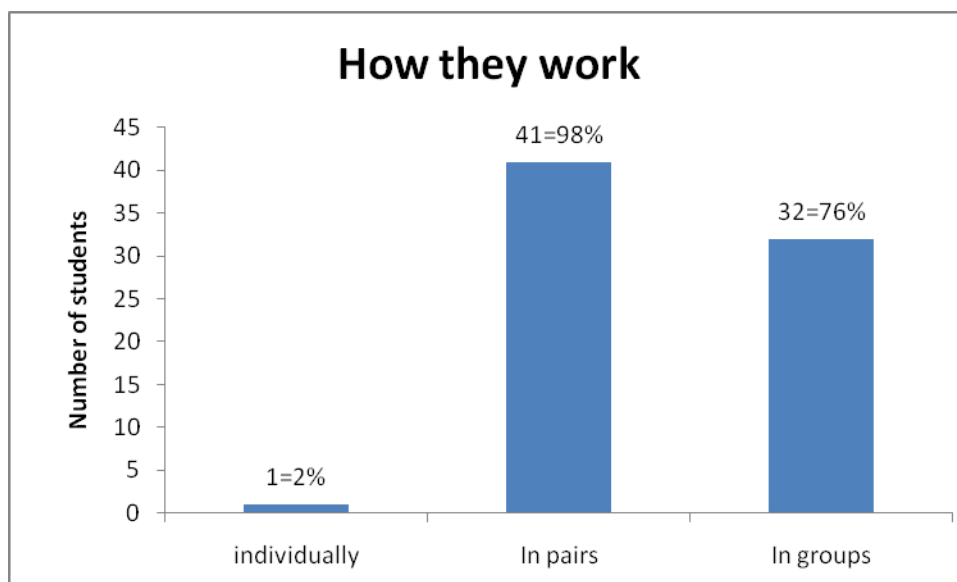


Fig. 36. How students work English classes. Source: second questionnaire.

To this question, the majority of students answered they worked in pairs and in groups, or just in pairs. Only one student answered he or she worked alone (see fig. 36). I do not agree with the answer of this student because I have been observing and monitoring the work students did every class and I noticed and encouraged social interaction in the classroom all the time. I consider the answers of the majority of students are the result of all the strategies I have used to enhance indirect strategies.



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What skills and subskills have you improved?

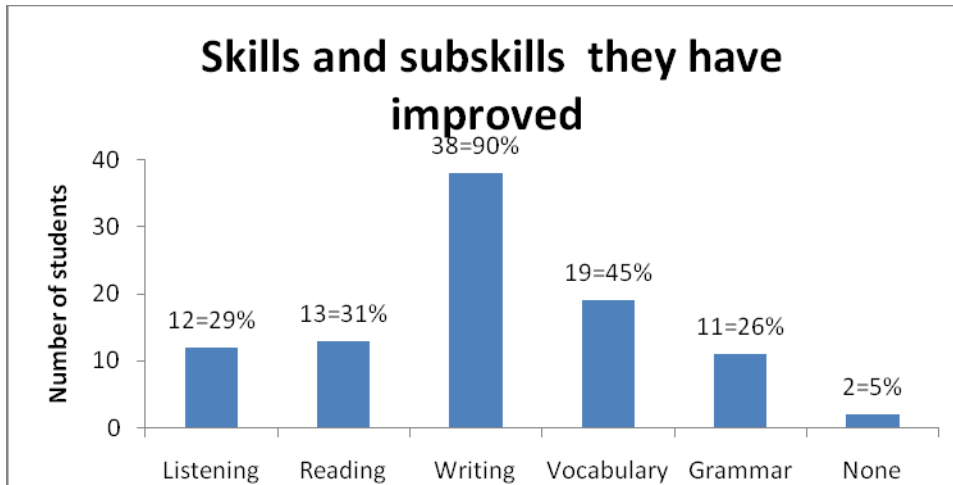


Fig. 37. Appreciation of students about their improvement in the skills and sub-skills. Source: second questionnaire.

To this question, the students gave more than one answer. The higher percentages correspond to writing with 90% and vocabulary with 45% (see fig. 37). I consider these results show how the students took advantage of the strategies I taught them to help improve this skill and sub-skill. Moreover, these results corroborate with the information I got from the pre-test; according to this information, the students improved all the skills and sub-skills.



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Which strategies do you use to learn vocabulary?

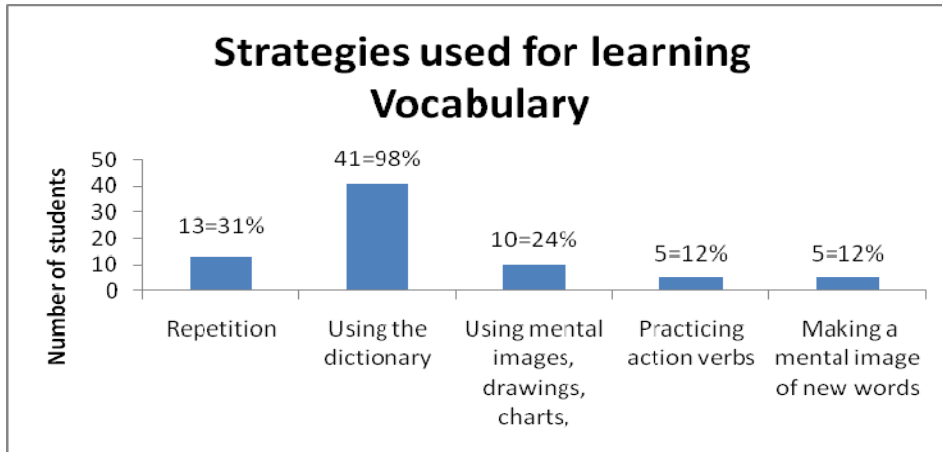


Fig. 38. Strategies used for students in the learning of vocabulary. Source: second questionnaire.

These results clearly show that the sixth course students still use traditional strategies more frequently than new ones (see fig. 38). Although constantly I have encouraged them to put into practice new strategies for learning vocabulary, they have not done that. This probably occurs because these strategies have been the most widely used by them in school years.

Which strategies do you use to learn how to write?

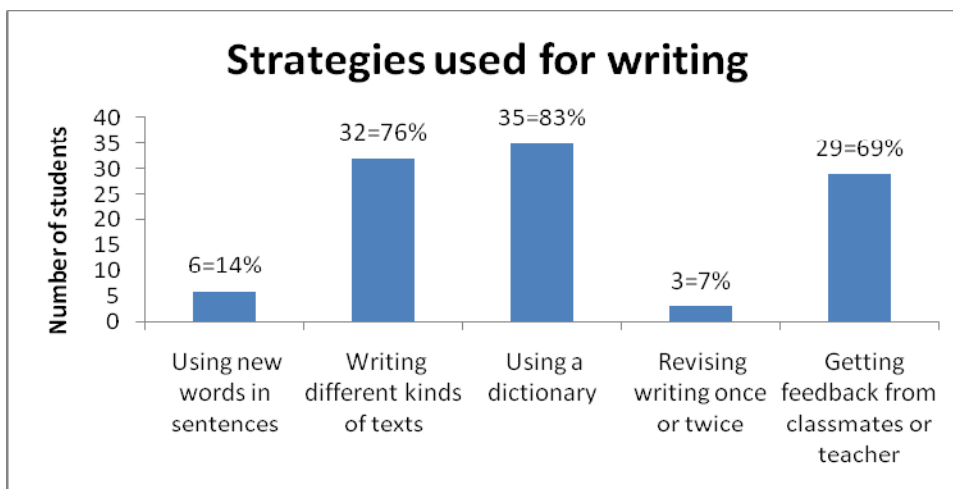


Fig. 39. Strategies used for students in the learning of writing. Source: second questionnaire.



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The strategy most widely used for the sixth course students in writing is a traditional one, like occurs in vocabulary. However, other strategies such as writing different kinds of texts and getting feedback from classmates or from the teacher are considered as good strategies for an extensive amount of them. Regarding the first one, it is a strategy used for 76% of the class (see fig. 39). Certainly, I have enhanced this strategy by making them write short descriptions of themselves, letters to friends, about how they spend different holidays, about their likes and dislikes, etc., and they do like writing and telling some details about them and their families. Concerning feedback, this is a strategy used by 69% of students. I think they like to use this strategy because all the time they work in pairs and in groups and they interact to do any task. In addition, as I am always supporting their performances, they willingly ask me to solve any doubt they have.

Using new words in sentences is a strategy used for 14 % of the class, and revising writing once or twice is the least used strategy with a percentage of 7 %. I would say that these strategies are not used extensively for the students for the reason these are demanding and they do not like doing extra work.

Does the teacher motivate you?

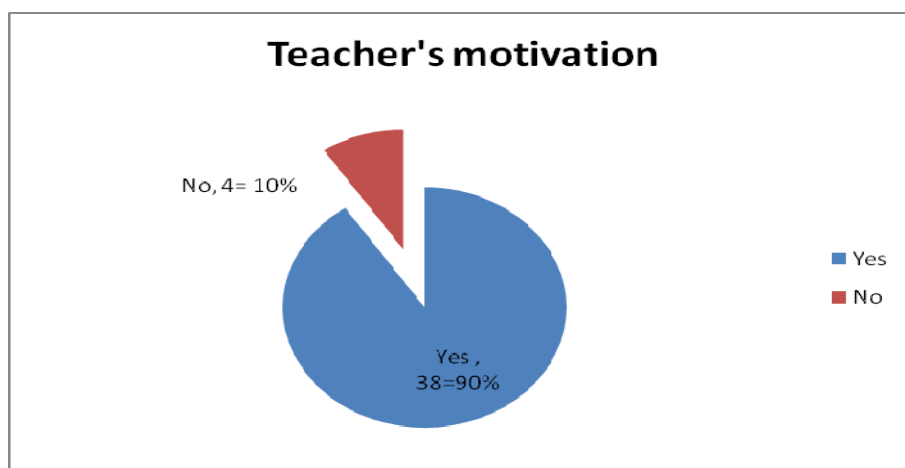


Fig. 40. Students' opinions about teacher's motivation. Source: second questionnaire.



