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## **ABSTRACT**

The purpose of this research is to see if Teaching English through Arts and Crafts is a good way to enhance students' motivation and capacity to understand and do things explained in English.

This research was not only supported by Content Based Instruction (CBI), but also by Kagan's Cooperative Learning, Multiple Intelligences and Motivation Theory which were all necessary to accomplish the desired goals, and see if the planned parameters can be fulfilled.

The results and conclusions were based not only on my perspective as a researcher, but also on participants' answers, their parents' and teacher's points of view; this fact allowed me to triangulate all the information and draw the necessary conclusions and suggestions which are presented at the end of the study. The results clearly show that Teaching English through Arts and Crafts enhanced young learners' motivation and understanding in English.

## **KEY WORDS**

Content-Based / Arts and Crafts / English Learning / Cooperative Learning / Young Learners /EFL classroom / Teaching / Multiple Intelligences



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*Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Maestría 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.*

Adriana Patricia Mora Jaramillo

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## INTRODUCTION

Helping and facilitating students' performance in the EFL classroom is one of the greatest goals we can accomplish during the teaching-learning process, and teachers need to be aware of such an important responsibility. According to educational specialists, motivation is an essential key to have in mind when teaching; if motivation disappears, students will never be capable of really acquiring anything. They need to feel and see the necessity to learn something new, and in the same way to see how useful it is for their lives and their context. It is also important that the learning process is a fun experience and motivating itself.

In mostly all private schools in Cuenca, teaching English has become a problem to parents, students and teachers because learning English is too difficult, it is not motivating enough or it does not have a purpose, and even if it does, educational systems do not want to see or they just do not want to believe there is one. It does not matter at what students' level you ask, English is the monster in all types of learning levels, it has become the subject no one wants to take and is left at the end of every process.

If this concept is not changed in the early years of education the teaching-learning process of English is going to keep having the same problems. This is why I have seen the necessity to change young learners' mindset through a different way of teaching, making them see the significance of the language and most important that it can be fun.

Teaching English through Arts and Crafts has been thought of as a way to help teachers enhance students' motivation within regular classes; as well as to help students become more imaginative and more confident in what they do. Teaching English through Arts and Crafts is based basically on CBI concepts, Cooperative Learning parameters and motivational tips which will allow teachers make the learning process more pleasant for everybody.



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## **CHAPTER I: THEORETICAL FRAMEWORK**

It is important to mention that Ecuadorian Schools and Institutions have seen the importance to include English within the curriculum not only as an isolated subject but mainly as a subject matter, such as Science, Social Studies and Ecology, to mention a few.

But when students face the moment to start studying English all their anxiety and nervousness start to come up to the surface, losing their motivation and willingness to keep learning. This is why; this research focuses on teaching English through Arts and Crafts as a way of making students learn in a different and unstressed way.

Another important factor when learning a foreign language is that students should be aware that English is something we use to communicate and work with others. This learning should be accomplished independently, but with means of working collaboratively.

These are some of the points to be treated in this chapter, not only how to work with English as a subject matter or with a Content-Based Approach, but also how to enhance students' motivation in the classroom and how to work collaboratively with their peers.

### **1.1 CONTENT-BASED INSTRUCTION (CBI)**

Even though CBI has been applied in different learning contexts for almost twenty five years, it is not until the last decade it has gained great importance in different immersion programs such as K-12 students, English for Specific Purposes (ESP) and different vocational and workplace instructional contexts (Grabe and Stoller).



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According to Stephen B. Stryker and Betty Lou Leaver (3) CBI encourages students to learn a new language, actually by using it from the very first class as an important key for communication. It is very important to play real pieces in order to learn music; in the same way it is very important to use language in order to learn how to communicate in a different language.

As the authors explain, CBI is not only an approach, but a philosophy where teachers and students have the opportunity to forget about the pressure and tedium which learning a new language may imply.

CBI is considered a complete integration of language learning and language content, it is also a significant departure from traditional foreign language teaching methods by changing the point of view from instruction of learning a language to the learning a language through subject matter.

When we refer to CBI we talk, as well, about terms such as sheltered content, adjunct courses, theme based approaches, language for specific purposes, among others. In the case of primary courses, K-12 levels, the one most applied is Sheltered Content, which refers to the teacher using different techniques and methods in order to shelter or make the subject more comprehensible to students (Stryker and Leaver 4).

As well as sheltered content, adjunct courses are also important because they refer to the teacher's capacity in creating new activities where the new language is used to solve and accomplish real tasks; adjunct courses boost students' confidence (Stryker and Leaver 4). These two aspects will give the teaching-learning process a completely new vision, because students will see a purpose in learning English and the confidence to use it. Additionally, it is good to mention the theme-based approach, that in CBI is considered the main and central part of the curriculum and it is organized as a "series of modules in which the language teacher teaches both subject matter and language" (16).



If CBI's goal is to change the way teachers teach, Arts and Crafts becomes a very important tool to transform this learning into something more real and applicable to students.

### 1.1.1 Characteristics of CBI

The previous aspects mentioned are not the only things to know about CBI; in order to understand much better this kind of approach, it is necessary that, we see it as a curriculum, a way of teaching, and most of it, a way of succeeding with students. For all this to happen, it is crucial to know CBI's three main characteristics, which are:

- a. **Based on Subject Matter Core:** as it is explained by its name, CBI focuses on meaning more than on form, the nucleus for this approach is to teach through content and not from isolated things that can make students feel frustrated when learning the language, to set an example, teaching animals by using play-do and constructing a zoo it is much more meaningful than making students learn animals by heart. As the authors explain this approach, CBI represents the separation from old, traditional ways of teaching which aim is to focus on form more than on meaning. CBI helps teachers to get rid of wrong assumptions which can interfere in the correct way for the teaching-learning process.

“The fundamental organization of the curriculum is derived from the subject matter, rather than from forms, functions, situations, or skills. Communicative competence is acquired during the process of learning about specific topics such as math, science, art, social studies, culture, business, history, political systems, international affairs, or economics” (Stryker and Leaver 6).



- b. Use of Authentic Language and Texts:** in this way, CBI sees the importance of using authentic language and materials in order to make the learning process more meaningful and important for students. In this case, what matters is how the book is used more than how it is presented. It is in teachers' hands to "shelter" the content of the book in order to make it accessible for the level of the students being taught. In order to shelter the content of the book it is essential to really think about the variety of activities a teacher should have in order to succeed, such as the correct use of context, recycling previous learning, taking advantage of students' background knowledge and schemata, etc.

"Using content and context together to understand messages, students develop coping mechanisms for dealing with unknown language in other contexts, ultimately fostering the development of foreign language proficiency" (Stryker and Leaver 9).

- c. Appropriate to the needs of specific groups of students:** teachers should be aware about the group they are working with, not only on the academic side but in the emotional side, as well. CBI gives teachers the flexibility to change and modify the way of teaching according to students' needs and desires, making the teaching-learning process dynamic, fun and in constant change.

It is teachers' duty to realize and pay attention to how students are getting the new information and how they are reacting towards the way of giving it. As well, it is imperative to rapidly recognize those students who have problems acquiring the new content in order to do the right adjustments at the right time.



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As mentioned before, not only the academic side is worthy noticing but also the emotional side, teachers need have in mind Krashen's Affective Filter Hypothesis, that refers to working with students on their 'affective variables' in order to allow a better acquisition of the language, avoiding any kind of pressure or any mental blocking while the learning takes place (Schütz, Ricardo).

In CBI it is crucial that students take part in the organization of topics and contents that will be given throughout the year. This will make students feel comfortable about what they are learning and, most of all; they will become independent learners, while the teacher will be just the facilitator of the teaching-learning process.

To conclude about CBI's three main characteristics, it is essential to mention that the fusion of the three will give very good results in the learning process, but of course they can be modified while it is happening. Not only teachers and students are important parts of this process, but also its organization, objectives, goals and in the case of primary courses, the authorities.

As mentioned before, CBI is part of a new paradigm in education, where one important thing is to develop communicative competence in the new language. This competence refers to the capacity to communicate with native speakers in real situations.

