



Abstract

This monograph aims to determine the causes why ninth-grade students (12 to 13 years old) at Mensajeros de la Paz high school are not motivated during the learning process of English as a foreign language. The results found have led the authors of this project to design a booklet with a series of activities based on learning strategies which are beneficial to engage teenagers in the English learning process. This project is based on the application of a poll applied to ninth-grade students in order to know how their English class is carried on. The analysis of the data was organized in percentages, allowing the authors to find the problem.

This project suggests English teachers the incorporation of cognitive and social and affective strategies to the EFL class in order to make students active participants in the learning process.

Key words:

teenagers- learning strategies- motivation- cognitive strategies- social and affective strategies.



TABLE OF CONTENTS


Introduction	12
CHARTER 1	
The Problem.....	13
1.1. The topic	13
1.2. The problem	13
1.3. The Justification.....	14
1.4. The objectives.....	14-15
CHARTER 2	
Literature Review.....	16
2.1 Learning English as a Foreign Language	16-17
2.2 Learners Differences and Learning Needs in Teenagers.....	17-19
2.3 Motivation	20
2.3.1 Intrinsic and Extrinsic	20-22
2.3.2 Integrative and Instrumental Motivation	22
2.4 Teaching English as a Foreign Language	23-24
2.5 Learning Strategies	24-26
2.5.1 Metacognitive Strategies	26-27
2.5.2 Cognitive Strategies	27-30
2.5.3 Social and Affective Strategies	30-31
CHARTER 3	
3.1 Basic Methodology.....	32
3.1.2 Materials.....	32
3.1.3 Participants	32
3.1.4 Procedures	33
3.1.5 Analysis	33
3.1.6 Results	33-39
3.2 Interview	39-41
3.3 Previous Study	41
CONCLUSIONS AND RECOMMENDATIONS	
Conclusions	42-43
Recommendations	43-44
Work Cited	45-48
Appendices	50-88



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Aracely de Jesús Ordóñez Segovia, reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.


Aracely de Jesús Ordóñez Segovia
010564188-0

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Nancy Viviana López Cárdenas, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Nancy Viviana López Cárdenas
1400741524

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Nancy Viviana López Cárdenas, reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Nancy Viviana López Cárdenas
1400741524

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Aracely de Jesús Ordóñez Segovia, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Aracely de Jesús Ordóñez Segovia
010564188 - 0

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

“Engaging Teenagers in the English Learning Process”

Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
en la Especialización de Lengua y
Literatura Inglesa.

Tutor: Mst. Sandra Cabrera

Autoras: Nancy Viviana López Cárdenas

Aracely de Jesús Ordóñez Segovia

Cuenca-Ecuador

2012



Authorship

The ideas and opinions expressed in this project are the unique responsibility of the authors.

.....

Viviana Lopez

.....

Aracely Ordóñez



This project is dedicated to my parents for having trusted and supported me in achieving the objectives of my career.

To my sisters and brothers who have always given me their unconditional support.

Also, I would like to thank God, my custodian, for having guided me during all the stages of my life.

Aracely

This research work is dedicated to my parents for giving me their unconditional support during my career and during my life. They believed in my enthusiasm and strength all the time. Above all this, I want to thank God for protecting and guiding me in each step on my life.

Viviana



Gratitude

To our tutor Mst. Sandra Cabrera Moreno for her encouragement, her enthusiasm, and her dedication. She has supported us with her patience and knowledge through the developed of our project until its culmination.



Acknowledgement

We would like to express our sincerest gratitude to the University of Cuenca, and the School of English Language, for giving us the opportunity of studying here and the honor of being part of such a prestigious institution.



Introduction

The learning of English as a foreign language has become an essential process due to its importance. English is not only one of the most spoken languages around the world but a language that allows people to get better opportunities in different fields. Therefore, the teaching of the English language is essential to education.

The learning process of English in our country has been a topic for discussion, especially in teenagers since most of them are not motivated to learn it, and they study English because it is a mandatory subject in high school. Therefore, it is essential that teachers look for different ways to engage students in the learning of the target language. The use of learning strategies in class could be a useful tool to make students become active participants and get involved in the learning process inside and outside the classroom.

The authors of this monograph aim to provide ninth-grade English teachers at Mensajeros de la Paz high school different activities based on two types of learning strategies: cognitive and social and effective. The activities proposed in the booklet will help students feel comfortable in the classroom. Our monograph focuses on the necessity to help ninth-grade students and teachers overcome difficulties in the English classroom.



CHAPTER I

THE PROBLEM

1.1 Topic

Engaging Teenagers in the English Learning Process

1.2 Problem

The teaching-learning process of English as a foreign language in Mensajeros de la Paz High School, specifically the learning process regarding 12 to 13 year-old students, has proved not to be suitable for them. After the application of a survey, it can be stated that students are not motivated to learn English due to a series of aspects. It can be said that traditional classes constitute a factor for students' lack of motivation since teacher focuses on transmitting knowledge. Another aspect could be the materials that teacher uses during the class, which in this case, is a textbook. The use of this textbook has limited students to work individually, which can make the learning process ineffective. In other words, there is no cooperative learning. Moreover, teacher often focuses on writing, and therefore other skills are taught in a low percentage. An important factor to take into consideration is that the teacher speaks English very fast, and it could be another reason for students' lack of motivation during the learning process of the target language. The survey indicates that the teacher rarely rewards students' effort with prizes, extra points and praises. Finally, it has been found that all the factors mentioned above make students feel discouraged in the English class and most of the learners study this language because it is a mandatory subject in high school.



1.3 Justification

The complex process of teaching and learning English as a foreign language requires appropriate methodologies which allow students to acquire a meaningful knowledge of this language. The lack of suitable strategies which motivate students of ninth- grade at Mensajeros de la Paz High school towards learning the target language makes it mandatory to propose significant, interesting, and fun strategies which can be applied in the EFL classroom.

English is the one of the most important languages in the world, and this should be one of the reasons to motivate students to learn it. It becomes therefore a necessity for students to acquire this language thinking about their future. This language can open new doors in education, technology, tourism, business, and entertainment, providing human beings more opportunities in different fields.

Therefore, the present research work aims to provide teachers at Mensajeros de la Paz High school a booklet, containing a series of activities based on learning strategies which they can use in the classroom to motivate and engage learners. These activities can help teachers get students' attention and involve them in an active and significant process for acquiring the target language.

1.4 Objectives

General objective

- To design a booklet containing different activities based on learning strategies to engage 12 to 13 year-old students in the English learning process at Mensajeros de la Paz High School.



Specific objectives

- To find out the causes why teenagers from 12 to 13 are not motivated to learn English.
- Find strategic activities that can be helpful for engaging teenagers in the English learning process.



CHAPTER II

LITERATURE REVIEW

2.1 Learning English as a Foreign Language

The acquisition of different languages has become an important issue in our society nowadays. In nations such as the U.S.A and Spain, for instance, multilingualism is mandatory. According to Knapp et al., foreign languages are “languages which are taught and learned, and not acquired” (3). This acquisition becomes imperative to have a significant position for worldwide communication. In addition, the teaching of foreign languages in different schools and institutions depends on social, political, and economic factors (3). According to Antje Wilton, one important thing is that many countries are encouraging people to learn more and more languages. For example, the European Union promotes multilingualism by making residents learn at least three languages (Knapp et al. 45). Another country which encourages people to learn more than one language is the U.S.A. The author also points out that as “many individuals do not find themselves in a situation in which the acquisition of three or even more languages is a natural result, demand for formal education in a variety of languages is increasing” (46). Moreover, he says that foreign language learning has to be encouraged in early years because learners feel comfortable with languages when they start this process in kindergarten and elementary school (46).



According to David Graddol, English as a foreign language focuses on the importance that the knowledge of L1 motivates learners towards the acquisition of another language. It has also been said by Graddol that pupils do not learn in the same way and that their styles of learning can differ. English is therefore taught and learned around the world in a variety of ways, so “English as a foreign language has been a dominant one in the second half of the 20th century, but it seems to be giving way to a new orthodoxy, more suited to the realities of global English” (82).

Studying a foreign language means that people will learn a language not just for getting knowledge, but to be able to interact and communicate with others. This language will be considered part of their lives since it does not mean just to learn skills and grammar rules. It means the assumption of new social and educational manners, and it has a significant influence on the student. Also, Gardner claims that “languages are unlike any other subject taught in a classroom in that they involve the acquisitions of skills and behavior patterns which are characteristics of another community” (qtd. in Williams and Burden 115).

2.2 Learners` Differences and Needs

Since everybody is different, the way in which they acquire a foreign language is different too. Woolfolks states that people can learn based on two methods: deep and surface. Students who are identified with a deep style tend to do activities in order to comprehend theories or notions; meanwhile, learners who focus on learning in a mechanical way are not worried to acquire this new



knowledge, so they are using a surface method. Indeed, learners get involved in a class when they are stimulated with recompenses and extra points (Snow, Corno, & Jackson 124).