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Regarding teacher's motivation, a high percentage of students, that is 90 % of them, consider the teacher does motivate them. I believe this answer shows the results of the different strategies I adopted to work with them during this school year. A minimum percentage, 4%, answered I do not motivate them (see fig. 40). Maybe, in spite of the efforts I have done to initiate and to sustain motivation in the whole class, these students do not feel motivated by me.

3.4. RESULTS FROM THE PLANNED ACTIVITIES

This research involves the collection of data from different sources. One of these sources is the information obtained from the application of different activities. These activities were planned based on students' interests and needs and its main goal was to enhance motivation in the classroom. The application of the designed activities was planned to last for a period of three months; however, due to disruption of classes, it was necessary to extend the application time. Consequently, the application period was from September 2010 to February 2011. Moreover, these activities were not applied in a specific period of time but from time to time during the application period. In addition, these activities were not presented apart from the activities of the mandatory book but mingled with them. All these activities were applied once a week taking advantage of having two periods of class together or taking advantage of having the library available to use the internet, a TV, and a projector. All of these activities are in annexes.

ACTIVITY 1. This activity has to do with strategies for learning vocabulary and is the first activity I did with the students. As the students did not know the meaning of basic commands, simple instructions or daily used expressions, I asked them to write these on small pieces of cardboard and to paste on the walls of the classroom. This activity was assigned to be done at home and all the students accomplished this activity satisfactorily.



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In addition to writing these instructions and commands, the students and I negotiated some fines that were also written on pieces of cardboard. The fines were charged to the students and the teacher when they chewed gum or their phones rang in English classes, and when they were late for attending English classes. These fines were fulfilled for all the students in the class. Moreover, the establishment of these fines helped me keep discipline in the classroom; students did not chew gum, most of them were on time and cell phones did not disturb my classes. I consider perseverance in the reading of the phrases helped students learn them; then, they did take advantage of reading simple commands, instructions and daily used expressions day after day. Of course, I had to encourage them to do this.

ACTIVITY 2. This activity was done taking advantage of worldwide news such as the miners trapped in Chile. For this activity, the internet was required and I prepared a scenario. This activity was assigned as homework. To accomplish this activity, the exploration of previous knowledge about the situation and the review of vocabulary were done in class. Then the students were asked to work in groups of four to go to the internet and to find out specific information about the topic. The students' answers and opinions were checked and commented in class satisfactorily. All the answers the students gave were correct, surely for the reason that it was a well known fact; however, I could notice that in the written paper most of the groups had the same answers and the same opinions about this fact. This implied only six groups had done homework by themselves, the other ones just had copied the answers.

ACTIVITY 3. Another strategy for learning vocabulary was prepared through Quia shared activities. Also in this activity, the internet was required. The students had to go to the internet to explore a web page given by the teacher and to play some games such as hangman, flashcards, matching, concentration, etc. in which vocabulary of a whole unit was included. When I asked the students whether they



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liked this activity, only 22 students answered yes. The rest of the class said they had problems with the internet; as a consequence they could not access that web page. I tried to show they were wrong; however, when I tried to surf this web page as the students used to do- from the internet available in the library- it was not possible. The required program to surf that web page was not installed in the computers of the library.

ACTIVITY 4. I used to take advantage of certain situations happening in the high school for planning extra-activities. A problem occurred in the high school - there was a party and some students have drunk alcohol. As a consequence, they faced some discipline problems with authorities. Based on this event, I planned this activity. It involved grammar in context and was done in the classroom. Students liked this activity and they accomplish it satisfactorily. They reflected and give advice about right behavior in high school. They were really motivated when doing this activity.

ACTIVITIES 5 AND 6. It was possible to observe that some students whose parents are in the USA brought to the class modern cell phones to show off. Taking into consideration this situation, I planned activities 5 and 6 that include motivational readings. The goal of these activities was to make students realize there are a lot of things whose value is higher than money and to appreciate life. These motivational readings were taken from the internet, and I prepared the tasks to present them.

All the students liked these activities a lot. They gave opinions about the readings and these opinions showed they had understood the message.

ACTIVITIES 7 AND 8. Students liked to go to do any activity in the library of the high school a lot; so, I prepared these activities whose goal was to reinforce listening and we performed them in the library. I selected two mini stories from the internet, and the students could listen and read the scripts of these mini stories and



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perform some tasks. They really enjoyed these activities. I infer they liked these because they involved using other materials than traditional ones such as texts and dictionaries, and also because all the tasks were accomplished in class.

ACTIVITY 9. An increase in the number of people who have gotten the swine flu occurred in the city. Medical personnel came to high school to give a talk to the student on the playground. As a way of reinforcing the talk given by the doctors and nurses, I prepared this activity. I found out some information about this disease from the internet and encouraged the students to perform the tasks. All the students liked this activity and also they could write and talk about swine flu.

ACTIVITY 10. This activity was planned to review vocabulary related to some action verbs and to enhance writing. The sixth course students performed most of the tasks satisfactorily; however, when they got into groups to correct the first draft that their classmates had written, they said the first draft did not present any mistake. I had to help them notice the mistakes the drafts had. In spite of the difficulties they faced to correct their classmates' drafts, they liked making up stories and doing this activity.

ACTIVITY 11. This activity was planned based on an event that occurred in the high school. Some students misbehave when singing the National Anthem and others imitate their behavior. This activity has to do with the value of respect, and its goal was to make students reflect about misbehavior. The reading was taking from the internet, and I create the tasks.

95% of the class liked this activity. Only two students that represent 5% of the students commented they did not like it.

ACTIVITY 12, 13 & 14. As mentioned before, to foster students' motivation, topics from the mandatory book were presented in a different way. I expanded these



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activities because I considered it was possible to take more advantage of them in order to make students express likes, dislikes, opinions or personal points of view.

I selected these topics because they are related to music and students like it a lot. In addition, all the students liked these activities; also they enjoyed going to the library to carry out activity 12 and 13 which contained videos about two songs.

WARM UPS. Regarding warm ups, students really enjoyed doing them. Their former English teachers did not use to start classes with a warm up; that is why it was the first time they started classes by performing a guessing game, repeating a rhyme or a tongue twister or playing any game. I can affirm they liked warm ups because when practicing them, they laughed, they enjoyed; they made noise and had fun.

ACTIVITIES TAKEN FROM THE INTERNET. Taking advantage of some web sites which include interesting activities for students, I selected some activities to be done with my students. These activities were planned for enhancing vocabulary acquisition and others for enhancing writing. Some of them were done in class and others were assigned as homework. Again, they performed by themselves the activities we did in class, but a considerable number of students did not do homework, but they just copied what some of their classmates had done.

Summing up, most of the students did not like the activities I planned for them whose accomplishment implied they had to surf the web to solve the tasks by themselves either individually or in groups. On the other hand, they liked the rest of the activities in the following order: first, activities performed in the library with teacher's guidance; second, activities I prepared for them to be done in class and finally, activities from the mandatory book.

Once, when I had to present a topic from the book after presenting an extra activity, they complained. I had to explain them we were going to do both activities,



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from the mandatory book and extra ones, and they stopped complaining. Although I performed every class motivating them all the time, I noticed they were more motivated when we did extra-activities than when we did activities from the mandatory book. At the end, I concluded they liked more the extra-activities because when I asked them whether they would like to do only the activities of the mandatory book, 98 % of the students answered no (see fig. 41). Maybe, they would have liked more the activities of the mandatory book if these would have been presented differently. Certainly, when I modified the three lessons from the book, they enjoyed them to a great extent and accomplished the performances satisfactorily.

Would you like to do only the activities of the mandatory book?

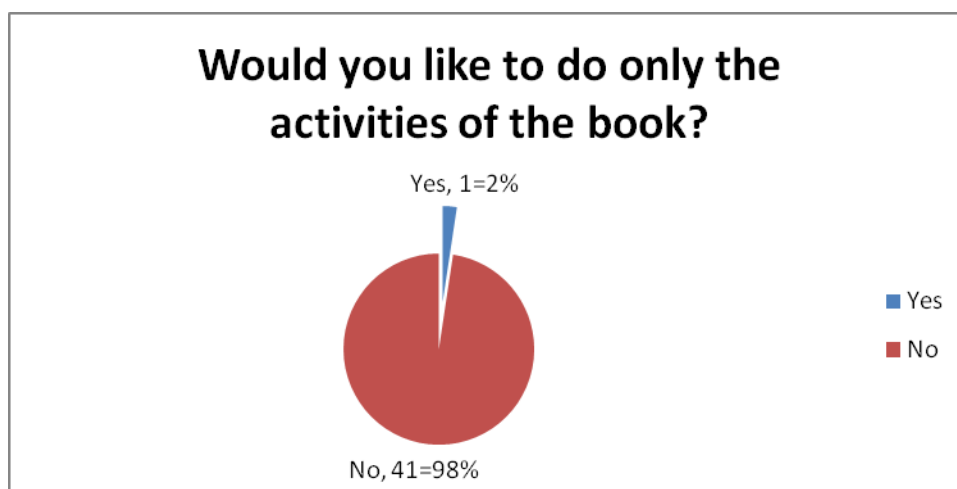


Fig. 41. Students' opinions about the activities of the book. Source: planned activities.

After presenting all the results and interpreting them, I have noticed that the strategies I put into practice with the sixth course students for a period of four months have allowed me accomplish most of the goals of this work.