### **1.1.2 Communicative Elements and Principles**

Even though some authors like Canale and Swain (Stryker and Leaver 12) explain there are four specific elements in communicative competence: grammatical, discourse, sociolinguistic and strategic, in CBI the most prominent ones are sociolinguistic competence, "the ability to use language appropriate to a given situation including the appropriate choice of register



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and knowing when to say or not to say something”, and strategic competence, “the ability to use inference, paraphrasing, and repetition to cope with situations in which language or comprehension is lacking” (12-13), because they focus mainly in language use.

Some other researchers such as H. Douglas Brown (13) describe four characteristics that all communicative approaches share, and most important they summarize what pedagogical principles CBI has. These characteristics are:

- a. All classroom objectives should focus on achieving communicative competences, and not restrained only to grammatical and linguistic competences. The fact students will have to construct and create different crafts will allow them to use the language in a much better, natural way.
- b. All the techniques use in the classroom need to engage learners in the pragmatic, authentic, functional use of language in order to accomplish significant tasks. It is of great consequence to understand that language forms are not as meaningful as aspects of language which helps students to accomplish classroom goals. Students will find themselves talking with each other to find solutions to the problems they encounter when working in Arts and Crafts.
- c. Aspects such as fluency and accuracy are complementary to communicative competence, but in order to enhance students' motivation in the class it is necessary to give, from time to time, more importance to fluency than to accuracy. Students will listen and use the language to understand and facilitate the different directions to accomplish a specific project.





- d. In communicative classrooms students need to use the language, productively and receptively, in unplanned and spontaneous situations. Using their hands and their minds when doing a project will allow students to continuously use the language and practice not only their communicative competence, but also their capacity to interact with others.

As mentioned above, these characteristics give a very good summary of what CBI should consist of, and how the classes should be oriented; this is why the following part goes deeper into how CBI has been applied in different fields and levels, such as K-12 Immersion and the ESL Classroom.

### **1.1.3 CBI in K-12 Immersion and ESL Classroom**

Stryker and Leaver explain that CBI started with its first experiments in the Soviet Union and Canada in the 1960's, getting a lot of attention during those years. To mention an example, in Canada, CBI had great importance in immersions programs for K-12 students, whose mother tongue was not French but English. CBI was implemented in Kindergarten where all the students will learn different subject matter in the foreign language; this experiment had great success, publicity and emulation.

The studies done in Canada and in the Soviet Union, allow other countries to do the same, this is the case of the USA which have records to have started with immersion programs since 1976 (Stryker and Leaver 15).

By the mid-1990, US public education started to apply immersion programs, content-based sheltered English courses, mainly to serve Spanish-English communities. The aim of these programs was to help students, with some or any English proficiency, enter K-12 classes and helped them succeed in English-only classes.



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“The State of California in an effort to deal with an onslaught of over one million students who don’t speak English as their native language (1996 statistics), has officially embraced sheltered content courses, or specially designed academic instruction in English (SDAIE), as the most efficient approach for transitioning children who speak English as a second language into English-only classrooms” (Stryker and Leaver 16).

This example gives a little more detail on why this approach is so important and successful with nonnative speakers. Since an early age it is possible to apply CBI with a little more effort from the teacher, but with greater results in the teaching-learning process and with the students.

But CBI does not work alone; something that enhances its curriculum is Task-Based Instruction (TBI). As David Nunan (38) suggests, tasks in the classroom should be thought of as real-world tasks, something that students will use in real situations and not only in a classroom environment. Understanding this point, it is good to mention that when learning a different subject in English, the real-world task is already happening. English is not going to be an isolated subject; it is going to become a subject with real purposes where real problems will have to find real solutions. These tasks should be done in order to show students what they are learning is flexible and applicable to different situations in life. Nunan also explains that task-based activities allow students to focus more on meaning than on form and this can be done by using activities such as information, reasoning and opinion gaps. “Task-based Instruction has been combined with CBI very successfully in ESL and EFL programs to pair students to exchange information and to solve problems – that is, negotiate for meaning” (Stryker and Leaver 16). TBI is not only important in CBI in general but also in Arts and Crafts, because students will listen to different commands not as an isolated way, but as a way to accomplish different projects in a foreign language.



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As mentioned above CBI is a very interesting way of preparing and presenting a new language to students from different levels and situations. But something that every institution or school demands are grades or marks; this is why the next few lines are going to be about grading and testing when using CBI.

### **1.1.4 Grading and Testing Issues in CBI**

CBI focuses mainly on students' oral proficiency, as well as in reading and writing but in a less importance degree. If the purpose of this study is to succeed within communicative competences, it is necessary to grade according communicative norms.

Communicative proficiency can be stated as the ability to communicate with native speakers in real-life situations, without giving that much importance to grammar structures and form. This is why within the classroom the teacher should be prepared to give more emphasis on presenting the language in more spontaneous and “unprepared” settings, making it more valuable and worthy to students.

As well as in schools, CBI has been used in the Foreign Service Institute (FSI) since the 1980's, but it was before the 1950's that the US department first implemented a proficiency test based on one-on-one oral interviews called, Interagency Language Roundtable (ILR). This test didn't include any written parts and it valued or graded proficiency on a 0 to 5 scale, with half-point increment along the scale.

Later on, this ILR was adapted to more academic settings, the American Council of Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS), the organizations responsible for making ILR more suitable and accessible to education. The main difference between these two, ILR and ACTFL, is that the second one mentioned reflects



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students' proficiency in four different levels, having in each 1 to 3 sublevels. These levels are: Novice, Intermediate, Advanced, and Superior (See Figure 1).



<b>Figure # 1 The ILR and ACTFL Proficiency Scales</b>		
<b>ILR</b> (Interagency Language Roundtable)	<b>ACTFL</b> (American Council of Teaching of Foreign Languages)	
5 Functionally Native Proficiency	Superior	Functional in the language
4 Advanced Professional Proficiency		
3 General Professional Proficiency		
2 Limited Working Proficiency	Advanced High	Basic Communicative Skills
	Advanced	
1 Elementary Proficiency	Intermediate High	Basic Survival Skills
	Intermediate Mid	
	Intermediate Low	
Memorized Proficiency	Novice High	No prior experience with



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0 No Proficiency	Novice Mid	Foreign Language
	Novice Low	
<b>Source:</b> Content-Based Instruction in Foreign Language Education, Stryker and Leaver, ed., 1997		



This chart gives a general idea on what proficiency level students can be, and how important it is to know it, in order to teach English in a meaningful way and according to their needs. Next, in more detail, Figure 2 shows what is expected from students in each level, it goes deeper on what characteristics each level has.

<b>Figure # 2 ACTFL Assessment Criteria: Speaking Proficiency</b>				
<b>GLOBAL TASK/FUNCTIONS</b>	<b>CONTEXT</b>	<b>CONTENT</b>	<b>ACCURACY</b>	<b>TEXT TYPE</b>
<b>SUPERIOR</b> Can discuss extensively by supporting opinions, abstracting and hypothesizing	Most formal and informal settings	Wide range of general interest topics and some special fields of interest and expertise; concrete, abstract, and unfamiliar topics	Errors virtually never interfere with communication or disturb the native speaker	Extended discourse
<b>ADVANCED</b> Can describe and narrate in major time/aspect frames	Most informal and some formal settings	Concrete and factual topics of personal and public interest	Can be understood without difficulty by speakers unaccustomed to non-native speakers	Paragraph discourse
<b>INTERMEDIATE</b> Can maintain simple face-to-face conversation by asking and responding to simple questions	Some informational settings and a number limited of transactional situations	Topics related primarily to self and immediate environment	Can be understood with some repetition by speakers accustomed to non-native speakers	Discrete sentences and strings of sentences
<b>NOVICE</b> Can produce only formulaic utterances, lists, and	Highly predictable common daily settings	Common discrete elements of daily life	May be difficult to understand, even for those	Discrete words and phrases



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enumeration			accustomed to non-native speakers	
<b>Source:</b> ACTFL Oral Proficiency Interview Tester Trainer Manual, Kathryn Buck, ed., 1989.				