Also, Dunn, Beaudry, Klavas, and Lovelace state that “some proponents of learning styles believe that students learn more when they study in their preferred setting and manner” (qtd. in Woolfolk 126). Teachers can look for different ways in order to make students feel encouraged in their class, but it does not mean that learners are going to decide how they want to learn. For example, when they are asked to do activities according to what they are learning, young learners prefer to do easy activities instead of hard ones. In addition, Woolfolk goes on saying, “learning preferences are the preferred ways of studying and learning, such as using pictures instead of text, working with other people versus alone, learning in structured situation, and so on” (127).

Similarly, Felder argues that learning styles are “characteristic, cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (58). Some scholarships prefer to study concepts accompanied with clear justifications; others like to learn by observation and extracting conclusions by themselves. There is no one learning style that works better; each one has strengths and weaknesses as they are different (58).

Besides, one important factor that teachers have to consider in the teaching process is students' age. People have different desires, abilities, and skills, so



teachers need to consider these features according to people's age. As we know most children learn languages with games and other fun activities; however, adults use their logical thought (37).

According to Harmer, many people have the same ideas about age. They say that children learn languages easier than adults. This assumption is made on the fact that children are capable of understanding and keeping new vocabulary and grammar structures in their minds. Pinker says that at the age of six, children's acquisition of a language is a natural process and that children do learn a language even until puberty (Hammer, 37).

The age factor can make learners feel not motivated to participate in this process of language learning. Finally, Harmer points out that "in what follows we will consider students at different ages as if all the members of each age group are the same. Yet each student is an individual with different experiences both in and outside the classroom" (37).

Finally, Harmer says that students must be motivated by doing activities that involve their own likes, feelings, and knowledge, rather than responding questions and doing difficult activities. The topics ought to be interesting for catching students' attention and avoiding discipline problems, and teachers can work with activities that involve students' thoughts and experiences. (39).



2.3 Motivation

Cunningsworth says that “motivation determines the student’s level of attention during the class, and the assiduity with which he does his homework and revises what he has been taught during the day” (59). Concerning this topic, Woolfolk says “motivation is usually defined as an internal state that arouses, directs and maintains behavior” (372). Also, Gardner defines motivation as “referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (qtd. in Williams and Burden 116).

It is important for teachers to understand that motivation can be affected due to students’ problems at home. This factor makes students less energetic during the learning process, and it is the teacher’s responsibility to help them overcome their problems. Such a task can be very complicated but at least as Puchta and Schratz say teachers need to be very patient when dealing with students who have discipline problems in the classroom (Harmer 38 -39). Woolfolk states that motivation can help learners to focus on personal needs and interests, while others feel motivated for external influences such as recompenses or someone else’s demand. Therefore, she establishes different types of motivation: intrinsic and extrinsic motivation (373).

2.3.1 Intrinsic and Extrinsic Motivation

According to Woolfolk’s studies, intrinsic motivation emphasizes that students who like to do activities to achieve their goals, do not need any rewards



or recompenses. On the other hand, extrinsic motivation is stressed when pupils expect to get something after doing activities, such as getting extra points (373).

Brophy, Deci, Koestner & Ryan claim that motivation can include intrinsic and extrinsic factors during the learning process since “there are situations where incentives and external supports are necessary. Teacher must encourage and nurture intrinsic motivation, while making sure that extrinsic motivation supports learning” (qtd. in Woolfolk 373).

Supporting this theory Harter & Jackson report that there are “situations in which intrinsic interest and extrinsic rewards might collaborate...to motivate learning” (qtd. in Carol Sansone). In other words, students can read a book because they are interested in it, and also because they are going to receive their parents or teacher’s appreciation. This relationship can give good results in the learner’s behavior since students can feel motivated by external prizes, and it engages an internal purpose. Teachers need to take into consideration that this correlation cannot work well in all cases since it depends on the way how intrinsic and extrinsic motivation are carried on, applied in the classroom (par 7).

Furthermore, Barry M Staw supports this notion saying that if there is a combination between intrinsic and extrinsic motivation, students feel energetic and pleased during the learning process. External recompenses and internal motivation both make people feel interested in a certain activity. Moreover, the combination of these two types of motivation generates an active learner whose behavior is appropriate (Harold, Louis and David, 48). Besides intrinsic and



extrinsic, there are two more types of motivation: integrative and instrumental motivation. These four types of motivation share common characteristics which could help the students engage during the English learning process.

2.3.2 Integrative and Instrumental Motivation.

Norris points out that in integrative motivation, “students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used” (qtd. in Falk par. 8). When a person lives in an English-speaking country, integrative motivation helps them to have control of the new language. It facilitates the social communication in the new country (8).

On the other hand, instrumental motivation according to Hudson “is generally characterized by the desire of obtaining something practical or concrete from the study of a second language (qtd. in Norris par. 10). The objective of language learning with this type of motivation is more practical, such as looking for a job, passing the course in high school or university, obtaining a better social position, and being part of a community (10).

Therefore, if students are motivated, they can change their attitude or behavior during the English class. Then teachers have to look for different ways to get students’ attention and make them feel encouraged for learning a foreign language. Consequently, it is necessary for teachers to focus on some strategies for teaching English in order to make their classes successful.



2.4 Teaching English as a foreign language

Regarding the learning process of English as a foreign language in our country, Ecuador, it has become a challenge to teach it and learn it because of two aspects: the influence of L1 and the lack of motivation. Gebhard says that teachers need to look for different ways of teaching the target language, especially for those people who need English to achieve their goals. It is important to recognize that individuals have different ways of thinking or acting since they have their own beliefs and cultural background. Nowadays, children and teenagers study English because they have to follow the educational curriculum of their country. Most teachers focus the English teaching-learning process on just transmitting knowledge, without considering the need of real communication, which should be their main objective (2).

On the other hand, there are people who study English to get better opportunities for work, travel and business. Likewise, some people are interested in learning English because of the need to get a high score in the Test of English as a Foreign Language (TOEFL) to study abroad. In spite of the learner's necessity for studying a foreign language, teachers are worried because students do not participate and they do not speak English during the class (3-4).

Finally, Jon Barnes claims that "teaching English to non-native speakers offers a fantastic cultural exchange, and allows you to explore your own language from an entirely new perspective" (qtd. in Gilby. par 1). That is, teachers and learners



can experiment and share a new experience studying this language since they discover a new culture. Indeed, people have realized that studying English can bring new possibilities to have a better lifestyle. English has already been considered as a universal language for communication (par 5).

Regarding educational purposes the learning of English as a foreign language for teenagers must be accompanied by strategies which lead them towards a meaningful learning of the target language.

2.5 Learning Strategies

John Nisbet and Jannet Shucksmith point out that “strategies are more than simple sequences or agglomeration of skills beyond the ‘strings’ or routines advocated in some study manuals. They are always purposeful and goal-orientated, but perhaps not always carried out at a conscious or deliberate level” (25).

According to Dalia Gonzalez and Elsa Mejia, strategies are used by people in order to solve problems. They state that people can use many strategies that can help them to find a solution for a particular problem. Also, they say that learning strategies are used for students to have success in their learning, and these strategies can be different according to the problem that must be solved (218).

Learning strategies, according to Weinstein and Mayer, allow “learning facilitation as a goal and are intentional on the part of the learner” (qtd in O’Malley and Chamot). The aim of using strategies is to influence the student`s



emotional or motivational condition, or how the student decides, obtains, arranges, or incorporates knowledge (43). Tarone says that the development of linguistic and sociolinguistic competence in the foreign language has to do with learning strategies. “The usage of strategy is moved by the aspiration of mastering the foreign language” (qtd. in O` Malley and Chamot 43).

The University of Kansas says that learning strategies are a useful tool for helping students facilitate the understanding of the information. This University also points out that “a learning strategy is a person’s approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school” (par. 1). Rubin defines learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (qtd. in Carol Griffiths 2).

According to Griffiths, one difficulty with learning strategies is that people cannot observe them because these strategies can only be deduced through the learner behavior (11). Learning strategies can help students to acquire the new language in a better way if teachers apply them in the classroom. During the English class students will feel more motivated. As it is said learning strategies can be observed; however, teachers can notice the effect of them during the students’ performance in a different task or students’ behavior.

Therefore, teachers need to consider the use of strategies in the learning process for motivating students and having success during their English classes.



Consequently, according to O` Malley and Chamot, there are three types of strategies: Metacognitive, cognitive and social and affective.

2.5.1 Metacognitive Strategies

According to O` Malley and Chamot metacognitive strategies “involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned” (137).

1. **Planning:** preparing how to accomplish the learning task; plan the parts and sequence of ideas to express.
2. **Directed attention:** it is important to maintain the students’ attention during the class avoiding any kind of distractors.
3. **Selective attention:** teachers must catch students` attention for specific feature of language input during the presentation of the task.
4. **Self- management:** teacher is the authority in the class and he must control the students’ language performance in order to use more the knowledge already acquired.
5. **Self-monitoring:** teachers have to check, prove or correct students` understanding or performance of a language task during the class:
 - a. **Comprehension monitoring:** analyzing, correcting, and checking the students` learning.
 - b. **Production monitoring:** analyzing, correcting, and checking the students` language production.
 - c. **Auditory monitoring:** checking the students` sound of the language for making conclusions.