One of my major goals was to motivate students and I can affirm I have achieved this goal by using different strategies. Certainly, not all the strategies were efficient; for instance, they did not like the activities they had to perform using



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the internet; however, the majority of activities motivated and helped them improve the writing skill and the vocabulary sub-skill.

In addition, I consider the majors achievements of this work have been the improvement of the writing skill and the change of attitudes regarding the learning of English. These achievements have directly influenced the students' English performances. That is why their grades in this subject and, consequently, their English level has increased, as the results from the pre-test show. Summing up, the results obtained from this work demonstrate that the strategies used with the sixth course students have worked efficiently; these strategies have leaded to the accomplishment of the goals of this research.



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CONCLUSIONS

When carrying out research, investigators make a diagnosis of a situation and after that, they focus on a certain problem, look for possible solutions and adopt specific strategies to prove whether the solutions they have established work or not. This process involves a hard task and finishing it means achieving an objective that allows them realize different aspects related to the hypothesis and the goals established at the beginning of the research. They can notice whether the hypothesis has been proved or not, and consequently, whether the goals of the work have been accomplished.

When I started working with the sixth course students at “Carlos Cueva T.” high school, through direct classroom observation, and after collecting data from a pre-test and a questionnaire, I could notice these students were not motivated to learn English and also that the level of English they had was very low. Then, I adopted certain strategies whose main goal was to make students change their attitudes towards English and, consequently, improve their English level. After doing the intervention, analyzing and interpreting the collected data, I determined the following conclusions:

1. It is very important to make a diagnosis of a situation in order to identify the problem and establish the appropriate strategies to solve it. In this case, once I identified the problem my students faced in the learning of English, I considered it was necessary to adopt some strategies. The strategies I put into practice were the emphasis on motivation, the teaching of learning strategies and the stress on indirect strategies. These strategies did help me achieve the goal of this work.
2. The adoption of strategies for improving the learning process must be based on students' interests and needs. This implies considering the students as the centre of the educational process. All the strategies I tried with the sixth course students



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were planned considering what students needed to learn and what they wanted to learn.

3. Another important conclusion I have set up after doing my investigation is that motivation is a very important factor that positively influences language learning. Also, motivation does not occur in isolation but it is related with other factors that are part of the educational context such as the teacher, students, classroom atmosphere, planning, materials, learning strategies, indirect strategies, etc. The teacher is an active actor in the educational process whose duty is to initiate motivation but also to sustain it along the complete learning process. The teacher can enhance motivation by promoting respect, collaboration, solidarity among students in order to provide a pleasant classroom atmosphere for them. Moreover, the teacher has to plan based on students' interests and needs; she or he has to provide materials and activities that are motivating for students; she or he has to teach students the strategies they need to learn or the ones they want to learn to improve the learning of the foreign language; and he or she has to encourage the application of indirect strategies in the classroom to support interaction.

Therefore, regarding this work, all the strategies adopted to help students improve their English level revolved around motivation and these strategies did positively influence the students' attitudes towards English and the improvement of their English performance. As the data obtained from different sources confirm, at the end of the intervention period, students changed their attitude towards English. They learned how to write in English, and they also learned a considerable amount of words. That means students improved their writing skill and vocabulary sub-skill. This improvement was one of the goals of this work. Certainly, if motivation is positive and encourages the enhancement of students' performances, then this motivation causes a change of attitude of students towards English, which, in turn, produces an improvement in their performances. So, the enhancement of motivation was one of the major strategies I emphasized in my work.



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4. In the learning process factors such as motivation, learning strategies and indirect strategies are interrelated. If students learn certain learning strategies, they feel motivated; and if they feel motivated, they use the learning strategies better; and as a result, their performance is more efficient. In other words, motivation and the use of learning strategies are enhanced when indirect strategies are stressed in the classroom. Therefore, the learning process is improved when motivation, learning strategies and indirect strategies are considered.

5. I consider all the strategies I adopted were really necessary to face the problem my students had, and they positively influenced and helped me solve it; of course, the goal was not achieved 100% but the percentage obtained and the results were really acceptable. In my opinion, for my students this research has been really useful.

In conclusion, this investigation proves that the strategies adopted by the teacher helped solve the problem identified at the beginning of the research. The sixth course students changed their attitudes towards English, and they improved their English level. Besides this goal was achieved emphasizing really important factors that are involved in the educational process such as materials, activities, classroom atmosphere, interaction, motivation, learning strategies, indirect strategies, among others. From this group of factors, the most important one considered in this work and that was enhanced during all the application period was motivation.



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RECOMMENDATIONS

After finishing my research, I dare to give some recommendations for teachers based on the results of this work.

All teachers must be aware that one of the major duties as professionals is to care about the student in educational practices. Certainly, all the educational processes must be focused on the student. Then, before planning, teachers should concentrate on the way students learn, the problems they face in this process, the needs and the interests they have, in order to adopt the right strategies that help them overcome their difficulties. After applying the adopted strategies, it is necessary to evaluate the results, to reflect about them before new planning.

I consider that most public teachers at high schools face the same difficulties in English classes: students are not motivated to learn English and their English performances are not acceptable; therefore, teachers have to look for effective strategies to enhance the learning of the target language. After finishing my research, I concluded that one of the most efficient strategies is the enhancement of motivation. Certainly, motivation influences positively on students' performances; then, motivation should not only be initiated but also sustained. Moreover, teachers must be aware that motivation does not depend just on the text or in the materials available in an institution, but there are a lot of factors such as the teacher, the activities, the materials, the learning strategies, interaction, etc, that are interrelated with it.

Most public school English teachers only work with mandatory textbooks and dictionaries, and not all public high schools have the availability of technology or modern labs; as a result, educational process can be still traditional. However, we as teachers can change traditional learning processes into modern ones. Certainly, we can bring a variety of extra- activities for the students, or we can present the same activities from the book more efficiently. With effort and patient



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we can do this, and also we can make students active participants in the educational process. In this process, we do not have to pretend to be teachers who know everything, but we have to be guides and facilitators who are able to support students at any time.

The strategies I adopted were used with the sixth course students at Carlos Cueva Tamariz high school. I consider that these strategies can be adapted to be applied in any other class of a public high school where the same mandatory text is employed.

Finally, it is worthy to mention that if teachers cannot attend workshops or seminars, they can get together in high schools to do planning collaboratively and to reflect on their performances, as part of training activities. Therefore, sharing teaching experiences with colleagues is a useful tool for improving our routines as teachers.

Summarizing, there are many options we as teachers can choose in order to help our students in the learning of the English language; and definitely, it is in teachers' hands to look for the right strategies to help them learn the target language efficiently.



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ANEXOS



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ENGLISH PRE-TEST

CLASS: _____

NAME: _____ **DATE:** _____

1. LISTENING

Listen to the tour operator talking about Carnival Holiday. Select the options she recommends for the following: (Taken from Examen Nacional de Inglés para Tercer Año de Bachillerato -2010)

1. Place to go
A. Esmeraldas B. Atacames C. Mompiche D. Same
2. Accommodation
A. A four star hotel B. a 3 star hotel C. a 2 star hotel D. a hostel
3. Number of people
A. 15 people B. 55 people C. 5 people D. 50 people
4. Activities in the morning
A. surfing B. fishing C. swimming D. walking
5. Activities in the evening
A. dance B. sleep C. play cards D. have a campfire

2. READING

Read and answer the following questions.

When all the people had assembled, the king, surrounded by his court, gave a signal. Then a door beneath him opened, and the accused man stepped out into the arena. Directly opposite him were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial to walk directly to these doors and open one of them. He could open either door he pleased; he was subject to no guidance or influence but that of impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be found, which immediately sprang upon him and tore him to pieces as a punishment for his guilt. But, if the accused person opened the other door, out of it came a beautiful lady, and to this lady he was immediately married, as a reward of his innocence. This was the king's method of administering justice. Its perfect fairness is obvious. The criminal could not know out of which door would come the lady; he opened either he pleased, without having the slightest idea whether, in the next instant, he was to be devoured or married. So the accused person was instantly punished if guilty, and, if innocent, he was rewarded on the spot.

(Adapted from The Lady or the Tiger by Frank Stockton)



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1. How many doors could the person choose from?
a.1 b.2 c. 3 d.4
2. The main purpose of the custom discussed was
a) entertainment.
b) justice.
c) religious observation.
d) to get money.
3. Who decided which door was to be opened?
a) the criminal
b) the people in the arena
c) the king
d) the lady
4. The word assembled in the first sentence means
a) lifted
b) gathered
c) expected
d) opened
5. The word innocent in the last sentence means
a) not happy
b) not angry
c) not usual
d) not guilty

3. WRITING: Write a paragraph about yourself. (age, family, likes, dislikes, etc)



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4. GRAMMAR:

Fill in the blanks with the correct form of the verb in parenthesis.

At the present, George _____(be) a student. He _____(live) in a small town. He and his sister _____(study) in a high school near their house. His father _____(work) in a factory. His mother _____(be) a housewife.

Last vacation, George and his family _____(go) to the beach. There, they _____(have) a good time. They _____(travel) in a boat. Also, they _____(eat) shrimps and crabs.

Next year, George _____(study) in the University.

5. VOCABULARY

Match the words with the definitions:

- a. Teacher 1 _____ to make marks on a surface using a pen, pencil or keyboard
- b. Student 2 _____ to say words, to have a conversation with someone
- c. Write 3 _____ a piece of work to be done, especially one done regularly,
- d. Read 4 _____ to put a question to someone, or to request an answer from someone
- e. Speak 5 _____ a person who is learning at a school, college or university,
- f. Listen 6 _____ someone whose job is to teach in a school or college
- g. Task 7 _____ to look at words or symbols and understand what they mean
- h. Classmate 8 _____ to give attention to someone or something in order to hear them
- i. Ask 9 _____ someone who is in the same class as you at school
- j. Question 10 _____ a sentence or phrase used to find out information



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TEST KEYS

1. LISTENING

Listen to the tour operator talking about Carnival Holiday. Select the options she recommends.