As mentioned before, this gives a general overview of how teachers should base their testing and grading when implementing CBI, but as was explained before ILR and ACTFL grade only reading, speaking and listening skills, concluding that these proficiency tests cannot be applied in every situation and in every school.

Schools and Institutes need to measure students outcomes not only on the skills mentioned above, but also in students' content knowledge. And it is for this reason that some researchers have thought about "*proficiency-based achievement tests*," which combine language proficiency and content achievement components. A standard technique of these kinds of tests is to "measure students' knowledge of subject matter using standard oral and reading proficiency testing techniques" (Stryker and Leaver 26).

As Stephen Davies states, it is known that CBI has had great importance in ESL situations for decades, and for that reason it has gained a lot of interest all around the world for EFL situations, too.

"CBI works well in EFL contexts, and I believe its use will increase as teachers continue to design new syllabi in response to student needs and interests" (Davis).

To conclude this part about CBI, it can be said that CBI has different theoretical foundations which provide students and teachers with multiple opportunities to interact with authentic, contextualized, and linguistically challenging materials in communicative and academic contexts; keeping in





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mind that prior knowledge and strategy are very important for success (Kasper, Babbitt and William Mlynarczyk 4).

## 1.2 COOPERATIVE LEARNING

Educational systems, all around the world, are facing some serious difficulties and problems with how students work with others in order to fulfill a shared goal. But this goal is disappearing little by little and it will be too hard to make it rise up again. In Ecuador there is no difference. Emigration and abandoned families have created a really big issue that now is being projected inside Ecuadorian classrooms.

As Dr. Spencer Kagan expresses, there may exist four crises within the US, but the most important one which affects mostly all countries in the world is the Social Skills Crisis. Nowadays, students have forgotten certain basic values, which in past decades were taken for granted, such as kindness, politeness, responsibility, teamwork, respect, etc, just to mention a few.

These values have not been developed at home, nor at schools, but the real problem lays on the great impact and the awful results this will have on youth's future. These values are not required only in educational fields, but also in working fields where employers seek and demand from their employees respect, communication, honesty, teamwork and work ethics, but the lack of these values has resulted in the lack of people to work with the desired characteristics, as well to work in teams and to be collaborative and cooperative with one another.

“A variety of forces have combined to create socialization void. Students are reared differently today than throughout the history and across cultures, they no longer spend time under the watchful eye of a caring, concerned elder... No one is consistently providing correction opportunities, helping children



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forge positive values and virtues. But students need a value system – rights and wrongs to guide their behavior. Lacking the traditional sources of guidance, today’s youth is overly influenced by commercial pop culture and succumbs to peer’s pressures. Discipline and virtues are replaced by immediate gratification, lack of impulse control, competition and aggression” (Kagan and Kagan 2.14).

As mentioned above, teachers and societies face different problems at school, not only for the lack of values but also for the lack of motivation in the teaching-learning process. This is why Cooperative Learning plays such an important role in this research.

As Kagan explains, Cooperative Learning can be an additional support to work on Social skills in order to enhance learning and also the teaching process in any determined age. Next, there are some aspects that might work effectively by using Cooperative Learning, and these are:

- Students have a more enjoyable way of learning, where they will want to continue learning in order to succeed.
- Teachers and students learn how to become human being again, people with values and positive attitude.
- Students’ self-esteem is enhanced by helping them to be persistent in everything they do.
- Learning becomes meaningful and more relevant to students and teachers.
- Students get prepared to work better within groups and their peers.
- Teachers find again the right motivation to teach and most important to recover energy with students.



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“Students need a diet that includes cooperation, not just competition and isolation” (Kagan and Kagan 2.15).

After years of investigation it can be said that Cooperative Learning is one of the most efficient approaches to be used in class, because it does not only cover achievement and social gaps that youth is suffering nowadays, but it also focuses on the great amount of challenges and crises society is going through.

Cooperative Learning allows teachers to change established parameters and wrong beliefs about education and how the whole educational system works. It makes teaching and education a more enjoyable, pleasant job; it is based on win-win situations, nobody loses, but everybody wins.

It is very important to mention that Cooperative Learning also allows students to be part of the same team; there is no rejection of one person or the other; it involves and enhances interpersonal contact, shared goals, helping and sharing. It allows communities to be more stable and better nurtured in values and skills.

As has been mentioned, Cooperative Learning has a lot of good parameters in order to be applied in class; the only thing is that teachers have the obligation to think about how the class environment is going to enhance Cooperative Learning, instead of competitive learning.

With Cooperative Learning, teachers not only have students with higher motivation and achievement, but also with less discipline problems. Students feel so engaged when working together that their level of disruption almost disappears in the classroom environment.

Cooperative Learning has shown through years and years of investigation how it succeeds in different levels of learning and in different



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areas. It helps, once again, students to feel more motivated and capable of doing things that benefit students and the whole group.

It is important to know how something works and what its results are, but the most important thing is to know why it works and what it has in order to make it work. This is the reason that the next few lines are going to explain more in detail what Cooperative Learning is, some of its support theories and what its principles are.

Cooperative Learning can be included in any class curriculum, not always for the same reason; it will always depend on schools objectives and goals, and its reasons to use one thing or the other. No matter what the reasons are, Cooperative Learning will work and will help with any problem school may present, “it produces all the positive outcomes” (Kagan and Kagan 4.1).

### **1.2.1 Why Does Cooperative Learning Work?**

In order to explain why Cooperative Learning works, it is very important to understand that it has seven theoretical bases: Classic Learning Theory, Social Learning Theories, Brain-based Learning Theory, Motivation Theories, Individual Differences Theories, Expectation Theory and the Power of Situation, which allow Cooperative Learning to become a very important tool when teaching English and a very flexible way to make students feel part of the teaching-learning process (Kagan and Kagan 4.1-4.2).

Learning is essential for everybody and the acquisition of a new language is something that has to be important, meaningful and rich for all kind of learners; Cooperative Learning accomplishes all these aspects by using its structures, concepts and flexible alternatives to present the English language. Next, the supporting theories are going to be briefly explained and



most important how they have helped Cooperative Learning to be successful and how they can be related to Arts and Crafts.

a. **Supporting Theories**

- **Classic Learning Theory:** Cooperative Learning does everything that classical learning theory does not do for students and the learning process. In this classical way of learning four aspects are considered important: Reinforcement, Correction and Practice Opportunities, and Transference, but not one of them with satisfying results. On the other hand, Cooperative Learning makes these four aspects boost and enhance students' learning. To explain better how they work in Cooperative Learning it is necessary to state:
  - Reinforcement: rewards and reinforcement are given frequently and immediately with the purpose to make students see how important their work and their efforts are. In this aspect reinforcement becomes a desirable thing in their learning. In Cooperative Learning teachers don't waste time, neither do students. They see the importance of transmitting how important a student's job is inside and outside the class.
  - Correction Opportunities: the same as in reinforcement, students get immediate supportive feedback from their peers and the teacher. There is little chance for a students' motivation in learning the new language to drop.
  - Practice Opportunities: students have the chance to interact all the time; they are not limited to only one minute's interaction, but a lot more. They interact all the time in a



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very positive, comfortable way with their peers and also with the teacher.

- Transference: this is the most important aspect of the four, because the teacher helps students to become independent learners and most important she teaches them how to react according to real, different situations.

Cooperative Learning allows this real interaction because while working in teams or with their peers students learn how to accept and respect different opinions. It also helps students to be more practical and critical about all their decisions; they learn that working in teams allows them to be much more successful.

With Arts and Crafts all these four elements were applied. For example, reinforcement was given immediately after a specific project was finished; correction and practice opportunities, on the other hand, were provided while the construction of the project was taking place; and finally, transference occurred when students show final result to their classmates and peers.