- d. **Style monitoring:** “checking, verifying, or correcting based upon an internal stylistic register”.
 - e. **Strategy monitoring:** the strategy used in the learning task must be analyzed for knowing how it is working.
 - f. **Plan monitoring:** the plan is also analyzed for knowing how well it is working.
6. **Problem identification:** One important strategy in the learning process is the identification of the fundamental point requiring resolution in a task.
7. **Self-evaluation:** Judge how well one has accomplished a learning task:
- a. **Production evaluation:** the students` assignment must be checked when the task has been finished.
 - b. **Performance evaluation:** how the students execute the task also must be judged.
 - c. **Ability evaluation:** the students` abilities for completing the task have to be judged.
 - d. **Strategy evaluation:** when the task has been finished, the use of students` strategy must be analyzed (137).

2.5.2 Cognitive Strategies

Regarding cognitive strategies, O` Malley and Chamot state that they involve the manipulation of the material to be used during the learning process (138). Also, Rosenshine says that the usage of cognitive strategies can help the learner for having an effective approach in the learning task. The author says “cognitive strategy serves to support the learner as he or she develops internal



procedures that enable him/her to perform tasks that are complex” (qdt. in Vamshi Krishna par. 1)

It is said that cognitive strategies serve for solving problems in the learning process and that they require the manipulation and analysis of the material. According to O` Malley and Chamot, there are many cognitive strategies that teachers can use during English classes (138):

1. **Repetition:** the teacher can start the class making the students repeat some rhymes, words or phrases. These exercises are great fun and students can feel familiar with the language.
2. **Resourcing:** Available information resources include dictionaries, books, and preceding works.
3. **Grouping:** students are not similar to each other, for this reason, teacher must classify the material and make work groups based on common attributes.
4. **Note taking:** teacher has to write key words or concepts for doing the task. It helps improving the acquisition of the target language.
5. **Deduction/induction:** applying or knowing rules for understanding or completing the task in the foreign language.
6. **Substitution:** the material must be chosen and selected according to alternative approaches, corrected plans or different words or phrases for achieving the language task.
7. **Elaboration:** associating the knowledge already acquired with the new information. O`Malley and Chamot state that it is important to relate



“different parts of new information to each other”. As well as to make “meaningful personal association to information presented. This has been coded in the think- aloud data in the following ways” (138):

- a. **Personal elaboration:** the material presented in the learning task can be judged or can have personal reactions.
- b. **World elaboration:** teacher can use students` knowledge, information, and experience.
- c. **Academic elaboration:** applying knowledge or information that had been gained in academic position.
- d. **Between parts elaboration:** “Relating parts of the task to each other”.
- e. **Questioning elaboration:** different types of questions and world understanding can be used to suggest reasonable solutions to a task.
- f. **Self-evaluative:** it is necessary evaluating the material presented in the learning task. Therefore, teachers have to do a self evaluation of their material.
- g. **Creative elaboration:** the creativity plays an important role in the learning process, for this reason, students have to develop it creating a story line, or assuming an intelligent viewpoint.
- h. **Imagery:** using mental or real images for transmitting or representing new information.



8. **Summarization:** Summary can be a helpful tool for students and teachers in order to acquire the foreign language, for this reason, it is important to practice making written or oral summaries during the class.
9. **Transfer:** using previously acquired linguistic knowledge to facilitate a language task.
10. **Inferencing:** using available information or clues provided in the text in order to infer the meaning or fill in the blanks (138).

2.5.3 Social and Affective Strategies

Social and affective strategies, according to O` Malley and Chamot, require students' participation and interaction with other people to assist their learning. According to Rubin, social strategies require the active participation of the students, and the use of them can help to optimize the learning because when students use these strategies, they apply their knowledge (Gonzalez and Mejia 220). O` Malley and Chamot recommend the following task (139):

1. **Questioning for clarification:** "asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self".
2. **Cooperation:** it is important to work with other people, especially in peers for solving problems, verifying the task, getting feedback of information that has been acquired.
3. **Self-talk:** applying mental performances to decrease the anxiety and help students to feel capable to do the task during the learning process.



4. **Self-reinforcement:** teacher can provide personal motivation by means of rewards when the learning task has been effectively finished (139).



CHAPTER III

3.1 Basic Methodology

The deductive method has been used to find and analyze bibliographic material which has allowed the knowledge and understanding of three specific types of learning strategies to engage teenagers in the English learning process. In addition, the application of a survey to ninth- grade students at Mensajeros de la Paz High School has provided essential information about learning students' needs. The design of a booklet with strategies to engage teenagers in the English learning process is based on such information.

3.1.2 Materials

A survey based on a poll was elaborated with eight closed – ended questions. These questions were written in Spanish in order to avoid misunderstandings. Each student was provided with a poll, and they had 15 minutes to choose one or more options to each question.

3.1.3 Participants

The twenty students who participated in the survey were chosen using the random simple sampling. Ten female students were selected by choosing the first ten names having even numbers in the list. Likewise, ten male students were chosen based on the first ten names having odd numbers.

The students' native language is Spanish and their study of English as a foreign language constitutes a subject in their school curriculum. The participants' age range is from 12 to 13 years, and they take English classes five hours a week.



3.1.4 Procedures

The principal of Mensajeros de la Paz high school showed a positive attitude to collaborate in this study, allowing authorization. The respondents were told that the objective of the survey was to know how their English classes are carried on, and their answers would be confidential; they did not need to write their names.

This poll was carried on May, 31th at eleven o'clock, and it took about 15 minutes. Finally, students were thanked by the researchers.

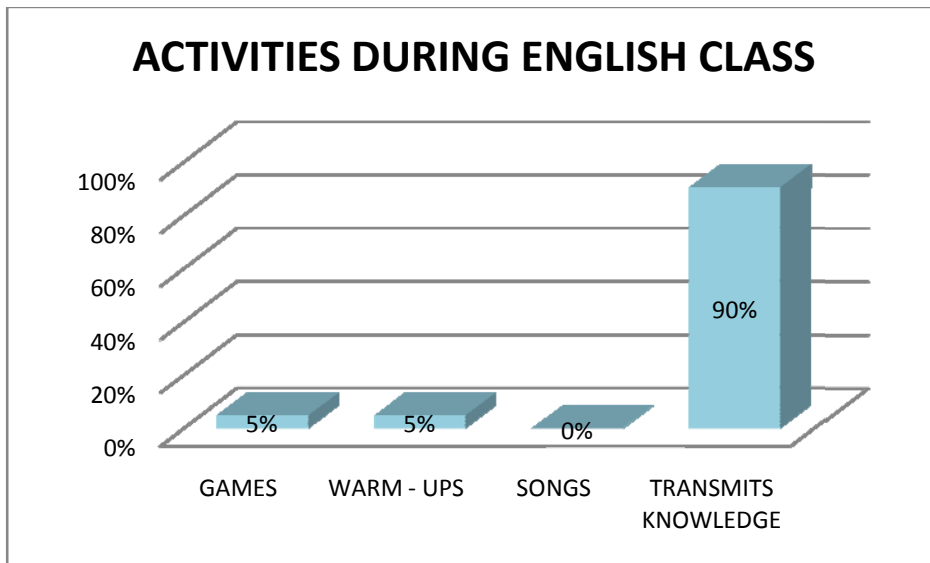
3.1.5 Analysis

The data collected in this survey were tabulated using the quantitative method, so the items were ranked according to their frequency, from the most frequent to the least. The results were shown from the high to the low scoring item.

3.1.6 Results

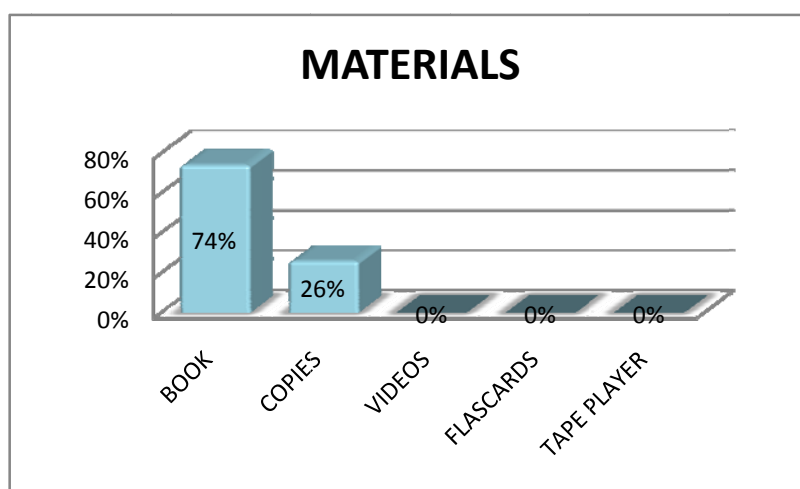
After the data collected were tabulated, the following results were found:

First question: What activities does your teacher do during the English class? This question had the following options: games, warm-ups, songs, and knowledge transmittance. The students had the opportunity to choose more than one.



Ninety percent (90%) of the students say that most of the time the teacher just transmits knowledge. Five percent (5%) of the students say that the teacher does games and warm -ups, and finally they point out that the teacher never uses songs during the class.

Second Question: What are the materials most used by the teacher during the class? This question had the following options: books, copies, videos, flashcards, and tape player. The students had the opportunity to choose more than one.