An excellent option for this Carnival Holiday is to go to Mompiche. It is a beautiful beach to the south of Atacames. We suggest traveling by bus and arriving in Mompiche in the morning. We offer a three-star hotel which is clean and comfortable. We can accommodate up to fifty people. In the mornings, tourists can go surfing and in the evenings, the beach is an excellent place to have a campfire and sing. We recommend visiting Mompiche in February.

KEY:

1. LISTENING

1/C 2/B 3/D 4/A 5/D

2. READING

1/B 2/B 3/A 4/B 5/D

3. WRITING

A possible production model:

My name is Juan Abad. I am 17 years old. I study at Carlos Cueva T. high school. I live in Sayausí. My father is a mason. My mother is a housewife. I have two brothers and three sisters. In my free time, I like to play football with my friends. I do not like studying English.

4. GRAMMAR

Is, lives, study, work, is

Went, had, traveled, ate,

Will study

5. VOCABULARY

A/6 B/5 C/1 D/7 E/2 F/8 G/3 H/9 I/4 J/10



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QUESTIONNAIRE 1

Por favor conteste el siguiente cuestionario cuya finalidad es conocer sus opiniones acerca de la enseñanza de Inglés. No es necesario que escriba su nombre.

INFORMACION PERSONAL

Edad: _____ Sexo: F ____ M ____

1. Vive con sus padres (papá y mamá): SI ____ NO ____

Si su respuesta es negativa, indique si vive solo o con quién vive:

2. Por qué vive solo o por qué vive con otras personas que no son su papá o su mamá?

3.Cuál es la profesión: de su papá _____ de su mamá: _____

4. Le gusta estudiar Inglés? SI ____ NO ____

5. Por qué le gusta o por qué no le gusta estudiar Inglés?

6. Considera que el Inglés es una materia importante? Si ____ No ____ Por qué? _____

7. Piensa que el Inglés le va a servir en su futuro? Si ____ No ____ Por qué? _____

8. Le gusta el libro con el que se trabaja en las clases de Inglés? Si ____ No ____ Otra opinión _____



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ORIENTACIÓN:

Señale con una X la opción o las opciones con las que usted esté de acuerdo:

9. Estudio Inglés porque:

Es una materia que tengo que aprobar para pasar el año. _____

Voy a viajar a un país de habla inglesa como los Estados Unidos. _____

Otras razones: _____

DIAGNÓSTICO

10. Considera que la mayoría de clases de Inglés que usted ha tenido han sido:

Interesantes _____ aburridas _____ difíciles _____ otra opinión: _____

11. El libro OWTE es: aburrido _____ interesante _____

el vocabulario del libro es: complicado _____ fácil _____

Las lecturas del libro son: difíciles de entender _____ fáciles de entender _____

Las actividades del libro son: muy repetitivas (las mismas todo el tiempo) _____ son muy dinámicas _____

Los temas del libro son: interesantes _____ aburridos _____

12. Mis profesores de Inglés han sido

aburridos _____ activos _____ malhumorados _____ monótonos _____ otra opinión _____



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ESTRATEGIAS

Señale con una X la opción o las opciones con las que usted esté de acuerdo:

13. En general, qué estrategias utiliza para mejorar su aprendizaje de inglés?:

Escucha canciones en inglés_____ Lee lecturas en inglés_____ Mira películas en inglés_____ Ninguna_____ Otras:_____

14. En clases de inglés, en años anteriores:

Hacía los deberes usted mismo _____

Copiaba los deberes de un compañero_____

Preguntaba a la profesora cuando no entendía algo_____

Preguntaba a un compañero_____

Trabajaba solo_____ Trabajaba en parejas_____ Trabajaba en grupos_____

Utilizaba el diccionario_____ Practicaba conversaciones en inglés con un compañero_____

Hacían otras actividades diferentes a las del libro_____

La profesora la mayor parte del tiempo hablaba: español _____ inglés_____

INTERESES Y NECESIDADES DE LOS ESTUDIANTES

15. Qué destreza le gustaría mejorar en el aprendizaje de Inglés este año lectivo?:

Vocabulario_____ Gramática_____ Escritura
(Writing)_____ Lectura (Reading)_____ Escuchar (Listening)_____
Hablar (Speaking)_____ Ninguna_____



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16. Considera que el aprender Inglés es:

Fácil _____ Muy fácil _____ Un poco difícil _____ Bastante Difícil _____ Otra apreciación: _____

17. Asigne un número a los siguientes factores según la importancia que para usted tengan éstos en la enseñanza del Inglés:

1. Muy importante 2. Más o menos importante 3. Poco importante
4. Ninguna importancia

	1	2	3	4
Ambiente agradable en el aula				
Respeto entre compañeros				
Motivación por parte de la profesora				
Participación de los estudiantes en clase				
Que la profesora sea activa				
Colaboración de los alumnos				
Llevarse bien con los compañeros				
Trabajos en grupo				
Que la profesora sea amigable				
Que los temas sean interesantes				
Que sólo se estudie el libro OWTE # 6				
Que se revisen temas y actividades diferentes a las del libro				

18. Qué temas le gustaría revisar a parte de los del libro:

19. Qué actividades o estrategias le aconsejaría utilizar a la profesora en clases:

20. Prefiere que la profesora hable en Inglés o en español? Por qué?



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QUESTIONNAIRE 2

Please fill in this questionnaire whose goal is to know your experience and opinions about the learning of English during this school year. Do not write your name in this questionnaire.

STUDENTS ATTITUDES TOWARDS ENGLISH

1. How true are the following statements for you?

Totally true for me=6 not at all true for me=1

STATEMENT	Totally true for me			Not at all true for me		
	6	5	4	3	2	1
I like English.						
This school year, I have really enjoyed learning English.						
I like English culture.						
I like my English teacher to point out my mistakes.						
I intend to continue studying English in the future.						
I like my teacher to speak only English in class.						
I really like the activities we have done in class.						
I prefer doing assignments in class than at home.						

FACTORS INFLUENCING ENGLISH LEARNING

2. Tick your opinion about the different factors related to English classes in this school year.

The English classes have been _____

Interesting	
Enjoyable	
Motivating	
Active	
Boring	
Serious	



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The class atmosphere has been _____

Pleasant	
Unpleasant	

During English classes, I have felt

Comfortable	
Relaxed	
Active	
Bored	
Stressed	

The teacher has been _____

Active	
Friendly	
Supportive	
Unfriendly	
Rude	

The classmates have been _____

Respectful	
Collaborative	
Friendly	
Selfish	

The activities we have done in English classes have been _____

Interesting	
Novel (new)	
Enjoyable	
Active	
Boring	
Uninteresting	

Which activities do you like more?

Activities from the mandatory book	
Activities the teacher brings for us	

STRATEGIES

I consider I have improved in _____

Listening	
Reading	



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Writing	
Vocabulary	
Grammar	
None	

The strategies I have used to learn vocabulary are

Repetition	
Using the dictionary-Translation	
Using mental images, drawings, charts,	
Practicing action verbs	
Making a mental image of new words	

The strategies I have used to improve writing are

Using new words in sentences	
Writing different kinds of texts	
Using a dictionary	
Revising writing once or twice	
Getting feedback from classmates or teacher	

Most of the time I have worked _____

individually	
In pairs	
In groups	

Tick true or false:

Now, I look up words in a dictionary more efficiently than before.

True: ____ **False:** ____

I would like to study only the activities from the mandatory book.

True: ____ **False:** ____

I think that motivation is very important in English classes.

True ____ **False:** ____

The English teacher has motivated us all the time.

True: ____ **False:** ____

What are you going to do after finishing secondary school?

Study at the university	
To work	
To travel	



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ACTIVITIES

ACTIVITY 1

DAILY USED PHRASES AND COMMANDS

Write the phrase or command on a piece of cardboard. If it is possible, draw it. Bring tape to paste it on the walls of the classroom.

What do we have to do in this task?	Try to answer my questions.
Did you understand what I said?	It's time to begin, please stop talking.
Do you want me to repeat again?	Did you finish?
Do you have any question?	Who knows the answer?
You've got to be kidding!	It doesn't matter!
I think you're wrong on this.	I am kidding.
Great idea!	Can you repeat that, please?
Be quiet!	Do not bother me.
I hope to see you soon.	Keep in touch!
It was nice meeting you.	Nice seeing you!
How are you doing?	How's everything going?
I trust that everything is well.	Will you do me a favor?
Don't worry!	May I have permission?
Thank you very much!	You are welcome.
How was your weekend?	It was lovely.
It was terrible.	It was nice.
Who is missing today?	Sorry about that.
Pass back these sheets/handouts.	It won't happen again



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What are we going to do now?	Wow!
Read this out loud.	Speak louder.
What does "....." mean?	How do you say "....." in English?
How do you pronounce "....."?	How do you spell "....."?
Write on the board, please.	Good job today
Your phone rings, you pay 25 cents.	You chew gum, you pay 10 cents.
You are late, you pay 10 cents.	
Excuse me !	Sorry, ...It's my fault !
Please, raise your hand if you don't understand !	Now, I'm going to ask you some questions.
Good bye !	I hope to see you soon !
Have a nice weekend / day / evening / time !	See you next week / tomorrow.
How are you doing?	I trust that everything is well.
It is a sunny / cold day ! isn't it?	Really ?
The weather is...	
Take a shower. (drawing)	Have breakfast. (drawing)
Make the bed. (drawing)	Go to the bed. (drawing)
Brush your teeth. (drawing)	Go to sleep. (drawing)
Exercise. (drawing)	Wake up. (drawing)
Get dressed. (drawing)	



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ACTIVITY 2 SOLVING A CURRENT PROBLEM

1. Look at the picture. Tell your teacher your ideas about it.



<http://www.google.com/images?q=images+of+a+miner>

-Who are the men in the picture?-Where do they work? -Would you like to do this work? -Why?- Do you know any current event related to this picture?