- **Social Learning Theories:** it is very important to mention that there are two important social learning theories: the power of modeling and the power of mediation, which cooperate to give good foundations for Cooperative Learning.
  - The Power of Modeling: according to Bandura's theory (Kagan and Kagan 4.6), learning can be done through observation. It is natural that we watch others and we model their behavior, especially that of those we feel more connected or related to. Cooperative Learning enhances proximity and teambuilding in the class; it allows different



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people, high and low achievers, to work in the same group, having as result low achievers doing and modeling what high achievers do.

- The Power of Mediation: according to Vygotsky's theory (Kagan and Kagan 4.7), learning can be done by being taught. He assures us that learning happens if mediation is done through the ZPD (zone of proximal development – Vygotsky's term), this area is where learning is useful and students can achieve something on their own, that previously could do it just with help.

Mediation in the ZPD can be called, according to Vygotsky, teaching, tutoring and coaching, all of them as a very important part of the process. For Cooperative Learning, this theory works constantly, because the teacher should be intelligent enough to really do this mediation while ZPD takes place.

- **Brain-Based Learning Theory**: it has been proved that the human brain controls all types of emotions and actions. This theory has five important principles, all related to Cooperative Learning. These principles are: Safety, Nourishment, Social Interaction, Emotion and Information Processing (Kagan and Kagan 4.9).
  - Safety: this is very important when learning because it is closely related to the part where stimuli take place and make students react in one way or the other. If students feel anxious or nervous, learning is not going to be as effective as teachers would like.



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In this aspect, Cooperative Learning is very important because it makes students integrate and be part of a group; they feel accepted and wanted. Besides, Cooperative Learning eliminates the anxiety and pressure from other students, because everybody feels accepted and part of something important.

- Nourishment: because of the brain's functions, it needs a great amount of oxygen in order to keep it active and working very well. Without this oxygen the brain wouldn't be able to function correctly and fulfill all its activities.

“The brain is that dependent on a constant flow of nutrients. Oxygen and glucose in the brain are increased when breathing rate/volume and heart rate/volume are increased, both of which result of movement” (Kagan and Kagan 4.10).

With this research students had a better opportunity to nourish their brains because they had more freedom from what they have in regular classes. They had the chance to bring liquids and food during the workshop, knowing that they had to clean up afterwards.

- Social Interaction: Again, in this aspect the brain takes an important role when learning, because it gets more engaged when the learning process occurs. Cooperative Learning works greatly with social interaction, making students and the classroom itself, more engaging and retentive.

In this aspect, the acquisition of the language got an extra plus with Arts and Crafts because students saw their





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capacity to work in groups, as well as their way of interaction to fulfill a shared goal.

- Emotion: when teaching is related to emotions, it is imperative to know that learning happens much better if students find the connection between to what is being taught and what is happening in real life. Once again, Cooperative Learning and Arts and Crafts work with these emotions directly because they give the chance to use real and genuine interaction, allowing the new concepts to be more engaging and retentive.
- Information Processing: when information is presented in different ways, the brain tends to connect and process the information in much better ways, and most important, more meaningful and permanent for students.

In this aspect when Cooperative Learning is used, two important principles are developed: Multi-Modal Content, which refers to the different ways and models teachers use in a class, creating greater connections in the brain, and at the same time, allowing a better learning and more fully processed information; and Episodic Memory, which refers to how the human mind more easily remembers important episodes in life rather than isolated things; this is completely achieved when teambuilding, group activities, and direct interaction have an important role in the class.

At this point, it is very important to mention that the human brain works much better if it is activated, motivated and stimulated. It is the teachers' role to find the perfect balance between Novelty and Routine, so classes are not monotonous, nor a chaos. Every day there has to be



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an innovation in the class, but always having in mind that old activities have helped teachers to achieve a certain goal.

- **Motivation Theories:** even though motivation is discussed later in part 4 of this chapter, it is very important to mention how meaningful this theory is for Cooperative Learning because when we know what truly motivates teachers and students, the teaching learning process is going to be twice as important as any other thing. When working cooperatively, motivation comes within the whole process because as mentioned before, students feel accepted, part of the group, in other words happy to learn and be part of the process.
- **Individual Differences Theories:** these theories are very important because they point out the importance of understanding the different learning styles among students. Students are not like robots; they all feel, react and think in different ways, and it is the teacher's job to use a variety of methods in order to teach all students. Once again, Cooperative Learning allows teachers to use a lot of structures in order to fulfill all students' needs.

In this aspect, it is good to have the idea of teaching all students in different ways, instead of using different methods with different students. If teachers know clearly what learning styles exist in the classroom, they will be more prepared and better accustomed to the classroom settings.

As Rita and Kenneth Dunn explain in Kagan and Kagan, understanding the different learning styles helps teachers and allows students to follow their own way on how to “concentrate on, process, and retain information” (Kagan and Kagan 4.18).



“The more ways we teach, the more students we reach”  
(Kagan and Kagan 4.19).

- **Expectation Theory:** when teachers change students' expectations it is more certain they will improve and overcome any difficulty, allowing them to succeed in anything they get their minds and hands on.

If teachers guide students to see how powerful their minds are, students are going to realize how much they can do and accomplish. In order for this to happen it is necessary to really change students' mindsets and help them understand that the higher their expectations, the higher their accomplishments.

Cooperative Learning works with expectations all the time; it helps weaker students to overcome difficulties much more easily and to become better students. Also, good students become helpful partners for their peers.

- **The Power of the Situation:** students, and people in general, act and behave according to the situation. In this aspect, it is very important to understand that situations established in the classroom have to be positive in order to help students to work, to be confident and of course, to be independent in their learning. Cooperative Learning always gives situations to students that allow them to see their reactions in real life and real situations.

Cooperative Learning helps students to work with groups and be part of them; as well it prepares them to be part of a society, a part which needs to be active and constructive in a world where chaos seems to be getting stronger.



To conclude, it is very important to note that Cooperative Learning works because of its flexibility and capacity to accommodate to any situation and circumstance. Cooperative Learning takes the best of each theory mentioned above, making learning more accessible and richer to different classrooms environments.

### 1.2.2 Cooperative Learning Basic Principles (PIES)

When a successful theory is mentioned, we cannot refer only to its theoretical framework but also to its principles and the way they are applied within the class. The only way Cooperative Learning succeeds in the classroom is if all its parameters are fulfilled and completely applied with students. These four principles are very important to make this happen and they have to be understood by the teacher.

“The acronym PIES helps to remember these four basic principles: **P**ositive Interdependence, **I**ndividual Accountability, **E**qual Participation and **S**imultaneous Interaction” (Kagan and Kagan 12.1).

- a. **Positive Interdependence:** this positive interdependence is very important for students when cooperation is needed; if this level of interdependence does not exist, Cooperative work is not going to exist, either. In this principle, it is very important to mention that there are two main parts that have to be considered when this is applied.

First, ‘positive correlation’, which refers to the relationship between two things that are mutual or complementary (Microsoft Encarta) and most important that students have to understand that they are on the same side and the outcomes and results they have as a group, go up or down together, according to the way they work. If one member of the group does not work, the result is going to affect all the



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members; as well this happens if one succeeds the whole group succeeds too. “Your gain is a gain for me; my gain is a gain for you” (Kagan and Kagan 12.2), this is how students should feel when working cooperatively and towards a common goal

And second, interdependence refers on how tasks should be thought of in order to make all students work together to accomplish a shared goal. If students realize that each member of the group has an important part in the project they will work together to finish it and obtain what they want. It is in our hands, as teachers, to create the appropriate settings for this to happen; working tasks that involve interdependence will increase dramatically the opportunity to work cooperatively. Each member of the group is important, and the goal cannot be achieved if anyone is missing (Kagan and Kagan 12.4).

Figure 3 sums this up:

<b>Figure # 3 Components of Positive Interdependence</b>		
<b>THE TWO COMPONENTS OF POSITIVE INTERDEPENDENCE</b>		
<b>Component</b>	<b>Focus</b>	<b>Necessary Element</b>
<b>1. Positive Correlation</b>	Outcome	A positive outcome for one benefits others
<b>2. Interdependence</b>	Task	Cooperation is required for task completion
<b>Source:</b> Kagan Cooperative Learning, Spencer Kagan, Miguel Kagan., ed., 2009		

Now, how can positive interdependence accomplished? First, by changing our mindset on how classes should be taught, and then by understanding that group work is completely different from team work.