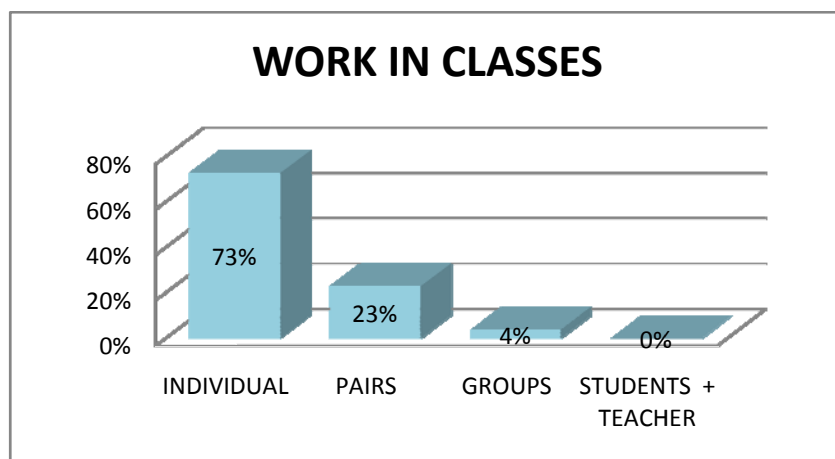




Seventy – four percent (74%) of the students say that the book is the material most used by the teacher followed by copies with twenty – six percent (26%). In addition, the students point out that the teacher does not use videos, flashcards, or a tape player during the class.

Third question: How does your teacher make you work during class?

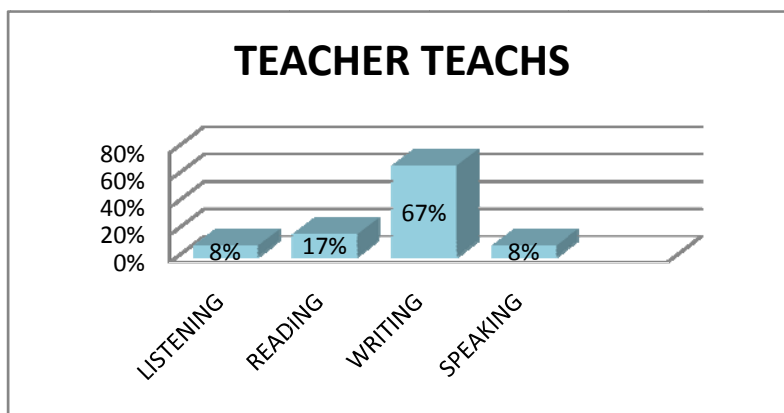
This question had the following options: individual work, pairs, groups, teacher-student interaction. The students had the opportunity to choose more than one.



Seventy percent (73%) of the students say that they usually work individually; twenty – three percent (23%) say that they work in pairs; four percent (4%) of the students say that they work in groups; and finally they point out that there is no teacher-student interaction.

Fourth question: Which skills does your teacher develop during the class?

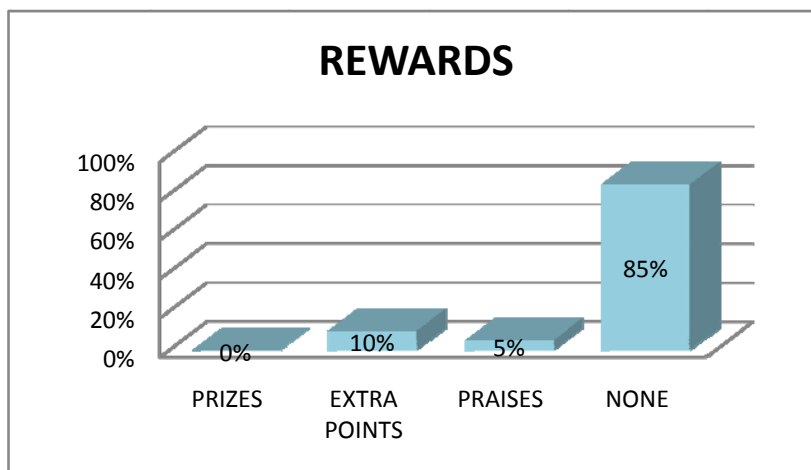
This question had the following options: listening, reading, writing and speaking.



Sixty - seven percent (67%) of the students say that the teacher focuses in developing writing skills. Seventeen percent (17%) of the students say that the teacher develops reading skills. And eight percent (8%) of the students say that the teacher develops the skills of speaking and listening.

Fifth question: How does your teacher reward your efforts?

This question had the following options: prizes, extra points, praises, and none of them. The students had to choose more than one.

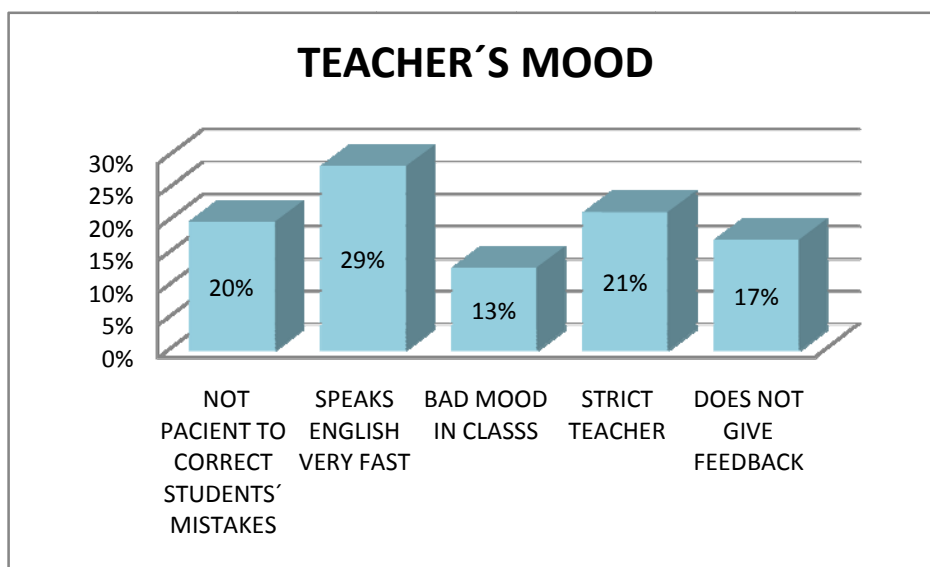




Eighty five percent (85%) of the students say “none of them”. Ten percent (10%) of the students say that the teacher rewards their efforts with extra points, and five percent (5%) of the students answer “praises”. None of the students point out that the teacher rewards their effort with prizes.

Sixth question: Which characteristics does your teacher have?

This question had the following options: teacher is not patient, teacher speaks English very fast, teacher does not like to give feedback, teacher has bad mood, teacher assigns a lot of homework, and teacher is very strict. The students could choose more than one statement.

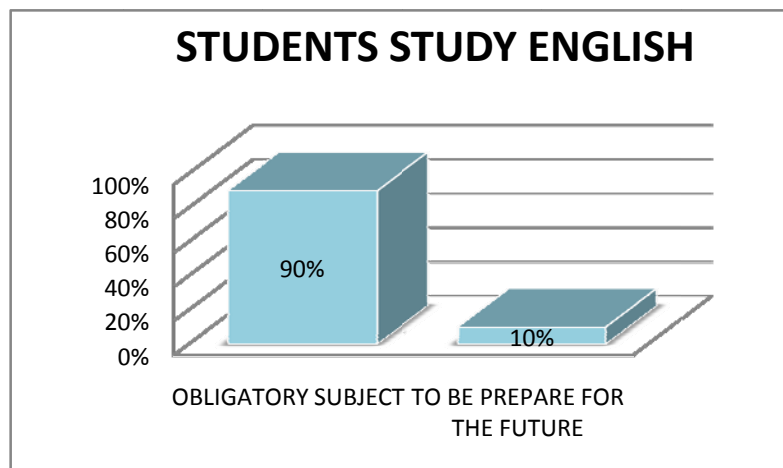


Twenty-nine percent (29%) of the students said that the teacher speaks English very fast, followed by teacher is very strict with twenty-one percent (21%). Twenty percent said that the teacher is not patient. Teacher does not like to give feedback with seventeen percent (17%), and teacher has bad mood with thirteen percent (13%).



Seventh question: Why do you study English?

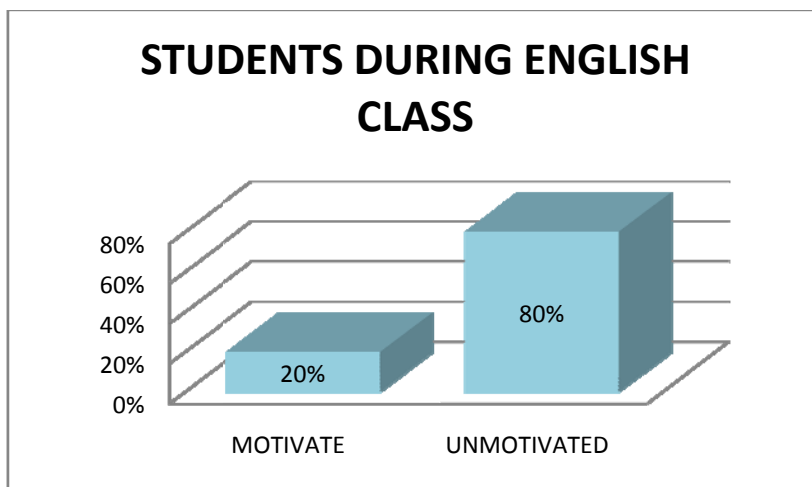
This question had the following options: English is a mandatory subject in high school, and English will help you to be prepared for the future. The students had to choose the item they feel identified with.