2. Match the words with the definitions:

- | | |
|----------------|--|
| 1__Miners | take prisoner |
| 2__Trapped | an excavation made in the earth |
| 3__Underground | to free from confinement, violence, danger, or evil |
| 4__Mine | captivated |
| 5__Kidnap | the place or region below the surface of the ground. |
| 6__ Rescue | a person working in a mine |

3. Work in groups of three students. Read the following situation and try to solve it.

Students Kidnapped

Imagine you have been kidnapped for aliens. These aliens are very friendly. They do not want to hurt you; but to free you they want to know something about Chilean miners who were trapped underground. Therefore, be ready to answer the following questions to the aliens.



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1. What happened in a mine in Chile two months ago?

2. What is the name of this mine?

3. How many miners were trapped in the mine?

4. How many days were the miners trapped in the mine?

5. When were they rescued from the mine?

6. How were they rescued?

7. Who was the first miner rescued?

8. Who were waiting for the miners in Camp Esperanza?

9. What is the name of the patron saint of miners?

10. What is your opinion about this rescue?

You can surf these web pages and find the information required:

[http://online.wsj.com/article/SB10001424052748704164004575548243404925542.](http://online.wsj.com/article/SB10001424052748704164004575548243404925542.html)
<http://www.aolnews.com/world/article/chile-choreographs-dramatic-finish-to-rescue-saga/19671383>



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ACTIVITY 3

QUIA ACTIVITY

Work in groups of 4 students:

-Go to the internet and surf this web site <http://www.quia.com/jg/2090352.html>.

- After surfing the first web site, go to this one:<http://www.quia.com/hm/713694.html>

Then, answer the following questions:

1. What is this website about? (What does this web site contain?)

2. Do you like this website? Why?

3. What have you learned from this website?



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ACTIVITY 4

WHAT SHOULD EVERYONE DO?

1. Read the following situations and write these in the corresponding part of the table according to what every person should do:

- teach students
- sow plants
- select colors
- know about first aid
- know about painting
- know how to inject
- be patient when teaching
- water trees

A teacher should	A painter should	A farmer should	A nurse should

2. Write sentences using the information from the table.

A teacher should... _____

3. Work in pairs. Ask each other questions asking for advice according to the situation and complete the table.

STUDENT A

SITUATION	ADVICE
1. He's always tired.	
2. What shall I wear for my interview?	You shouldn't wear jeans.
3. There are no clean plates.	You should do the washing up.
4. I haven't got any clean clothes.	Well, you should do some washing.
5. My eyes hurt.	



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6. Their bedroom's a mess.	They should tidy it up.
7. My shoes are dirty.	
8. My boss is always complaining.	

Adapted from

http://www.oup.com/elt/global/products/naturalenglish/pre/a_grammar/unit09/nepre_grammar09_2/

STUDENT B

SITUATION	ADVICE
1. He's always tired.	Well, he shouldn't stay up late every night.
2. What shall I wear for my interview?	
3. There are no clean plates.	
4. I haven't got any clean clothes.	
5. My eyes hurt.	You shouldn't play computer games all night.
6. Their bedroom's a mess.	
7. My shoes are dirty.	Well, you should clean them.
8. My boss is always complaining.	Well, you shouldn't be late for work every day.

4. Complete the table about what student should and shouldn't do in the high school.

Students should	Students shouldn't



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ACTIVITY 5

MOTIVATIONAL READING

LIFE by Mother Teresa

1. Guessing game: Who is in the picture?



http://www.picsearch.com/imageDetail.cgi?id=k4z2lqZdY62k_NaJ8nFNIKYSwwJvhE0rVS-

[E6x8XDuo&width=1280&start=55&q=images%20of%20Mother%20Teresa">E6x8XDuo&width=1280&start=55&q=images%20of%20Mother%20Teresa](#)

2. Look at the picture and tell your ideas about it.

3. Work in pairs and circle the right answer:

Mother Teresa was

- a. a nun
- b. a politician
- c. a businesswoman

She was born in

- a. Macedonia
- b. Yugoslavia
- c. China

She performed most of her work in

- a. India
- b. China
- c. Spain



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She helped

- a. the sick
- b. the elderly people and the poor
- c. the sick, the elderly and the poor.

She was awarded the Nobel Peace Prize because of

- a. her humanitarian work
- b. she was a nun
- c. she was a teacher

4. Read the following text and check your answers.

Mother Teresa was born in Skopje, Yugoslavia, on August 27, 1910 Macedonia. During her early years, she was fascinated with stories of missionary life and service and when she was 18, she became a nun. She started working in Calcuta, India. She worked there for more than 20 years. Moreover, she was increasingly disturbed by the poverty surrounding her in Calcutta. So, she started helping the sick, the elderly, the poor, and all who needed help. In 1979, Mother Teresa was awarded the Nobel Peace Prize, for her work to help people overcome poverty and distress. She died in 1997. (Adapted from http://en.wikipedia.org/wiki/Mother_Teresa)

5. Read Life is... by Mother Theresa and identify the cognates in the poem.

LIFE IS.....by Mother Teresa	
<p>Life is an opportunity, benefit from it. Life is beauty, admire it. Life is a dream, realize it. Life is a challenge, meet it. Life is a duty, complete it. Life is a game, play it. Life is a promise, fulfill it. Life is sorrow, overcome it. Life is a song, sing it. Life is a struggle, accept it. Life is a tragedy, confront it. Life is an adventure, dare it. Life is luck, make it. Life is too precious, do not destroy it. Life is life, fight for it. http://www.appleseeds.org/life-is_motherT.htm</p>	<p>GLOSSARY:</p> <p>Dream: vision Challenge: contest Duty: obligation Fulfill: complete Sorrow: sadness Overcome: defeat Struggle: great effort Dare: risk Luck: fortune Fight: go into battle</p>



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6. Read the poem again and answer the following questions:

-Do you like the poem? Why?

-What is the message of this poem?



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ACTIVITY 6

HOW RICH ARE WE?

1. Look at the picture. Why do you think we are going to talk about?



<http://www.picsearch.com/imageDetail.cgi?id=hLEWD-AdgayZZpha>

Do you think only money makes people be rich? Are you rich?

2. Read the story and confirm your ideas.

<p style="text-align: center;"><i>How Rich Are We?</i></p> <p>One day a father and his rich family took his son on a trip to the country with the firm purpose to show him how poor people can be. They spent a day and a night on the farm of a very poor family. When they got back from their trip, the father asked his son, "How was the trip?" "Very good Dad!" "Did you see how poor people can be?" the father asked. "Yeah!" "And what did you learn?"</p> <p>The son answered, "I saw that we have a dog at home, and they have four. We have a pool that reaches to the middle of the garden; they have a creek that has no end. We have imported lamps in the garden; they have the stars. Our patio reaches to the front yard; they have a whole horizon." When the little boy was finished, his</p>	<p><u>Glossary:</u></p> <p>Country: rural districts</p> <p>Trip: a journey, voyage</p> <p>Pool: a small body of still water</p> <p>Creek: arroyo</p> <p>Yard: garden, field</p> <p>Whole: entire</p>
--	---



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<p>father was speechless. His son added, "Thanks, Dad, for showing me how 'poor' we are!"</p>	<p>Horizon: the line that forms the apparent limit between earth and sky</p> <p>Speechless: silent, mute</p>
<p>Isn't it true that it all depends on the way you look at things? If you have love, friends, family, health, good humor and a positive attitude towards life -- you've got everything! You can't buy any of these things. You may have all the material possessions you can imagine, provisions for the future, etc.; but if you are poor of spirit, you have nothing! (Author Unknown) http://www.joke-archives.com/inspire/howricharewe.html</p>	

3. Work in pairs. Read the story again and answer the following questions:

What was the purpose of the trip to the country?

According to the boy, what did the rich family have?

According to the boy, what did the poor family have?

What was the boy conclusion?

2. Summarize the story in your own words.



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3. Write your personal opinion about this story.



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ACTIVITY 7 MINI STORY: THE TRAIN RIDE



<http://www.mytrucks.co.uk/images/how-to-draw-a-steam-train-10.jpg>

1. You are going to listen to a mini story. Simon says that you have to mime some verbs related to this story. (hop, hide, look at, eat, go, look for, throw)

2. The title of the story is The Train Ride. What do you think is this story about? Listen and confirm your ideas.

3. Listen again and answer the following questions.

- Who lives in Morocco?

- Where does John want to go?

- What is his problem?

-How does he decide to go to Sun City?

-When does Joe hide in the bathroom?

-Why does Joe go to the kitchen?

-Is Joe noisy?



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-Does the conductor see Joe eating his food?

- What does the cook do to Joe?

-Can Joe go home? How?

(questions copied from the same website <http://www.youtube.com/watch?v=UZtGF9H7Fhl>)

4. Retell the story in your own words.



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ACTIVITY 8

MINI STORY: JOE GOES TO CHINA



<http://mediaisla.net/revista/wp-content/uploads/2010/10/China.jpg>

1. Look at the picture. Tell your teacher your ideas about it.

2. Complete the following text with the words from the box.

Reservation,	check in,	land,	take off,	plane,	suitcase,
travel agency,	travel agent,	trip,	pack,	airport.	