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As Kagan explains (12.5), it is good to have in mind that when we ask students to form teams, we are asking them to have common goals and to work together to accomplish these goals, which are the result of creating team products and team challenges.

If teachers generate a wide range of activities, students can enhance their Cooperative work by having the chance to combine knowledge and skills for mutual benefit. This is not only for achievement of goals, but also for recognition, and praise based on a team's performance. As mentioned before, it is very important that each member of the team sees how valuable and significant s/he is for the team and how each activity they perform is part of a successful result in learning; in this aspect students learn how to have different roles and most important how to develop them and accept other suggestions.

- b. **Individual Accountability:** students need to see the importance of working together as a team, to learn and to create things. In order for this to happen, it is very important that students see that their team is not going to accomplish anything if they don't work first by themselves, and then cooperate with their ideas, to the group.

Students have to understand that even when they are part of a group, they have to be independent about their ideas and thoughts. Teachers and peers are going to demand that each member's performance is fully achieved and well done. "Performance must be individual, public and required" (Kagan and Kagan 12.9).

Teachers need to have in mind that Individual Accountability needs support, which is given through Positive Interdependence. "Learning and change come about the best by a combination of pressure and support. Individual Accountability creates the pressure;



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Positive Interdependence creates the support” (Kagan and Kagan 12.14).

- c. **Equal Participation:** this principle is one of the easiest to understand, but the most difficult to apply in the class. Why? Because when teachers are in the classroom, most of the time participation is voluntary, giving the chance to extroverted and stronger students to participate more than shy and weaker students, having as a result, not all students as part of the learning process.

It is important that students understand that participation does not only mean doing something for the teacher and their peers to see, but most important to allow students get encouraged by learning. “Participation has benefits for those who need and receive help, as well as for those who offer help” (Kagan and Kagan 12.15).

If Equal Participation needs to be applied in the class it is necessary to follow six basic principles that help students to work the same amount of time and of course, to have the same importance within the learning process. These principles are (Kagan and Kagan 12.16-12.18):

- **Turn taking:** in Cooperative Learning, turn taking is very different compared to what it used to be in traditional classes. Every student gets included and gets their turn to participate. This activity should be thought to be applied in teams where each member has to be part of the solution, and then presenting it to the class.
- **Time Allocation:** as well as turn taking, this principle helps a lot when balancing participation in the class; this allows setting the



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same time for all students to participate, and avoiding the unequal participation that may generate boredom and tiredness.

- **Think Time:** in this part, give more time to students when they need to think of an answer to one of teacher's questions; this increases their participation and attention to what is happening in the class. "Think time promotes participation from more reflective students" (Kagan and Kagan 12.17).
  
  - **Rules:** Every activity needs to have clear and specific rules, allowing students to know and understand what they need to do and most important how to do it. With rules teachers are permitting balanced participation in the class.
  
  - **Individual Accountability:** when students know what they need to do and how to do it in the best way, they are being a countable part for the group. If this principle exists is more feasible that all students participate and have a better balance in class participation .
  
  - **Role Assignment:** in this part, teachers have to give students a specific role not only to balance participation, but also to make students see that their participation is necessary for the group's performance.
- d. **Simultaneous Interaction:** in this principle, interaction in the class does not have to be sequential, teacher-student-teacher- but simultaneous, a lot of students working with each other. As Kagan explains (12.19), it is very important to have in mind that the correct use of Cooperative Learning enhances and boosts active engagement in the class, if this does not occur we are focusing more on Covert Interaction,





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where teachers believe and hope that something is happening, rather than in Overt Interaction, where teachers can see and hear what it is really going on in the class.

When teachers want to make the most of Simultaneous Interaction, it is necessary to plan interactive activities students can do by themselves and in pairs. As Kagan explains, it is much better to work in pairs because like that, students get more engaged in the learning process and the contents are better established in their brains. By making students work in pairs, besides saving time, we are helping students learn through the best way, which is interaction.

Figure 4 sums up and shows the advantages teachers may have when applying Simultaneous structures against Sequential structures.



**Figure # 4 Simultaneous Approach to Teaching: the Simultaneous Advantage**

<b>THE SIMULTANEOUS ADVANTAGE</b>		
<b>Teacher's Goal</b>	<b>Sequential Structure</b>	<b>Simultaneous Structure</b>
Distribute Supplies	Teacher or student walks around and hands out materials one at a time	Material Monitor from each team distributes materials to teammates
Discuss Topic	One student at a time states their opinion to the class	All students discuss their opinions in pairs
Form Teams	Sequential reading by the teacher of students' names and assignments	Students simultaneously look for names on cards on team tables
Share Answers	Teachers call on one student at a time	All students engage in Choral Response or display answers on Answer-Boards
Receive Help	Students raise hands and wait for teacher to come over	Students ask a teammate and receive immediate help
<b>Source:</b> Kagan Cooperative Learning, Spencer Kagan, Miguel Kagan., ed., 2009		

To complete the discussion on Simultaneous Interaction, it is necessary to say that it depends on how teachers want students to be; this principle is directly related to equal participation, which cannot happen if simultaneously interaction does not. Equal participation is not enough, there must be the correct balance to make every student



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participate and also to make every student have the chance to express their ideas and thoughts, even though they are mistaken or not.

To conclude, Cooperative Learning is a very useful method to teach English not only for its backup theories and principles, but also for the important points of view it has about education and also how learning in the classroom should be held.

Arts and Crafts can apply these four principles of Cooperative Learning because all the projects have a shared goal, and as a result, English becomes fun. Students developed their capacity to work individually and in teams, also their participation was equal and simultaneously because each one of them had the opportunity to show and present their work in different ways.

As mentioned at the beginning of this part, Cooperative Learning is a way of living and this applies perfectly to what is desired in this thesis. Having all this knowledge allowed me to plan units where students' performance and the way they worked together are the most important aspects in the classroom, everything was planned to make students interact, solve problems together and fix the new content in their minds.

### **1.3 DIFFERENT LEARNING STYLES**

Every teacher knows that within the class there exist different types of learners and to find out the correct balance between the teaching process and the wide range of styles is very important.

Margaret A. Theobald suggests that teachers should focus mainly on three basic learning styles, auditory, visual, and kinesthetic (Theobald 9), as a good way of working with a variety of students.



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Learning Styles refers to how “students prefer to be taught and learn more when the teaching activities match their perceptual style, which means how they process the information given” (Bentham 68). To understand them better the author of this thesis defines them as the following:

- **Auditory Learners:** prefer teaching activities that involve hearing and listening. Such students will learn best by listening to tapes, lectures or instructions. These types of learners remember things by verbalizing things to them and they do not have any problems understanding diagrams. (James)
- **Visual Learners:** prefer teaching activities which involve seeing and watching. This type of student will learn by watching demonstrations, videos, or by looking at pictures, maps and illustrations. They like to see colors and they prefer things closer to them.
- **Kinesthetic Learners:** learn through physical movement and touching. Such students would prefer hands-on activities. They remember easily what was done, more than what they saw or heard. These students like activities that help them perceive and learn. (James)

Even though, these three learning styles are directly related to Arts and Crafts, kinesthetic learners are more suitable and willing to participate in this type of activities. Anyway, they really have to pay attention to what is being said and done in front of them so the whole process becomes easier and more enjoyable.

Theobald also suggests setting clear objectives and goals in order to help students have a clear idea in their minds about what they have to do and how they need to do it, for them to succeed. It is very important that we, as teachers, let students know what we expect from them and how we expect



their work to be presented, these factors will lead to a successful, unstressed environment for the teaching-learning process.