As shown in the table, ninety percent (90%) of the students say that they study English because it is a mandatory subject in high school, and ten percent (10%) of them consider that this subject will be useful for their future.

Eighth question: How do you feel during English Classes?

The students had two options: motivated or unmotivated.



It was found that eighty percent (80%) of the students feel unmotivated during the English class, and twenty percent (20%) of the students said that they feel motivated.

3.2 Interview

The interview was designed and conducted to obtain information about students' lack of motivation during the learning process of the target language. Concerning the participants, Ivan Celleri, Canadian expert in the field, with large experience in teaching English, considers that students have many problems with English in high school, and it does not mean that they dislike English. One reason for this problem is the methodology that teachers use right now. He says that any book can be used, but the methodology must be changed. In addition, the large amount of students in the classroom is considered a disadvantage, since it does not allow teachers to check students' progress. On the other hand, when having a small class, students are able to understand better.



Another reason that makes this problem grow is the teacher's attitude and expectations. Some teachers bring their problems to the classroom, affecting students' progress. Teachers must put away all the problems when the class starts. Moreover, students get bored very easily in English classes because the topics are not interesting and the methodology that teachers use is not effective, thus the activities that students develop are mechanic or boring.

Ivan Celleri says that "the responsibility of this problem is fifty percent from the Ministry of Education and fifty percent from the teachers." The Ministry is responsible for teachers training in their fields. On the other hand, teachers are also responsible because they erroneously believe that their methodology is suitable to the learning process. Those teachers continue with the same methodology and with the same books that do not help the students to learn English effectively.

The best solution for this problem is to change the methodology and use some strategies. One strategy for motivating students is to tell them that English is important in their lives, and they need to know this language. For instance, most of the information found nowadays is written in English. They can learn English more efficiently with movies, magazines, internet, etc. Another method that we can use is the realistic method; if teachers work with real objects the student will understand better.

In conclusion, students do not dislike English but they need help with this subject. Teachers have to change their methodology in order to teach English as



a foreign language; they can use other strategies and activities. Furthermore, we know that there are two main factors that affect students' progress: teachers' attitudes and classroom environment. The interviewee confirms the information that was found about students' lack of motivation, and he suggests the usage of some learning strategies that can help to overcome this problem.

3.3 Previous Study

A research study done by Yola Chica Cárdenas to 43 sixth course students at Carlos Cueva Tamariz High school focused on looking for causes about why these students were not motivated during the learning English process, and they had a low level of English. To solve this problem, she considered to put emphasis on students' interests and needs, and a variety of strategies was planned. Then the improvement of motivation in the classroom, the teaching of learning strategies, and the stress on indirect strategies were adopted and applied by the teacher. The objective of this research was to support students to improve their knowledge of English using those strategies. Finally, all these strategies were applied in a certain period of time and data were collected from different sources. So students changed their attitude and they improve their English Level. (Taking from the Thesis 'Abstract')



CONCLUSIONS AND RECOMMENDATIONS

This monograph aimed to determine the causes why ninth-grade students (12 to 13 years old) at Mensajeros de la Paz high school are not motivated in the English class. The results showed that most of the teenagers are not engaged in the English learning process due to a series of aspects. The activities that the students do during the class; the materials that teacher uses to teach English; the way they work during the class; the skills they focus on; the way how the teacher rewards students' efforts; teachers' attitude; and the study of English as a mandatory subject in high school are important factors. We have considered therefore imperative to design a booklet containing a series of activities that teachers can use to enhance the EFL learning. These activities are based on cognitive and social and affective strategies to encourage the learning of the target language.

Conclusions

- Students do not dislike English, but they consider that there are some aspects which affect their performance in the classroom.
- The use of cognitive and social strategies through activities will be helpful during the English learning process since the students will get involved in the class actively.
- The use of cognitive and social and affective strategies will make teachers and students develop a positive attitude towards English learning. The students will have the opportunity to participate and understand the target language better.



- English teachers can incorporate different learning strategies in their classes through a variety of activities to catch students' attention and interest in the subject.
- Teachers are responsible for students' lack of motivation, due to the unsuitable material used.
- Using learning strategies, both teachers and students will feel motivated to learn the target language.

Recommendations

- English teachers should incorporate learning strategies through activities as a part of the teaching process to help students improve the class significantly.
- English teachers should involve students in the EFL class by using didactic material.
- Teachers should change their methodology in order to encourage their students towards the learning of the target language.
- The use of the booklet designed in this monograph will provide ninth-grade teachers at Mensajeros de la Paz high school complementary activities to improve the English learning process.
- The teacher should create some activities that students can enjoy, avoiding a mere transmitting of knowledge.
- The teacher should ask the students what they prefer to do first; negotiations are beneficial to successfully perform different activities in the EFL classroom.



- Teachers should manage their personal problems appropriately so that they do not influence their teaching performance.
- When English is used to communicate and the students are trying to say something, teacher should not correct their mistakes. If the teacher often corrects each mistake, students might feel uncomfortable.
- Teacher should encourage his / her students not to worry about mistakes, since everybody in the class is learning a new language.
- Teachers must make sure that students understand what they are saying.
- Teachers should get along with their students creating a good class environment.
- Teachers should select strategies which suit their learners' level and abilities, particularly when dealing with teenagers.



Works Cited

Cunningsworth, Alan. *Evaluating and Selecting EFL Teaching Materials*.

London: Heinemann Educational Book Ltd. 1984. Print.

Carol Sansone and Judith Harackiewicz. "Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance." United States of America: Academic Press. 2000. Web. 24 April. 2012.

Chica, Yola. *Strategies for Improving English Learning in Sixth Course students at Carlos Cueva Tamariz High School*. Biblioteca U de Cuenca.

Universidad de Cuenca. 2011. Web. 7 May 2012.

Felder, Richard. "Understanding Learning Differences." North Carolina: Journal of Engineering Education. 2005. Web. 26 April. 2012.

Graddol, David. "English Next." England: British Council, 2006. Web. April 19. 2012.

Gebhard, Jerry. "Teaching English as a Foreign or Second Language: A Teacher Self Development and Methodology Guide." United States of America: The University of Michigan Press. 1996. Web. April 22. 2012.



Gilby, Clare. "Teaching English as a Foreign Language." Edge Hill University.

August. 2011. Web. 30 May. 2012.

Griffiths, Carol. "Language Learning Strategies: Theory and Research." School

of Foundations Studies. Feb. 2004. Web. 20 Jun. 2012.

Gonzalez, Dalia, and Elsa Mejia. "Propuesta de Estrategias para Mejorar el

Aprendizaje del Inglés en Alumnos Adolescentes." n. d. Web. 16 May.

2012.

Harmer, Jeremy. *The Practice of English Language*. Longman. org. n. date.

Web. 06 May. 2012.

Harold, Louis and David Boje. *Readings in Managerial Psychology*. London:

University of Chicago Press. 1989. Web. 12 May. 2012.

Google Images. Web. 20 Jun. 2012.

Knapp, Karlfried, Barbara Seidhofer, and Henry Widdowson. *Foreign Language*

Communication and Learning. 2009. Web. 06 May. 2012.

Krishna, Vamshi. "Cognitive Strategies." Power Point. n. d. Web. 15 Jun. 2012.

"Learning Strategies." *Polyu.edu*. English Language Center. The Hong Kong



Polytechnic University, Web.10 Sep. 2009. Web. 11 Jul. 2012.

Marion Williams and Robert Burden. *Psicology for Language Teachers: A social Constructivist approach*. United Kingdom: Press syndicate of the University of Cambridge. 1997. Print

Nisbet, John, and Jannet Shucksmith. *Learning Strategies*. n. d. Web. 20 May. 2012.

Norris, Jacqueline. "Motivation as a Contributing Factor in Second Language Acquisition." *The Internet TESL Journal*. June 2001. N. pag. Web. 7 May. 2012.

O` Malley, J. Michael, and Anna Uhl Chamot. *Strategies in Second Language Acquisition*. United States of America: Press Syndicate of the University of Cambridge, 1990. Print.

Roher, Ken. "How To Praise Your Students." Incredibleart Department. Princeton Online, n.d. Web. 9 Jun. 2012.

Scott, A Wendy, and Lisbeth H. Ytreberg. *Teaching English to Children*. London. Longman, 1990. Print.

"Teenagers." *Onestopenglish*. Macmillan, n.d. Web. 5 Jun. 2012.



The University of Kansas. "Learning Strategies." n.d. Web. 25 Jun. 2012.

Woolfolk, Anita. *Educational Psychology*. United States of America: Allyn & Bacon. 2006. Print.