When you want to take a _____ you have to make a _____ in a _____ . Usually, the _____ asks for your passport. To be on time, you should _____ your _____ in advance. Moreover, in the _____, you have to _____. When the _____, you are already sitting on it and when it _____, you should be ready to get off.



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2. You are going to listen to a short story. The name of the story is Joes Goes to China. What do you think this story is about?

3. Listen and confirm your ideas.

<http://www.youtube.com/watch?v=wOBX9ZMGDqs&feature=related> POV Mini-

Story #1 - Joe Goes to China, First person Joe tells his story

3. Listen again and answer the following questions:

1. Who is going to travel?

2. Where is he going to travel?

3. How is he going to Hawai?

4. Which class is he traveling on?

5. How much is his ticket?

6. When is he going to travel?

7. What happens to him?

8. Where does Joe arrive?



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4. Listen again and order the sentences.

<http://www.youtube.com/watch?v=sany8tz1RKE&feature=channel> Joes goes to c
China, Third person

___ In the airport, he checked in and boarded the plane.

___ He was very excited about his trip to Hawaii.

___ He wanted to eat and watch a movie.

___ He was very tired and he slept.

___ He was sleeping when the plane landed in Hawaii.

___ He continued sleeping when the plane took off.

___ He woke up when the plane was landing in China.

___ He packed his suitcases in advance.

___ He made a reservation in that travel agency.

___ He saw a commercial about a special deal in a travel agency.

___ Joe wanted to travel to Hawaii.

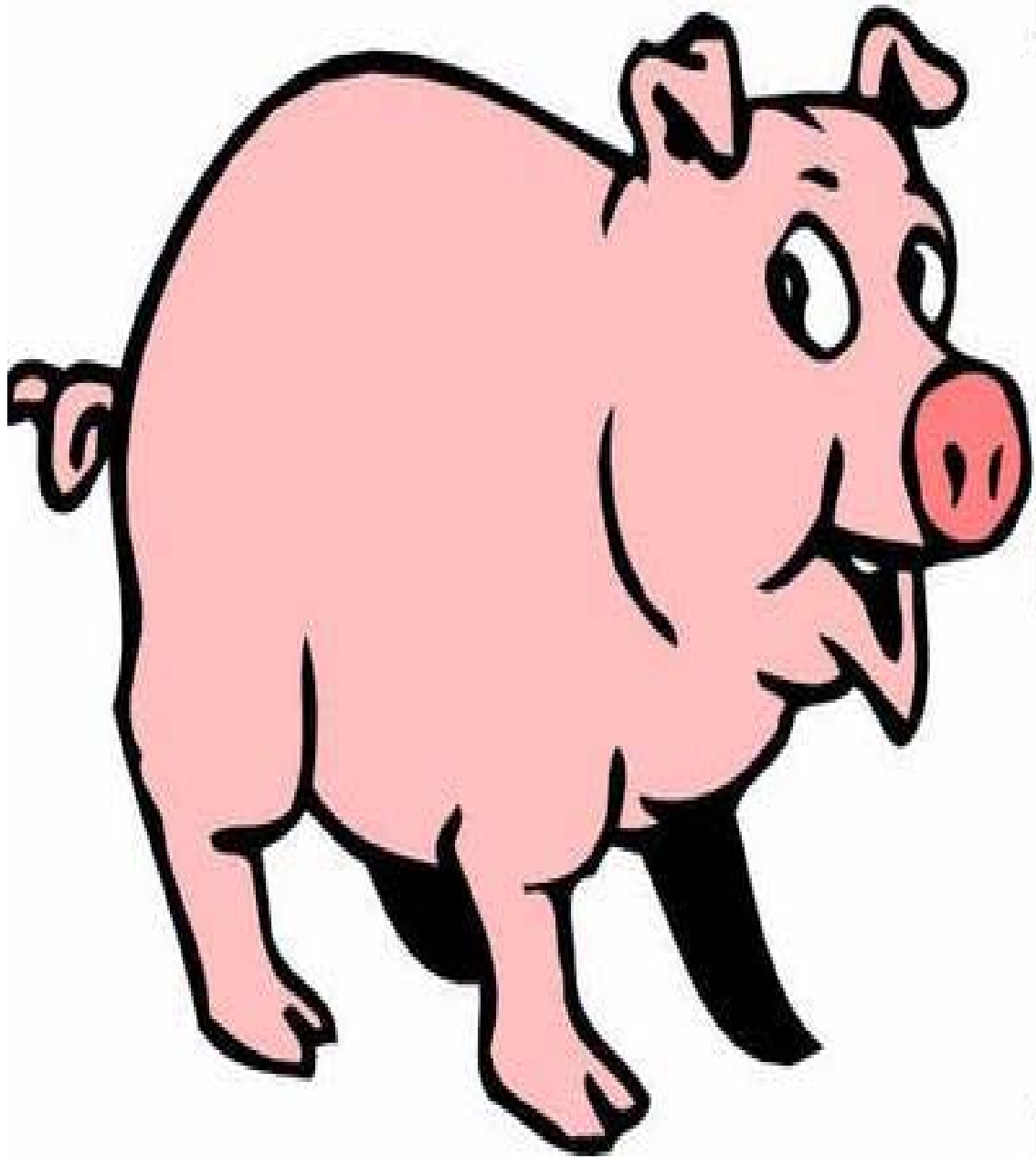
4. Write a summary of the story in your own words.



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ACTIVITY 9

THE SWINE FLU



http://www.google.com/imgres?imgurl=http://www.eslpod.com/eslpod_blog/wp-content/uploads/2008/05/pig-



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1. What is hidden in this picture?
2. To what disease is this animal related to? What do you know about swine flu?
3. Read the information you have and complete the corresponding part of the table.

What is swine flu and how serious is it?

Swine flu is an infection caused by a virus. It's named for a virus that pigs can get. The virus is contagious and can spread from human to human. Swine flu is a respiratory virus and is not carried in the meat of animals.

H1N1 Swine Flu Treatments

H1N1 swine flu is a virus just like any other strain of flu, but it appears to respond to the antiviral medications Tamiflu and Relenza. These medications do not cure the illness, but they may shorten the duration, make symptoms less severe or help you avoid it totally if you are exposed. (adapted from <http://www.nhs.uk/Conditions/Pandemic-flu/Pages/Introduction.aspx>)

Symptoms

Patients with swine flu typically have a fever or a high temperature (over 38°C) and two or more of the following symptoms: unusual tiredness, headache, runny nose, sore throat, and shortness of breath or cough, loss of appetite, aching muscles, diarrhea or vomiting.

As with any sort of influenza, how bad and how long the symptoms last will depend on treatment and the patient's individual circumstances. (adapted from <http://www.nhs.uk/Conditions/Pandemic-flu/Pages/Introduction.aspx>)

2. Who is at risk?

Some groups of people are more at risk of serious illness if they catch swine flu. It is vital that people in these higher risk groups get anti-viral drugs and start taking them as soon as possible – within 48 hours of the onset of symptoms.

The following people are known to be at higher risk: pregnant women, people aged 65 years and older, young children under five years old. People suffering from the following illnesses are also at increased risk: chronic lung disease, chronic heart disease, chronic kidney disease, chronic liver disease, chronic neurological disease, Diabetes mellitus, patients who have had drug treatment for asthma within the past three years. (adapted from <http://www.nhs.uk/Conditions/Pandemic-flu/Pages/Introduction.aspx>)



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3. Prevention

To reduce the risk of catching or spreading the virus you should:

- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue away quickly and carefully.
 - Wash your hands regularly with soap and water, especially after you cough or sneeze. You can also use alcohol-based hand cleaners.
 - Avoid touching your eyes, nose or mouth. Germs spread this way.
 - Try to avoid close contact with sick people.
 - Stay home from work or school if you are sick.
 - Clean hard surfaces (like door handles and remote controls) frequently with a normal cleaning product. (adapted from <http://www.nhs.uk/Conditions/Pandemic-flu/Pages/Introduction.aspx>)
-

4. How does swine flu spread? Is it airborne?

The new H1N1 swine flu virus apparently spreads just like regular flu. You could pick up germs directly from airborne droplets from the cough or sneeze of an infected person. You could also pick up the virus by touching an object contaminated by the cough or touch of an infected person and then touching your eyes, mouth, or nose. That's why you should wash your hands frequently.

What to Do if You Get Sick:

- If you are sick with a fever and cough or sore throat, you should go to the hospital as soon as possible. There, doctors will be able to determine if you need testing for influenza.
- If you are sick and feel you are having difficulty breathing, seek medical attention immediately.
- Do not go to work, to school or travel if you are sick. Wash your hands frequently and cover your cough to reduce the spread of the illness. (adapted from <http://www.nhs.uk/Conditions/Pandemic-flu/Pages/Introduction.aspx>)



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THE SWINE FLU	
1.Treatment	
Symptoms	
2.People at risk	
3.Prevention	
4.How the disease spreads	
Advice for sick people	



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4. Work in groups of 4 students. Ask and answer questions to complete the chart about the Swine Flu. (What is the treatment? What are the symptoms?,etc.....)

5. In your group, decide if the following sentences are true or false:

- Swine flu can spread from pigs to humans. _____
- Patients with swine flu have a temperature under 38°C. _____
- People in higher risk groups should get anti-viral drugs and takes them as soon as possible. _____
- If you are in contact with infected people, you do not get the disease. _____
- Swine flu is airborne. _____
- People with swine flu should go wherever they want. _____

4. Think that you are doctors and you have to give a lecture on how to prevent the swine flu. What would you advice your listeners? Write some advice.

5. Imagine a student in your group has a temperature of 38°C, headache, sore throat, and vomiting; write some advice telling what he or she has to do from now until he/she gets well?_____

6. In your groups, be ready to tell about the swine flu to your classmates. (treatment, symptoms, people at risk, prevention, how this disease spread, advice for sick people.