Knowing about learning styles it is not enough to succeed within the teaching-learning process; it is also important to know about teaching strategies because it allows teachers to be more creative and adventurous when being in the classroom. Finding the correct or appropriate teaching strategy allows teachers to find the comfort zone, but it is good to be constantly varying pace and activities, and make students be part of this process. Students will feel more comfortable if they know teachers give great importance to what they think and feel. As teachers, it is good to TAKE RISKS! (Theobald 11)

Even though, it is good to know about different learning styles and strategies, it is very important to know, understand and apply different ways of assessment in order to get students to demonstrate what they know or what they have learnt. Different assessment methods will make teachers and students see the potential in changing things; it will also make students change their mindset about what they are capable of doing, making them feel more confident about themselves and their capacity to use the new language.

#### **1.4 MULTIPLE INTELLIGENCES**

First of all, the best thing to do is to define what intelligence is. According to the Merriam-Webster dictionary it is defined as “the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (as tests).”

With the passing of years this concept has changed, and most important, it changed after Howard Gardner gave it a different perspective more than two decades ago. He has defined intelligence as “a biopsychological potential to process information that can be activated in a



cultural setting to solve problems or create products that are of value in a culture...intelligences are not things can be seen or counted. They are potentials that will or will not be activated, depending upon the values of a particular culture.” (Gardner 33-34)

Gardner has talked about the many intelligences someone may have, as well as people’s capacity to develop each one of the. his seven well established intelligences are, Linguistic, Logical-Mathematical, Bodily-Kinesthetic, Spatial, Musical, Interpersonal and Intrapersonal (Professor Lamp). In this research, the most important intelligences for this research and the ones which are going to be explained are Spatial Intelligence, Bodily-Kinesthetic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence.

#### **1.4.1 Spatial intelligence**

Gardner (42) explains this intelligence as people’s capacity to understand and use correctly the space around them, as wide or narrow this may be. People with this intelligence are capable of decoding color, shapes, lines and forms very easily. People with more developed spatial intelligence can be pilots, navigators, graphic artists, architects, etc (Thompson). In this research, spatial intelligence is very important because it helps students to work much better with different materials and different spaces. It also helps students to find solutions for their own space inside and outside of the classroom.

#### **1.4.2 Bodily-Kinesthetic intelligence**

With this intelligence we refer to the capacity of using our entire body or hands to solve problems (Gardner 42). In this aspect, people have “an ability to manipulate objects skillfully using both, fine and gross motor movements” (Thompson).



People with this intelligence can be craftspeople, athletes, surgeons, and mechanics. Also, this intelligence enhances students' capacity to create different things using their hands and imagination as their most important tool; they are capable of doing arts and crafts, and learning English at the same time.

In Arts and Crafts these two intelligences are very important because they allow students to be more creative and enjoy much better this type of activity. Also, with these intelligences it is easier for students to decode colors, work with their hands, and feel less frustrated if a project cannot fully achieved.

#### **1.4.3 Interpersonal intelligence**

This intelligence is very important, not only for this research but also to explain people's capacity to understand other people's thoughts and opinions. This intelligence allows people to work better in groups and be an important part of them. This intelligence can be defined as the "ability to perceive and make distinctions in the moods, characteristics, intentions, temperaments, motivations, and feelings of other people" (Thompson).

As mentioned in the Cooperative Learning part, it is very important to be willing to work with others in order to succeed. The best achievement for one is the best achievement for the whole team. People with this type of intelligence are more successful as leaders, public speakers, motivators, and why not, teachers.

#### **1.4.4 Intrapersonal intelligence**

In order to work with different people and be an important member of a team, it is necessary that we understand our own mind and our own reactions, before understanding others. This is the reason why this intelligence is



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defined by Gardner as the “capacity to understand oneself, to have an effective working model of oneself --including one’s own desires, fears, and capacities-- and to use such information effectively in regulating one’s own life.” (Gardner 43)

Working and boosting this intelligence, allows people to be self-critical and to have a very solid sense of identity and purpose (Thompson). For this intelligence, it is not possible to mention a specific profession, but life itself.

As mentioned in Cooperative Learning, students will develop their capacity to work by themselves and become more independent learners.

Knowing and understanding the different learning styles and all these intelligences allowed me to work better, and most important be aware on how to work with different students so they don’t feel frustrated or unmotivated if any of the tasks are not fully accomplished. This theory has great relevance, not only in education but in life itself.

## **1.5 THEORIES OF MOTIVATION**

### **1.5.1 Definition of Motivation**

When motivation is mentioned, educational systems or schools believe that the most important thing is to motivate students by giving rewards or prizes without thinking about the consequences of these acts. For example, if teachers only give external motivation through physical or tangible rewards students will get used to them, leaving effort and importance to the learning process aside.

This is why teachers need to have in mind that there are 2 types of motivation; extrinsic and intrinsic. Extrinsic motivation refers to giving prizes and rewards, and intrinsic motivation refers to “the internal drive within oneself





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to do well because of a desire to be challenge, for the sheer joy of participating or learning, or because of a personal desire to succeed.”  
(Theobald 2)

### **1.5.2 Ways to Increase Motivation.**

According to Raymond J. Wlodkowski (Theobald 2) there are some elements which can help teachers increase students’ motivational levels and these are:

- Help students find value in learning.
- Implement various instructional strategies.
- Work with multiple alternative and authentic forms of assessments, and
- Construct environments which encourage students to do their best work.

The following paragraphs are going to explain more deeply how this internal motivation should work and how it can be applied in different settings, as well as with different students.

If students feel and believe they are capable of doing things and succeed while doing them, it is probable that they will. As Theobald (6) explains, it is teachers’ responsibility to change students’ mindsets by creating a good environment to make mistakes and learn from them, making students feel they CAN learn, by giving positive feedback and providing different strategies in order to enhance self-esteem.

In order to make students feel and see they are really learning and what you are teaching is important, it is good to know how students react to different situations and things. In other words, to know students as they are now, know their likes and dislikes, their real social and cultural context, and



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even their fears, is essential for the any educational process. It is also very important to know students not only by their interests, but most important by their names; even though this can take quite a long time, it is something teachers should be willing to do because students will see that the teacher took the time to learn their names and mostly to get to know them well. This little, but important detail will make a great difference in students' levels of motivation. "Let students know you recognize them as individuals." (Theobald 7)

If teachers work with topics and contents students enjoy, learning becomes meaningful and interesting, and they feel confident to transmit and communicate new concepts all throughout the process. In addition, this works directly with students' self-esteem because they see they are capable of doing something they couldn't do at the beginning of the learning process.

### a. **Mistakes aid learning and not to lose motivation**

Teachers have to be smart enough to realize that they are the main ones who can help students to overcome their mistakes and learn from them. This helpful hand allows students not to feel frustrated when an error occurs, but to feel motivated to do much better next time. It is very important that teachers help students see that everybody has a second chance and that a new fresh day starts every 24 hours.

"Do not look back and grieve over the past, for it is gone; and do not be troubled about the future, for it has yet to come. Live in the present, and make it so beautiful that it will be worth remembering" (Scott Taylor).

Personally I believe that students feel more comfortable when a teacher makes a mistake, on purpose or not, because at that moment they can see the teacher as another human being, but what it is



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important, it is our attitude when this happens. We need to show students that we are learning, too. Students work by imitation and if they see teachers learning from their own mistakes, they will do the same!

**b. Positive Feedback is Necessary**

“Feedback from teachers to children, in the process of formative assessment, is prime requirement for progress in learning. Formative assessment is that process of appraising, judging or evaluating students’ work or performance and using this to shape and improve their competence” (Tunstall and Gipps 389).

In order to change students’ way of thinking it is necessary and important to give appropriate feedback in different ways. Teachers have the power to make students succeed or fail; this is very important to consider because from this point teachers’ work can be successfully completed and achieved.

Making a comment about students’ work has to be handled carefully, otherwise misunderstandings can occur. And that is why the use of stickers, encouraging notes and verbal appraisal has to be wise, so they are not used only as an external motivation but as a way to change students’ mindsets about the way they work and how they want to accomplish something. It is very important students see that teachers care for their work and that they are taking the time to really see and understand students.

It is good to be honest and meaningful in what you say; most of the time our body talks by itself, so it is very important that we connect



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our facial expressions with our body and, of course, with what we are saying. If students see honesty in our acts, they will be honest, too.