APPENDICES



Appendix 1: Survey- Poll

Sexo: _____
 Edad: _____
 Colegio: _____

1) Durante las clases de ingles, ¿cuáles de éstas actividades realiza tu profesor (a)?

Puede escoger más de una opción

Juegos
 Warm - ups
 Canciones
 Impartir clases

2) ¿Cuáles son los materiales más utilizados por tu profesor durante clase?

Libro
 Copias
 Videos
 flaschcards
 Grabadora

3) ¿Como trabajas durante las clases de ingles?
Puede escoger más de una opción

Individual
 Pareja
 Grupal
 Estudiantes y Profesor

4) ¿Qué destrezas practicas más durante las clases?

Escuchar
 Leer
 Escribir
 Hablar

5) ¿Cómo premia tus esfuerzos tu profesor (a)?

Puede escoger más de una opción

Obsequios
 Puntos extras
 Te felicita
 Ninguna forma

7) De los siguientes aspectos cules se identifican con tu profesor (a):

Puede escoger más de una opción

No es tolerante al corregir los errores
 Habla Ingles muy rápido
 Llega de mal humor
 No le agrada repetir la clase.
 Es estricto

7) ¿Por qué estudias Ingles?

Escoja una sólo opción

Porque es obligatorio en mi colegio
 Para prepararme mejor

8) ¿Cómo te sientes durante las clases de inglés?

Motivado
 Desmotivado



Appendix 2: Interview- Questionnaire

Engaging Teenagers in the English Learning Process

1. Could you tell us what are the reasons why students dislike English?
2. Does it have to do with the content of the Coursebook that students have to learn? Yes or No. Explain your answer.
3. Do you think students don't like English because they get confuse with speaking and writing skills?
4. Does it have to do because of the amount of students in the classroom?
5. Are the teachers responsible for this problem? Explain your answer.
6. The teachers` attitudes and expectations affect the student`s progress?
7. Why do you think students get bored very easily in English classes?
8. What do you think is the best solution for solving this problem?
9. What are some strategies for motivating students in class?
10. What other methods we can apply in order to solve this problem?



Appendix 3: Booklet

Introduction

This booklet was designed to provide teachers at Mensajeros de la Paz high school a series of activities based on two learning strategies: cognitive and social and affective to engage ninth-grade teenagers in the English class. The authors of this monograph will provide the teachers this booklet, so that they can use it as a complement in the classroom. The following activities will help the teachers develop in their students the skills of speaking, listening, reading and writing.



TABLE OF CONTENTS

Introduction	52
WRITING	
Activity 1:Brainstorming	54
Activity 2 :Sequence of Events	55-56
Activity 3:Build and Imaginary Story.....	56-58
Activity 4 :Way to correct Mistakes in Compositions.....	58
Activity 5 :Key Words	59-60
Activity 6 :Use Keep-Delete-Substitute	60
Activity 7 :Grammar Rules	61-62
READING	
Activity 1:Buy Sentences.....	62-64
Activity 2 :Mimes.....	64-65
Activity 3 :Your own Sentences	66-67
Activity 4 :Read to Guess.....	67-70
Activity 5 :Summary.....	71
Activity 6 :Stories.....	72
SPEAKING	
Activity 1:False Identification.....	73-74
Activity 2 :Using Common Expression.....	74-75
Activity 3 :Relaxing.....	75-77
Activity 4 :Memorize it	77
Activity 5 :Billboard.....	78
Activity 6 :Graphic.....	78-79
Activity 7 :Debate.....	80
LISTENING	
Activity 1:Song.....	81-82
Activity 2 :Commands.....	82-83
Activity 3 :Using Mimes.....	83-84
Activity 4 :Rhymes	84-86
Activity 5 :Rewarding Students` efforts	86-88



Activity 1.- Brainstorming

Type: Social strategy – Cooperation and Note taking.

Objective: To make students and teacher work together, discovering new words of a certain topic and using them to write a composition or paragraph. This activity provides the students not only words, but also allow them to have ideas before writing a composition

Skill: Writing

Procedure:

- Using the board, teacher writes down a key word about a certain topic



- Teacher asks the students to tell some related words to the key word.



- Teacher writes down each word that the students say.
- Then teacher begins to write a short composition using some of the words that the students said before.
- Finally, teacher gives students a key word of a new topic so that students make their own brainstorming and their own compositions.



Activity 2.- Sequence of events.

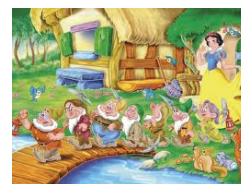
Type: Social strategy – Cooperation

Objective: To allow students work together trying to guess the sequence of a short story using pictures.

Skill: Writing

Procedure:

- Teacher sticks pictures on the board according to the story she/ he is going to tell.



- Teacher asks the students to look at the pictures and try to put them in order.



- Teacher starts telling the story, and the students check if the pictures are in the correct order.
- Teacher and students work together ordering the sequence of events according to the story.
- Finally, the teacher encourages the students to write the story using their own words.
- Teacher suggests the students to use these words: *first*, *then*, *after*, and *finally*, and so that they link the sentences in their compositions.

Activity 3.- Build an imaginary story.

Type: Social strategy – Cooperation

Objective: To build a short story using students' own words and their imagination according to the questions that the teacher asks.

Skill: Writing

Procedure:

- Teacher gives a sheet of paper to the first student of the row.



- Teacher asks the student to write the name of a man on the top of the sheet and fold the paper forward, so that the word written can not be seen.





- Teacher asks the students to pass this sheet of paper to the next classmate.
- Teacher asks another student to write an adjective to describe that man, fold the paper, and pass it to the next classmate.



- Teacher asks the next student to write the word **girlfriend** in the sheet of paper, fold it and pass it to the next partner.
- Teacher asks the next student to write a female name, fold the paper and pass it to the next partner.



- Teacher asks the next students to write a sentence to describe that woman, fold the paper and pass it to the next partner,
- Teacher keeps asking questions, so that the students continue writing on the paper sheet.
- Finally, teacher receives the paper and reads the whole story to the class.



- This activity can be interesting and fun since students enjoy the result of the writing process.

Activity 4.- Way to correct mistakes in compositions

Type: Social strategy – Cooperation

Objective: To make students work cooperatively checking each other's compositions. They find grammar errors and correct them, so they learn together.

Skill: Writing

Prodecure:

- **Peer correction.-** Students can review each other's composition and try to find errors. Students find the errors and correct them.



- **Do not mark anything incorrect.-** Teacher can review students' compositions and just praise the use new words, imaginative ideas, and the use of most appropriate grammatical structure.
- **Correct only one type of error.-** Teacher can review students' compositions focusing just on tenses, articles, or adjectives.



Activity 5. - Key words

Type: Cognitive strategy - Summarization

Objective: To have teacher and students use key words to summarize a certain topic and to allow students to remember the main ideas just visualizing those words written on the board.

Skill: Writing

Procedure:

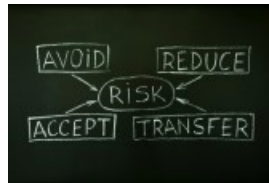
- Teacher writes down, in the middle of the board, the topic they have already studied.



- Teacher asks the students to think of words about this topic studied.
- The student, who remembers one word, comes to the board and writes it down, and so on.



- When the teacher considers that there are enough words written on the board, she/ he starts to use these words to make a brief summary of the topic. He can use lines or circles to make connections among the written words. Also, the teacher can use color markers.



- Finally, the teacher can ask the students to write their own summary on their notebooks using these written words.

Activity 6.- Use *Keep – Delete – Substitute*

Type: Cognitive strategy - Summarization.

Objective: to focus on writing important ideas to summarize a certain topic and to get better understanding of the topic.

Skill: Writing.

Procedure:

- Teacher asks the students to make a brief summary of a certain topic.
- Teacher gives some ideas in order to make students write good summaries.
 - They should read the topic and get the main idea.
 - They should keep just important information.
 - Students should delete irrelevant ideas.
 - Students should replace subordinate words with ones they are familiar with.
 - Finally, students write their summaries using their own words.



Activity.- 7 Grammar rules

Type: Cognitive strategy- Deduction/Induction

Objective: To be able to use the verb *to be* in meaningful sentences. Students will acquire knowledge by practicing the grammar structures in an oral and written form.

Skill: Writing

Procedure:

- Teacher explains grammar rules through examples.

THE PRESENT OF *TO BE*

Singular		Plural	
Subject	Be	Subject	Be
I	am	We	are in the United States
You	are a student.	You	
He		They	
She	is in the United States		
It			

- After students have understood the rules, they have to apply them by using different examples.

1. Complete the following sentences with the correct form of the verb.

a) I ___ an English teacher.



b) You ___ a good person.

c) We ___ singers.

d) He ___ a teacher.

e) They ___ tired

2. Write the correct pronoun for each cloud.

Am

Is

Are



I - YOU - HE - SHE - IT - WE - THEY

- Finally, they write down sentences using the rules learned.



Activity 1.- Buy sentences.

Type: Social strategy - Cooperation

Objective: To make students work in groups and to encourage them to look carefully at the sentences and determine if the sentences are correct or not.

This activity helps the students to spot errors and become good writers.