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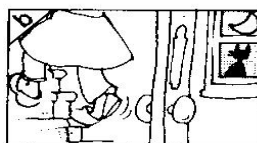
ACTIVITY 10

PICTURE STORY

Put these pictures into the correct order and write the story.



switch on the light



go upstairs



wake up



get into bed



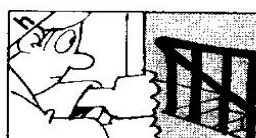
take off his dressing gown



open the door



see a cat outside the window



open the bedroom door



hear a noise



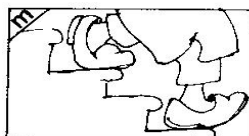
put on his dressing gown



switch off the light



go to sleep



go downstairs



listen at the door



get out of bed

Begin like this:

Last night ... *Frank woke up. (c) He heard a noise. (i)*

.....

.....

.....

.....

.....

.....

.....

.....



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2. Answer the following questions:

What is the main character of the story?

Where does this story take place?

3. Work in groups of 4 students. Make up a story about whatever you want. Think about the main character (s) (it could be a teacher, a farmer, a hairdresser, a thief, a dog, a bird, a lion, etc.) and the setting. Give a name to your story. Write a first draft; other group will review this draft and after that, write the final composition.

FIRST DRAFT

[illegible][illegible]



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ACTIVITY 11

THE MISTERIOUS JUGGLING CLOWN

1. Unscramble the following words: SRTPECE _____; NCWLO_____

2. Match the words with their definitions.

- | | |
|-------------|--|
| a. juggling | _____ a large number of persons |
| b. clown | _____ to cry boo as disrespect, to ridicule |
| c. square | _____ a comic performer |
| d. naughty | _____ to emit a sound |
| e. crowd | _____ an aged person, an influential member of a tribe or community |
| f. booing | _____ an open area or plaza in a city or town |
| g. squeak | _____ keep several objects in the air simultaneously by throwing and catching. |
| h. elder | _____ disobedient; mischievous |

3. Read the story quickly and underline the most appropriate title for it.

1.THE MYSTERIOUS JUGGLING CLOWN 2.THE NAUGHTY BOY 3.THE VILLAGE ELDERS

Once upon a time, a juggling clown came to a village. The clown went from town to town, earning a little money from his show. In that village he began his act in the square. While everyone was enjoying the show, a naughty boy started to make fun of the clown, telling him to leave the village. The shouts and insults made the clown nervous, and he dropped one of his juggling balls. Some others in the crowd started booing because of this mistake, and in the end the clown had to leave quickly.

He ran off, leaving four of the juggling balls. But neither the clown nor his juggling balls were in any way ordinary. During that night, each one of the balls magically turned into a naughty boy, just like the one who had shouted the insults. All except one ball, which turned into another clown. For the whole of the next day, the copies of the naughty boy walked round the village, making trouble for everyone. In the afternoon, the copy of the clown started his juggling show, and the same thing happened as the previous day. But, this time, there were four naughty boys shouting, instead of one. Again, the clown had to run off, leaving another four balls behind.

Once more, during the night, three of those balls turned into copies of the naughty boy, and one turned into a clown. And so the same story repeated itself for several days, until the village was filled with naughty boys who would leave no one in peace. The village elders decided to put an end to all this. They made sure that none of the naughty boys would disrespect or insult anyone. When the clown's show began, the elders prevented the boys even making a squeak. So the clown



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managed to finish his show, and could spend that night in the village. That night, three of the copies of the naughty boy disappeared, and the same happened until only the clown and the original naughty boy remained. The boy, and everyone in the village, had been shown just how far they could go. From then on, instead of running visitors away, that village made every effort to make sure that visitors would spend a nice day there. The villagers had discovered just how much a humble travelling clown can teach with his show.

(Author.. Pedro Pablo Sacristan

[http://freestoriesforkids.com/children/stories-and-tales/mysterious-juggling-clown\)](http://freestoriesforkids.com/children/stories-and-tales/mysterious-juggling-clown)

3. Read the story again and order the sentences.

- _____ The clown got nervous and one of his balls fell down.
- _____ The elders of the village decided to finish the situation.
- _____ The town was full of mischievous boys.
- _____ The next day the copies of the naughty boy disturbed everyone in the town.
- _____ A mischievous boy started bothering the clown.
- _____ The four balls became a clown and three bad boys.
- _____ The copy of the clown started to act and he also dropped one ball and went away.
- 1 A clown was acting in a village.
- _____ All the copies disappeared.
- _____ They learn to appreciate all visitors.
- _____ The same story repeated itself for many days.
- _____ The clown abandoned the village leaving four of his balls in the town.

4. Summarize the story in your own words and be ready to tell it to the class.

One upon a time _____



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5. Answer the following question?

-Do you like this story? Why?

-What is the message of this story? (Does it have any moral?)



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ACTIVITY 12

HONESTY (pg. 12)



<http://www.wireimage.com/Celebrities/Billy-Joel>

1. Who is the man in the picture? Tick the right answer.

Elvis Presley _____ Ricky Martin _____ Billy Joel _____ Michael Jackson _____

2. Tell your teacher what you know about Billy Joel. Where is he from? What kind of music does he sing? Do you know any song by him?

3. Match the synonyms:

- | | |
|-----------------|-----------------|
| 1. Concerned | _____ kindness |
| 2. Tenderness | _____ alone |
| 3. Truthfulness | _____ honesty |
| 4. Blind | _____ profound |
| 5. Untrue | _____ acid |
| 6. Lonely | _____ worried |
| 7. Deep | _____ false |
| 8. Bitter | _____ sightless |



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4. Listen to the song and do the tasks from the book.

<http://www.youtube.com/watch?v=rWu0N0qPeME> "Honesty", by Billy Joel

5. Listen again and answer the following questions.

<http://www.youtube.com/watch?v=9K1IUIWIINg> Billy Joel - Honesty (with lyrics)

- Do you like the song? Why?

- What is the message of this song?



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ACTIVITY 13

IMAGINE (pg. 36)

1. Unscramble the following word: **EIIAGNM** _____

2. Circle the information that correctly completes the sentence

John Lennon was born in_____

- a. The United States
- b. Canada
- c. England

2. **He sings**_____

- a. salsa music
- b. rock and roll music
- c. hip-hop music

3. **He died in 1980 because**_____

- a. he had a heart attack
- b. he suffer from cancer
- c. he was assassinated

4. **He was a leader and was always fighting for**_____

- Earnings
- Peace in the world
- Animals' rights

3. **Read and check your answers.**

John Lennon was born on October 9, 1940 in Liverpool, England. At sixteen, John created the group called the "Quarry Man" and this evolved into The Beatles.

John was the leader sing of the Beatles, one of the most famous bands in the history of rock music.

Starting with the Toronto Peace Festival in 1969, John and his wife Yoko did a series of rock concerts as their statement of Peace and Love. He was against the Vietnam War and his songs were adopted as anthems by the anti-war movement.



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In 1980, John was shot in front of his apartment complex in New York.

(adapted from John Lennon Biography <http://www.sing365.com/music/lyric.nsf/john-lennon-biography/db7f22dadcb472614825686d00341339>)

4. Match the opposites.

- | | |
|----------------|-------------------|
| 1. Heaven | ___ live |
| 2. Above | ___ hell |
| 3. Kill | ___ despair |
| 4. Greed | ___ war |
| 5. Brotherhood | ___ hunger |
| 6. Dreamer | ___ disorder |
| 7. Peace | ___ being selfish |
| 8. Sharing | ___ below |
| 9. Hope | ___ realist |

5. What do you think this song is about? Tell the class your ideas.

6. Listen to the song and do the tasks.

<http://www.youtube.com/watch?v=DVg2EJvIF8&feature=related> "Imagine", by John Lennon

7. Listen again and check your answers.

http://www.youtube.com/watch?v=VM0Z75KEd_o John Lennon- Imagine (with lyrics)

8. Role Play: Work in pairs and act out an interview: Student A, ask student B the following questions. When you finish, change roles.

Do you like the song? Why?



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What is the message of the song?



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ACTIVITY 14

MY FAVOURITE MUSICIANS (pg. 35)

TASK 1. Work in groups of 4 students and do this task.

STUDENT 1 Read the information and complete the corresponding part of the table.

Juan Fernando Velasco was born in Quito Ecuador, on January 17, 1972. He sings romantic music. Velasco's music career started when he, together with some school friends, created the band "Tercer Mundo", which became very well known in Ecuador. After ten years with the band, he decided to continue his career alone. In 1999, he released his first solo album, Para que no me olvides. The album became an instant success. In 2002, Juan Fernando released his album, Tanto amor. The songs "Chao Lola", "Dicen", "Hoy que no estás", "Si alguna vez te amé", and "Salud" were in the first places on the charts in Ecuador, Colombia, Panama, Guatemala and Costa Rica. Since 2005, Velasco is living in Miami. In 2007 he released his album called A tu lado. (adapted from http://en.wikipedia.org/wiki/Juan_Fernando_Velasco)

STUDENT 2. Read the information and complete the corresponding part of the table.

Ricky Martin was born in Puerto Rico, on December 24, 1971. He is a famous pop singer and actor. He was a member of the Latin boy band Menudo. Since 1991, he performed as a solo artist. During his career he has sold more than 60 million albums worldwide. In 1999, after several albums in Spanish, he released his first English-language album which included the salsa-style "Livin' la Vida Loca". The album sold 17 million copies and brought Martin international fame. His other albums include A Medio Vivir, Vuelve, Sound Loaded and Life. In 2010, Martin announced that he was a "fortunate homosexual man", ending years of fan speculation on the topic. (Adapted from http://en.wikipedia.org/wiki/Ricky_Martin)

STUDENT 3. Read the information and complete the corresponding part of the table.