Theobald (18) explains, as every single process, it is good that all parties know what the goals are, and how and when they are going to be reached. The same happens at schools, where students need to know when they have reached a goal and how good they have done it. This goal revision will allow students and teachers to make the learning process richer and more meaningful, getting once again students to keep working and not giving up.

Students are like clay in our hands, and each passing hour we have with them at school, we have the chance to construct them instead of destroying them.

“For every negative comment, make two positive ones” (Theobald 19).

### **1.5.3 Self-Concept Affects the Mindset**

“If you think you cannot, you probably will not. If you think you can, you might find success” (Theobald 12).

As mentioned before, if students believe they can accomplish something, in most cases they probably will, but in order for this to happen it is indispensable to consider the next few aspects to work and improve self-confidence. (Theobald 19-24)

- Always try to write or have a motivational phrase or taught for the day on the board.
- Be a role model, by being positive.
- Find good things to say, even when is difficult to do so.



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- Use constructive progress reports, to tell students how to improve their work and how they can do better.
- Learning is life-long. Model it. Try journaling. If you want your students to do something for fun, such as reading or writing, you do the same.
- Praise in public. Criticize in private; even though this is difficult, as teachers and human beings, this always has to be in our minds.
- Show students what they do right, and help them get through learning hurdles; be a learning mediator.
- Always provide feedback on assignments turned in, and take the time to make students see you appreciate and pay attention to their work.
- Provide opportunities for leadership
- Create a positive climate and environment for the learning process, through posters, phrases and interesting things.
- Involve students in decision making for themselves or the class as a whole; let students be part of the whole teaching-learning process.
- Make sure students have had enough practice before being evaluated; so they feel confident about the acquisition of the new language.

As mentioned before it is very important to think that if teachers want students to be motivated, it is necessary to start with oneself; we have to be motivated not only in the teaching process, but in the learning process as well.

Motivation first comes from the teacher, and then from the students. As we have seen, motivation does not come only from physical rewards; students are motivated through our actions, beliefs and mainly our love for teaching.



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As mentioned by Harmin and Toth (4), mostly all teachers are capable of motivating a group of students, who may feel unmotivated, uninspired and without any feeling of achievement. This is, sometimes, a very difficult job depending mostly on the teacher, who has to work on an everyday basis in order to have active, confident and motivated students along the school time.

Harmin and Toth (5-6) talk about “an Inspiring approach”, that as every other approach is based on students’ needs and accomplishments, but the main difference is much more manageable and concrete than the others. This approach is based in five important qualities that students should have and that teachers can directly influence in order to succeed at school. This group of qualities is called DESCAs, for Dignity, Energy, Self-management, Community and Awareness.

“All students have an inherent ability to live with *dignity*, to engage tasks with *energy*, to be appropriately *self-managing*, to work in *community* with at least some others, and to be *aware* of what is going on around them. Collectively, these DESCAs abilities point to the heart of students’ best, most productive selves” (Harmin and Toth 6).

## 1.6 TEACHING ENGLISH THROUGH ARTS AND CRAFTS

### 1.6.1 WHY ARTS AND CRAFTS?

“Arts and Crafts are particularly important at lower levels because they make a child’s limited range of language part of something bigger – something which is strong, rich and has material presence” (Wright 5).



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As Andrew Wright explains (5), children learn by doing. If they use their hands and their other senses in order to learn a language, the process becomes easier and less stressful for them and the teacher.

According to the author, learning a language through Arts and Crafts becomes meaningful when students are:

- Listening and reading instructions on how to do something.
- Relating and associating new vocabulary with real and immediate objects and materials; without using translation.
- Making use of previous knowledge.
- Receiving and giving praise and encouragement.
- Expressing and evaluating ideas and feelings.

Arts and Crafts not only work as a different way to learn, but also as way where children know how to see the world around them, not only in their class but in nature and everything they can see and touch.

Now, if this way of seeing Arts and Crafts is combined with English, then its results can only be positive. For example, students will not only learn how to write and pronounce a color, but they will learn how to mix it and use it in different projects and contexts, as well as a way to communicate feelings and emotions to another person.

Teaching English through Arts and Crafts involves hands-on activities, because students will be exposed not to a regular way of learning but to something different, like the possibility of creating objects and doing projects with their hands and at the same time using the new language.

“I hear and I forget. I see and I remember. **I do** and **I understand**”  
(Confucius).



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This fact brings up the importance of this research, and on how good students are going to feel when they see they have achieved things they did not imagine and, even better, in a foreign language. Teachers want students to be active learners and let them see that learning English can be fun, entertaining and interesting.

“Language is meaningful to children when it is experienced as an important part of an activity which matters to them individually. Children feel that creative arts activities are interesting and enjoyable. They therefore offer a powerful way of integrating language and action” (Wright 16).

To support the importance of Arts and Crafts in Education, Andrea Mulder-Slater wrote an article for the magazine “*Classroom Leadership*” in 2001, where she brings the significance of including Arts within the curriculum, these reasons are:

- It's been proven that early exposure to visual art, music, or drama promotes activity in the brain.
- Art helps children understand other subjects much more clearly—from math and science, to language arts and geography.
- Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation.
- Participating in art activities helps children to gain the tools necessary for understanding human experience, adapting to and respecting others' ways of working and thinking, developing creative problem-solving skills, and communicating thoughts and ideas in a variety of ways.





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As she explains, including Arts in the curriculum is not only about showing pictures from famous painters, but giving students the chances to connect everything they do with what they have to learn daily (Mulder-Slater).

### 1.6.2. Types of Arts and Crafts

Connecting students' learning and their contexts will help them know how to proceed in different situations, not only by working with their imagination but working together with their peers. Theobald (76-77) mentions some of the hands-on Arts and Crafts activities that can be useful to enhance students' motivation and willing to work:

- Designing the house of their dreams
- Decorating their own room or class
- Landscaping an area for the school
- Making a jigsaw puzzle to help other students to learn
- Weaving, sculpturing or designing a piece of art for the school or the city
- Creating an advertisement campaign or a logo for someone or a team
- Building something usable for themselves, their families or the school
- Painting a mural
- Publishing the work of others, etc.

When Arts and Crafts are mentioned, it is very important to realize that there is not only one way to present them because, even though mostly all of them are three-dimensional, they can be presented in different ways such as sculpture, printing, modeling, fabric or paper work, translucent art, jewelry and even photography.



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When teachers think about projects, their mindset is very narrow, thinking that coloring a card or doing something very easy will enhance students' motivation and will help them increase their self-confidence in learning English. Although these simple projects may help students in a tiny portion of their motivation, it is still very limited to what they can really achieve or not.

If students work with different types of handicrafts, projects and materials, they are capable of achieving greater things, not only in their learning, but also in their behavior and relationship with others. For example, students can create their own jungle or farm by making the animals on plastic or craft foam and then making a mobile structure. They can also learn different color tones, textures and mixtures by working with an artisanal loom. Another interesting project could be learning shapes by making different patterns and stamps in wood or any soft material.

In this aspect, it is good to consider keeping students' motivation high so they can see themselves accomplishing every established goal. If goals are too easy, students would feel bored about the learning process, but on the other hand, if these goals are not reachable for them, their motivation would drop and the learning process would not happen.

These projects will not only help students reinforce their vocabulary, but their motivation and comfort in the class when using English. As mentioned before, this research would not only work with their artistic ability but also with their confidence, team work and responsibility. (Wright 5-6)

To conclude this chapter, it can be said that this Arts and Crafts approach based on CBI, together with Cooperative Learning and considerations of students' differences and especially of motivation can work perfectly to have active students in the classroom; of course, it is teachers' duty to create the correct environment to make this happen. Teachers need to work with students' energy so they get active, busy and motivated to work in



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and outside the classroom. When students use all their senses, they are much more likely to learn and retain the new information much better. If they get involved in the process, they have greater chances to succeed and transfer the new knowledge. As teachers, we need to look for opportunities for active learning; that means to have the potential to help students be independent and capable of constructing their own learning.