Skill: Reading

Procedure:

- Teacher organizes the students in groups depending on the amount of students in the class.



- Teacher sticks ten cards on the board. These cards contain both correct and incorrect sentences.

Examples:

He studies English at Cuenca University.

They likes to eat pizza.

Hugo buy a new house two years ago.

Santiago goes to Colombia on Saturday.

- Then teacher gives false money to the students.
- Teacher asks the students to look at all the sentences, and buy a sentence which they consider does not have grammar errors.



- Students decide which sentences they want to buy. If they buy an incorrect sentence, one that contains errors, they will lose their money.



- Likewise, if students buy a good sentence, one that does not have errors, they will not have to pay for it.
- The group which has more money and more correct sentences are the winners.
- Finally, the teacher gives feedback about the grammatical point.

Activity.- 2 Mimes

Type: Cognitive strategy – Inferencing.

Objective: To discover the meaning of a written sentence by means of mimes, movements, or signals.

Skill: Reading



Procedure:

- Teacher brings to the class ten sentences written in small pieces of paper. All of them are folded.

Example: *You are swimming in a big pool.*

You are eating a delicious ice cream.

You are driving a car very fast.

You and your mother are washing your clothes.

You are writing a letter for your girlfriend/ boyfriend

And so on.

- Then the teacher asks ten volunteers to help with this activity. The students do not know what they are going to do.
- Teacher asks the students to choose one piece of paper and read it.
- Teacher explains to the students that they have to act out the sentence that they have in the piece of paper using mimes, gestures, or movements. Students are not allowed to speak.
- Then the ten volunteers, one by one, act out the sentence in front of the class and their classmates have to guess.
- The student who guesses the sentence has to write it down on the board.
- Finally, when all the volunteers have acted out their sentences and all of them are written on the board, everybody reads each sentence.



Activity.- 3 Your own sentences.

Type: Cognitive strategy – Creative

Objective: To elaborate sentences using the language in a creative way.

Skill: Writing and Reading

Procedure:

- Teacher cuts about 40 words from English magazines or newspapers and stick them on a sheet of paper in disorder. Something like this:

poor Jobs their *problem* eat hamburger have
friends City walk soda
Bar *high school* think sister big *house*
a lot of orange juice computer boss
birthday *expensive* *teenagers* love say
music family was **RIVER** cookies
bike car table glass he English at
teacher homework cook shoes

- Teacher gets some copies of it.
- Teacher asks the students to make groups and then gives them a copy of the paper sheet.





- Teacher tells the students that they have four minutes (time depends on level and complexity of the task) to create one sentence with four words and one sentence with five words.
- The students have to create the sentences using the words of the sheet of paper that the teacher has given them.
- The group that writes faster has to read the complete sentence. If the sentences are correct they win a point.

Activity 4.- Read to guess!

Type: Social strategy - Cooperation

Objective: To get involved in reading along with their classmates in a fun way.

Skill: Reading

Procedure:

- Students make groups



- Each group has to have a leader.



- Teacher gives to each leader a piece of paper with a riddle.
- Each group reads the riddle and tries to guess the answer. If they know the answer, the leader has to raise his/her hand and tell the answer.



- If the answer is correct, they will win one point.
- The group who guesses more riddles is the winner.

Some riddles:



I'm yellow and round,

I'm the same size as an apple.

You can't eat me

You hit me with a racquet. (**Tennis ball**)

I'm not a bird, but I can fly

I eat insects and fruit



I'm dark

I sleep upside down. (**Bat**)



Every country has one.

I have different colours.

I need wind to fly

The British one is red, white and blue. (**flag**)

I'm something you do all day

I'm also an Olympic sport

You use your legs to do this

It's slower than running. (**walking**)

I'm a special day

People buy each other presents

I'm romantic

I'm on February 14th. (**Valentine's day**)





I´m a sport

I´m usually done by men

You need to be powerful and quick

Muhammad Ali is the most famous man

You wear shorts and gloves. (**boxing**)



I´m a beautiful animal



I´m found in Africa

I have the first and last letters

of the alphabet in my name

I´m like a horse

I´m striped. (**zebra**)



Activity.- 5 Summary

Type: Cognitive strategy- Summarization

Objective: To make a summary in an interactive way, so that the students have the opportunity to practice vocabulary and interact with their classmates during the task.

Skill: Reading- Writing

Procedure:

- Teacher makes groups of 4 or 5 students.
- The teacher hands out reading passages
- The teacher explains that each group will be in charge of summarizing one reading passage.
- The students have to follow the steps for writing a summary.
 - a) Together, decide on the author's main idea.
 - b) Find the main points of the reading passage.
 - c) Then, write the summary, putting the author's main idea and main points of view using your own words
- After that, each group chooses a leader who will read the summary to the class.
- Later, the class will discuss each summary. Students can ask questions if they have not understood something. Each group should help support or explain their summary.
- Finally, students should take notes on the other groups' summaries.



Activity.- 6 Stories

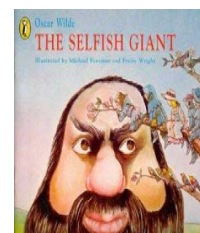
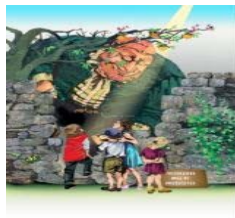
Type: Cognitive Strategy – Resourcing

Objective: To use and identify available information. Students will use dictionaries, books, and previously done works.

Skill: Reading

Procedure:

- First of all, teacher gives students 10 written cards and 10 blanks cards.



- Teacher explains that they have to reconstruct the story with the cards that they have.
- Later, the teacher gives students the story about “**Selfish Giant**”
- Then students have to read the text silently and identify some vocabulary.
- After that, students must use the dictionary to find synonyms to some unknown words in the first paragraph
- Finally, students have to complete some sentences about the story in order to know what they have understood.



Activity 1.- False Identification.

Type: Cognitive Strategy – Questioning Elaboration.

Objective: To ask a combination of questions in order to get ideas about a certain topic. This activity helps teacher to set up a discussion about a certain topic.

Skill: Speaking

Procedure:

- Teacher brings pieces of cards to the class.



- In this cards teacher writes down names of famous people such as Che Guevara, Britney Spears, Barack Obama, Justin Bieber, Selena Gomez, Hillary Duff and so on.
- Then the teacher sticks a card in front of each teenager's t-shirt, and explains to the students that for the whole lesson they will be that person.



- The teacher explains that during the first stage, students have to stand up and walk around the classroom, greeting each other without speaking.



- Next, students can speak saying “hello, how are you?” Students can make gestures or change their voices in order to act like that famous person.



- Then the students get in pairs and start to elaborate simple questions trying to find information about the other famous people. Students can ask questions like these: Where are you from? Are you married? Are you single? What’s your mother’s name? What do you do? How many sisters and brothers do you have? and so on. Students can invent the answers to these questions.



- Finally, the students get personal information from their partners and then introduce his / her partner to the class.

Activity 2. - Using common expressions.

Type: Social Strategy – Questioning for clarification.

Objective: To ask questions for explanation, clarification or verification about something they do not understand in a certain task.



Skill: Speaking

Procedure:

- Before starting the class, the teacher can encourage the students to ask questions using these expressions:
 - **Repeat:** I'm sorry, I didn't catch that, can you say that again?
 - **Paraphrase:** I'm sorry; I'm not sure what you mean. Can you tell me again?
 - **Explain:** Could you explain that for me?
 - **Examples:** Could you give me an example?

Activity 3. - Relaxing!

Type: Cognitive Strategy - Imagery.

Objective: To incorporate a lot of words in order to describe a place making the activity more interesting. This preparatory task stimulates the students before speaking.

Skill: Speaking

Procedure:



- Teacher plays some relaxing music.
- Teacher asks the students to close their eyes and relax. They can sit down on the floor or look for a place where they feel comfortable.





- Teacher asks them to “visualize” any place they want.
- Then teacher gives them some prompts so that students can describe the place they have chosen.
- Teacher can ask:
 - Are there any trees in that place?
 - Is there a river there?
 - Are there buildings?
 - How many people are there?
 - What is the weather like?
 - Are there animals?
 - Are there some computers?
 - Are there fruits?
 - Are there streets?
 - Are there flowers?
 - How does this place make you feel? and so on.
- Teacher can ask questions for at least 5 minutes.
- Then teacher asks them to open their eyes and asks “how do they feel?”
- After that, teacher asks the students to get in pairs for describing their places to each other.





- Teacher can assign a task. For example, students should find similarities or differences in the places they have chosen. Also, students should write a composition using some details making the writing more interesting.

Activity 4. - Memorize it !

Type: Cognitive Strategy - Repetition

Objective: To repeat words in order to memorize them so that students become familiar with the new vocabulary.

Skill: Speaking

Procedure:

- Teacher collects 15 objects such as, a book, a notebook, an eraser, a pen, a pencil, a dictionary, a marker, and so on.
- Then teacher puts these objects on the desk.



- The teacher tells students that they will have 5 minutes to look at and memorize all these objects.
- After 5 minutes teacher covers these objects with a flannel and students have to mention the objects that they have seen.
- This activity can be done individually or in groups.
- The student (s) who say (s) most of the objects is the winner.