Shakira is a famous singer, songwriter, musician and dancer. She was born in Colombia on February 2, 1979. Shakira revealed many of her talents in school as a life performer demonstrating her vocal ability with rock and roll, and pop. Shakira decided to produce her own brand of music. In 1995, she released Pies Descalzos, which brought her great fame in Latin America and Spain. Other successes are She Wolf and Hips Don't Lie. Also, Shakira's "Waka Waka (This Time for Africa)", was chosen as the official song for the 2010 FIFA World Cup. Shakira's videos recently surpassed a billion views on Youtube, making her the third most-viewed artist of all time. (Adapted from <http://en.wikipedia.org/wiki/Shakira>)

STUDENT 4. Read the information and complete the corresponding part of the table.

Juanes Juan Esteban Aristizábal Vásquez was born in Colombia, on August 9, 1972. When he was seven years old, he learned to play the guitar. His passion for this instrument led him to discover diverse genres of music such as tango and bachata, as well as Colombian folk music. He was a member of heavy metal band Ekhyosis and is now a solo artist. He was awarded for Best Rock Song for "Nada Valgo Sin Tu Amor", Best Rock Solo Album for "Mi Sangre" and Best Music Video for "Volverte a Ver". On December 9, 2005, Juanes released "La camisa negra".



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Juanes has sold more than 12 million albums. He is also known for his humanitarian work, especially with aid for Colombian victims of anti-personnel mines. (Adapted from <http://en.wikipedia.org/wiki/Juanes>)

MY FAVOURITE MUSICIAN

Juan F. Velasco Place of birth: _____ Date of birth: _____ Kind of music: _____ Famous songs(2): _____
Ricky Martin Place of birth: _____ Date of birth: _____ Kind of music: _____ Famous songs (2): _____
Juanes Place of birth: _____ Date of birth: _____ Kind of music: _____ Famous songs (2): _____
Shakira Place of birth: _____ Date of birth: _____ Kind of music: _____ Famous songs (2): _____

2. Work in groups of four students. Ask and answer questions to complete the chart.

3. Complete the table with information about your favorite artist.

Name: _____

Place of birth: _____



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Date of birth: _____

Kind or music: _____

Famous songs: _____

Why do you like him/her?

4. What would you say if you met him/her? _____

5. Write about your favorite artist.

My favorite musician is _____



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TONGUE TWISTERS

Copy and learn the tongue twisters. (taken from <http://www.uebersetzung.at/twister/en.htm>)

She sells shells in the sea shore.
Peter Piper picked a peck of pickled peppers, a peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where are the pickled peppers Peter Piper picked?
A big black bug bit a big black bear and made the big black bear bleed black blood.
Six silly sisters selling shiny shoes.
Four fresh fish for you
Big black bugs bleed blue black blood, but baby black bugs bleed blue blood.
-If two witches would watch two watches, which witch would watch which watch?
-A good cook could cook many cookies.
-I can can a can but the can cannot can me
-I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
- I scream, you scream, we all scream for ice cream!
When you write copy you have the right to copyright the copy you write.
-Never trouble about trouble until trouble troubles you!
I slit a sheet, a sheet I slit, upon a slit sheet I sit.
-A flea and a fly in a flue were imprisoned. So what could they do? Said the fly: "Let us flee" Said the flea: "Let us fly" So they flew through a flaw in the flue.
-I am not the pheasant plucker, I'm the pheasant plucker's mate. I am only plucking pheasants 'cause the pheasant plucker's late.



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-If you understand, say I understand

If you don't understand say I do not understand

But if you do not understand and you say I understand

How can I understand you do not understand?

Love's a feeling you feel when you feel

you're going to feel the feeling you've never felt before.



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ACTIVITIES TAKEN OR ADAPTED FROM THE INTERNET **All About Me**



My name is _____

I like to be called _____

My favorite food is _____

My favorite color is _____

My favorite sport is _____

My favorite game is _____

My favorite book is _____

My favorite movie is _____

My favorite TV show is _____

My favorite animal is _____

My favorite subject in school is _____

What I do best is _____

©EnchantedLearning.com

What I like most is _____

My best friend is _____



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VOCABULARY FOR CHRISTMAS



a candy
cane



a bell



a star



a Christmas
tree



a wreath



a stocking



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a Christmas card



a ribbon



wrapping paper



Christmas lights



Santa Claus



a sleigh



a fireplace



an elf



holly



a present



a reindeer



a Christmas decoration

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Christmas Cloze

Fill in the blanks with words from the box:

Checks	sleigh	Nice	holiday	Sing	reindeer	fills
naughty		Family	beard	Boxing	coal	Eve
North Pole		decorate		elves		workshop
Lap	toys	baked	merry	turkey		lights
cards		presents		spirit	under	chimney

Christmas: Christmas is a _____ when people get together with _____. People give _____ to each other or send _____ wishing each other a _____ Christmas. At Christmas, people _____ carols to get into the Christmas _____. As well, people _____ Christmas trees and put up _____ around the house. A common Christmas dinner is _____. There are also lots of _____ goodies for the kids. Christmas begins on the day before Christmas, or Christmas _____ and continues until _____ Day, when many people go shopping for sales.

Santa Claus:

Santa Claus is an old man with a white _____ that lives at the _____. Children sit on Santa's _____ and tell him what they want for Christmas. Santa _____ his list to see if the children have been _____ or _____. If the children are bad Santa brings them _____. If the children are good Santa brings them _____. The toys are made in Santa's

_____ by _____. Santa travels around the world in his _____, which is pulled by flying _____. When he stops at a house, he goes down the _____ and puts presents _____ the tree and then he _____ the stockings.

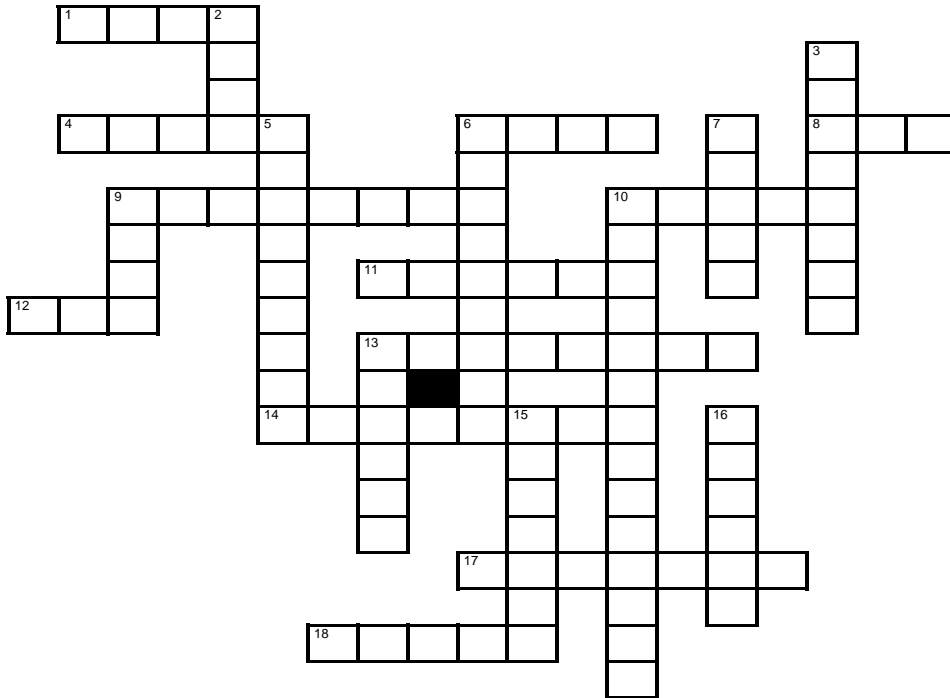


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Santa Claus Crossword



Across

1. What Santa gives naughty kids.
4. What Santa wears on his feet.
6. Good.
8. The color of Santa's suit.
9. Santa's animals.
10. Santa's last name.
11. Santa's laugh.
12. Santa's helper
13. What children hang on the fireplace.
14. What Santa gives people.
17. Place where Santa enters your house.
18. Happy.

Merry Christmas!

Down

2. What Santa checks.
3. Where Santa's elves make the toys.
5. Place where children sit and tell Santa about their Christmas wishes.
6. Where Santa lives.
7. Something on Santa's face.
9. Place where Santa parks his sleigh.
10. What Santa eats and drinks.
13. Santa's car.
15. Bad.
16. You _____ not cry.



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READING ACTIVITY

1.- Look at the picture. Tell the teacher your ideas about it.

2. Answer the following questions with the words from the box.

Strike	break	workshop	fed up	wage	cramped
--------	-------	----------	--------	------	---------

- What is the name of people's protest against low pay or bad work conditions? _____
- What is the name of a pause from doing something (as work) _____
- What is the word that means having a strong dislike from excess? _____
- What is the name of a small workplace where handcrafts are done? _____
- What is the word that is a synonym for remuneration, salary? _____
- What word means limited in size? _____

(definitions taken from <http://dictionary.die.net/>)

3. Work in groups of 4 students. Read the following situation and write some demands the Elves want to get:



Christmas Elves on Strike!

We're on strike. That's it. We are tired of working day after day with no breaks and no holidays. We are fed up with working for zero wages. We're sick of the cramped, confined sleeping and working quarters at the workshop. And most of all, we refuse to wear these silly, uncomfortable elf suits anymore. We, the Union of Workshop Elves, refuse to make any more toys until the following demands are met:

(Situation taken from © 2005 www.bogglesworldesl.com)



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- "We want to go to the beach for two months.

4. In the same groups imagine you are on strike at high school. Which demands would you like to meet from authorities or teachers?