Activity .- 5 Billboard

Type: Cognitive strategy- Grouping

Objective: To make students work in groups for better communication in the classroom. Also, students will be able to use their imagination for creating an original billboard.

Skill: Speaking

Procedure:

- Teacher makes groups of 4 students.
- After that, teacher explains that each group has to create a persuasive billboard about the topic that he/she will give them. Each group has a different topic.
- Then each group will have a large paper for making the billboard advertisement about the given topic.
- Students can use pictures, texts, key words, graphics, and colors to transmit the main idea of the topic.
- Later, each group must show and explain the billboard to the class.
- Finally, the class will vote on the most convincing billboard.

Activity.- 6 Graphic

Type: Cognitive strategy- Note taking

Objective: To use key words or graphics for making students understand the topic or new language.

Skill: Reading

Procedure:



- Teacher introduces the topic with a graphic.

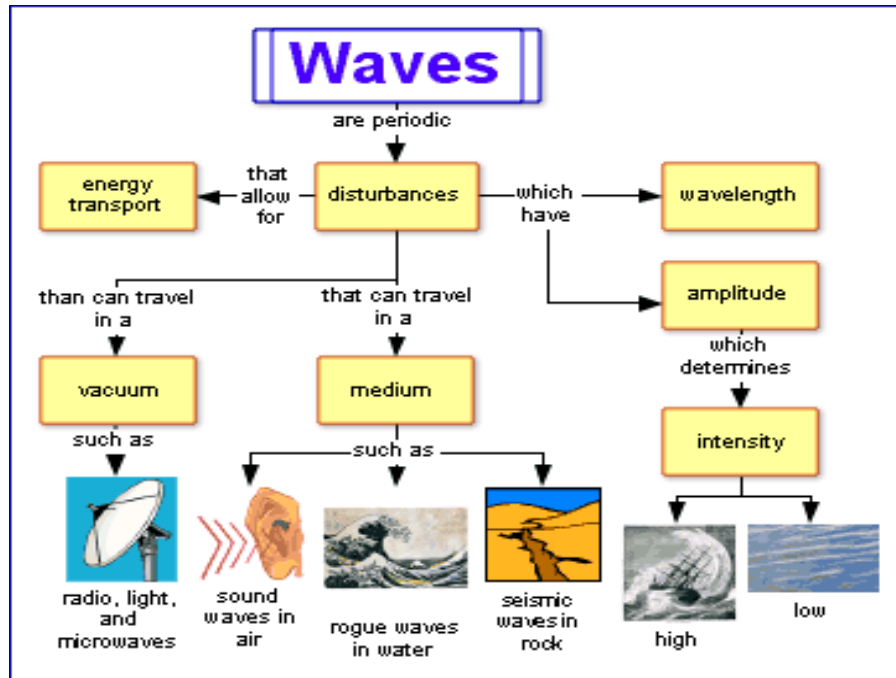


Figure 1. This Graphic was taken from (Vamshi Krishna 6).

- Teacher asks students to tell some words that are related to the topic.
- Teacher writes students' key words on the blackboard.
- Later, teacher gives them a topic, and students have to make a graphic using key words.
- Finally, students have to present their topic to the classroom.



Activity.- 7 Debate

Type: Cognitive strategy- Transfer

Objective: To express ideas in the foreign language about a specific topic. Students will have the opportunity to interact and defend their point of view about the topic.

Skill: Speaking

Procedure:

- First of all, students must investigate about a topic that has been chosen for the debate, and they have to bring to the class their own material. The topic can be chosen according to students' interests.
- Teacher must explain what a debate is.
- Students ought to know that they will express their ideas politely and respectfully.
- The class must be divided into two groups, and the teacher could be the moderator.
- One group will support a position about the topic and the other group will support another position. For example, advantages and disadvantages of using tattoos.
- Later, teacher introduces the topic for the debate.
- Finally, teacher has to monitor that all students participate.



Activity.- 1 Song

Type: Cognitive strategy- Inferencing

Objective: To listen to a song and identify some new words. Students will be able to understand and write what they have heard in the song.

Skill: Listening

Procedure:

- First of all, teacher makes an introduction of the song (according to students' level).
- Teacher uses flashcards for better understanding.
- Then students listen to the song three times.
- After that, teacher hands out paper sheets with the lyrics of the song.
- Students are asked to fill in the blanks with the missing words.

There's a fire _____ in my heart.

Reaching a fever pitch

It's _____ me out the dark

Finally, I can _____ see your crystal clear.

Go ahead and _____ me out.

And I'll _____ your shit bare.

See how I _____ with every piece of you.

Don't underestimate the things that I will _____

There's a fire _____ in my heart.

Reaching a fever pitch

It's _____ me out the dark.



The scars of your love _____ of us.

They ____keep me thinking.

- Later, students listen to the song three times.
- Then teacher checks the answers with the students.
- Finally, students sing the song.

Activity 2.- Commands

Type: Cognitive Strategy - Inferencing

Objective: To listen and understand commands by means of gestures, movements or using realia. In this way they have contact with listening skills in a fun way. Teacher can realize if the students have understood the command or not.

Skill: Listening

Procedure:

- Teacher asks the students to sit down on the floor making a circle.
- Teacher gives students some commands which they have to perform if they feel identified with.
- .For example:
 - *If you are wearing shoes, change seats*
 - *If you are wearing a black jacket, change seats.*
 - *If you have a dog at home, change your seat.*
 - *If you have blue eyes, change your seat.*
 - *If you are wearing glasses, change your seats and so on.*



- After this activity, the teacher has the opportunity to teach new commands that can be used in the classroom. For example:
 - Please, stand up
 - Please, sit down
 - Open your book on page.....
 - Give this to your partner...
 - Come out to the board please...and so on
- Finally, the teacher can say all the commands that students have already learned.

Activity 3.- Using Mimes

Type: Cognitive Strategy – Imaginary and Elaboration

Objective: To develop the listening skill through mimes, movements and gestures to make association with the information that the teacher is going to present.

Skill: Listening

Procedure:

- Teacher tells the students that today they are going to have an imaginary trip.
- The teacher asks the students to put away all their things and feel comfortable.
- Then, teacher asks the students to do all the actions that she is going to do so that they can understand what the teacher is saying.



Example: Teacher can start like this:

At the park

- *We're sitting in the park, and we're eating a delicious ice cream. We finish eating the ice cream, and we stand up. We want to wash our hands, but we cannot see any faucet in the park, so we clean our hands with some napkins. Then we start to walk. We look at the floor and we see some flowers. We pick the flowers and put them in our bags. It's late so we walk towards the bus stop. We get on the bus and return to the high school.*

- After this activity, the teacher can repeat the same story asking the students to perform the actions by themselves.

Activity 4.- Rhymes.

Type: Cognitive Strategy - Repetition

Objective: To listen and repeat short phrases using rhymes. Students can practice the different sounds, stress, rhythm and intonation.

Skill: Listening

Procedure:

- Teacher writes down some rhymes on the board. (Depending on students' level)
 - For example:



Rain on the green grass,	I love coffee
And the rain on the tree,	I love tea
Rain on the house – top,	I hate the dentist
But not on me.	and the dentist hates me

Rain, rain go away	I love coffee
Come again another day	I love tea
Little Johnny wants to play	I hate the rain
	and the rain
	hates me.

- Teacher starts to read rhyme by rhyme, and the students just listen.
- Then teacher asks the students to repeat the rhymes.
- Next, the teacher asks the students to repeat each rhyme along with her/him.
- Finally, the teacher can ask the students to repeat the rhymes faster.



Another activity concerning this strategy could be the following:

Procedure:

- Teacher writes down some rhymes on the board. (Depending on students' level)

For example:

EENY, MEENY, MINEY, MOE

Eeny, meeny, miney, moe, catch a tiger by the toe

If he hollers, let him go;

My mother says to pick this one!

- Teacher reads the rhymes, and students listen.
- After that, teacher asks students to repeat what they have heard.
- Finally, students have to repeat the full rhyme as fast as they can.

Activity.- 5 Rewarding students' efforts

Type: Social Strategy – Self - reinforcement.

Objective: To motivate students to participate in the classroom. The teacher rewards their efforts using praises or extra points when a task has been successfully completed or they have made an effort trying something new. If you reward your students' efforts, motivation will increase.

Procedure:

- **Praises:** During the English class the teacher can use these praises in order to make students feel confident about what they are doing.



- Good!
- Good job!
- Very Good!
- Well done!
- Congratulations!
- Can you teach it your classmates?
- Super!
- That's right!
- That's good.
- You're really working hard today.
- Good working!
- I'm happy to see you working like that
- That's much better.
- You're doing a good job.
- I'm proud of the way your worked way.
- Great!
- I knew you could do it
- Good for you.
- That's the way.
- That's better.
- Excellent!



- Much better!
- You did that very well.
- Fine!
- Fantastic!
- You did a lot of work today.
- That's it!
- I'm very proud of you!
- I like that.
- You're doing fine!
- That's really nice!
- **Extra points:** Teachers can stimulate their students giving them extra points so that they win points by means of their efforts. The students feel confident about their own learning.