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## CHAPTER II: RESEARCH METHODOLOGY

Chapter I focused on the most relevant theories which can help enhance the learning process and their relation with Arts and Crafts. In Chapter II it is necessary to describe how I put those ideas into practice through Arts and Crafts, as a content-based adjunct English course where students can improve their confidence by using previous and new knowledge in something practical and real.

Arts and Crafts not only work with children's imagination and ability to do something, but also with the responsibility to take care of their things and to keep clean their work area. They will learn how to commit themselves to their work, as well as with the final project and with its presentation.

Having in mind this aspect, it is relevant to mention that the philosophy of Asuncion school when teaching English is to form students capable of interacting with their peers, in real situations in a responsible, respectful and enthusiastic manner. At school, teachers are the facilitators of students' learning, people with whom students feel comfortable to share their space, their emotions and their knowledge.

Based on this parameter, this research was developed in order to make students feel comfortable, confident and capable of learning a new language without pressure or stress. Different studies throughout history have shown that a person learns much better if the learning happens in a stress-free environment; if this doesn't happen, students, young or adults feel frustrated and blocked when learning a new language.

### 2.1 Initial Procedures

Before starting the application of Teaching English through Arts and Crafts, a meeting with the main authorities of Asuncion Primary School,



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Cuenca was held. During this meeting the following papers were presented: Approved Proposal Design, Parental Consent in English and Spanish, Motivation Survey for students and post-application survey for parents. After they agreed and saw the importance of improving English in this workshop, the following arrangements were established:

1. The classes will be documented on video, and the final cut will be watched by the school Principal.
2. During the second week of April, parental consents will be received and students will fill out the Motivation Survey.
3. During the next two weeks of April and May, students who voluntarily accept to attend to the workshops will come every afternoon, from 3:30 to 4:30, to the school facilities.
4. In order to get feedback, parents will answer some questions about the workshop presented.

### **2.2 Participants**

The participants chosen for this study belong to the 4<sup>th</sup> grade of Asuncion Primary School in Cuenca.

Teaching English through Arts and Crafts took place with a group of 15 students, boys and girls between the ages 8-9, who voluntarily decided to participate, along with their respective parental consent. It was a very homogenous group, even though they were from different groups which means that all participants were in 4<sup>th</sup> grade, but not all of them were classmates. For reason of space, the tables were arranged in such a way they had to work in groups, applying one of the basic concepts of Kagan's theory Cooperative Learning. Students were capable of sharing their different abilities and helping others in achieving the desired objective of a project.



## 2.3 Workshop

Within the workshop 4 projects were done; they lasted between three to five days based on their complexity. The whole workshop lasted a month and it was accomplished during the afternoons.

### 2.3.1 Topics and Vocabulary

The topics and vocabulary of the research were based on the students' book, Fairyland 4, so as to maintain the most important aspects and concepts of the 4<sup>th</sup> grade curriculum. Even though the contents were familiar to them, the way they were presented was completely different. First, to work in Arts it is important to know the basic colors and how they can be mixed in order to create some different ones; this is why the chosen words to start the workshops and the first project were: *yellow, blue, red, purple, orange, green, brown, white and black*. Secondly, by knowing the colors students were able to identify these colors in nature, which was the focus of the second and third projects, where the chosen words were: *sun, clouds, trees, mountains, lakes, flowers sunflowers, tulips, grass, birds, and ducks*. And finally, keeping the part about birds and ducks, the last project was about the farm, where the chosen words were: *cow, duck, pig, chicken, sheep, horse, dog, cat, head, ears, eyes, nose, mouth, snout, belly, tail, spots feathers, and wings*.

In order to practice classroom language and increase students' motivation some of the classroom language structures used by myself in the workshop were: *well done, perfect job, great, let's redo it, it's fine, you can do it, repeat the process, one time, two times, three times* and some easy commands such as: *take out the paper, show me the color \_\_\_\_\_, cut, fold, paste, draw, paint, use your fingers, use your hands, and clean your work space*.



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As well, I taught participants some classroom language structures to be used by them during the workshop such as: *Can I have \_\_\_\_\_?*, *Can you pass me the \_\_\_\_\_?*, *Can I use your \_\_\_\_\_?*, *Can I borrow your \_\_\_\_\_?*, *Can you repeat?*, *Sure!*, *Here it is!*, and *Thank you!*, with the purpose of using the language and exchanges as much as possible between them and me.

Making fantastic things does not involve having great, expensive material; when you keep it simple everything becomes easier, not only for students and teachers, but also for parents. So basically students worked with water paint to identify the colors and create their landscapes, color paper for origami, cardboard and craft foam for their mobile structure about the farm. To finish small details students used crayons, markers and glue. All these activities helped students improve the acquisition and the right pronunciation of words and vocabulary, e.g. at the beginning of the workshop students would say *sunny* instead of *sun*, *duc* (as in 'book') instead of *duck* and *cou* (as in 'own') instead of *cow*, to mention a few, but at the end students could say these same words and some others correctly.

### 2.3.2 Workshop Procedures

The first session consisted of talking to students, first in Spanish and then in English on how Art would work and help them when learning a language. They were told how the workshops were going to be held and what were the expectations by the end of the month would be. As a first activity and as a way to switch on their imagination, students were asked not to write their names, but to picture them any way they wanted and wished it. With this activity students saw how difficult it was to open their minds in order to let things occur.

One project was completed each week. All the project sessions started by remembering the words reviewed the day before, and at the beginning of a



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project children were asked to answer simple questions such as: *what color(s) is/are the \_\_\_\_\_?, what shape is this?, what elements do we have in nature?, what animals do you know?, Which animals live in a farm?, Are they the same or different?*, in order to get students attention on what the following project was going to be about.

The next step was to perform the projects which served as a reinforcement of the vocabulary and the classroom language. Students were given instructions and given the abovementioned materials that allowed the researcher to emphasize the target words. At the end of each day students went back home with a smile on their faces, waiting for the next day to come, and most important realizing that everything they had done was explained in English and they were capable of doing it.

After the four weeks, parents completed a questionnaire about the workshops, where they answered questions about their children's motivation and their perspectives towards Learning English through Arts and Crafts. This questionnaire helped the research to have an extra hint on its performance and importance.

Every activity of this research was filmed or photographed with the purpose of being interpreted and analyzed, with the objective of seeing if Teaching English through Arts and Crafts not only improves students' motivation, but also the way they handle classroom language, such as commands and vocabulary according to their level.

### **2.4 In the field.- Teaching English Through Arts and Crafts**

Classes lasted for over a month, an hour per day; and from day one, those were extremely rewarding not only for the researcher, but for students as well. All the techniques applied, engaged students in the learning of English in a completely goal-based and stress-free environment.





The research started by motivating students to use their imagination in everything they did. If any got confused on how the process had to be completed, the other classmates and the teacher intervened and helped so as to get back on the correct path once again.

#### **2.4.1 Best Arts and Crafts.- English Projects**

It is necessary to recall that the main goal of this research was to enhance students' motivation; all the projects had to make the language learning really happen. This made the selection of the projects very important.

It is good to mention that project 1 (Getting to know colors) and project 2 (My landscape) were my own invention. Concerning project 3 (Nature in paper), Origami shapes were looked up on the web (Shingu, Fumiaki), but the project itself was my idea, too. In project 4 (Farm animals in a mobile structure) all patterns were from puppets, also taken from a website (Larissa), but it was changed completely and done in craft foam and applied in a mobile structure.

- a. **Project 1. - Getting to know colors:** in this project the main goal was to make students see what they could do with the three basic colors and some white paper. They had the chance to play with paint and find out what colors could they obtained by mixing them in pairs, *blue + yellow*, *yellow + red*, and *red + blue*. In this project they created their own chromatic circle with their hands.
  
- b. **Project 2. - My Landscape:** in this project the main goal was to apply what they learned in project 1 into a picture. This project allowed them to see how something that seems impossible, can be possible. This project more than teaching students grammatical structures or any formal knowledge, allowed opening students' minds to creation and



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imagination. This fact is important to mention because before starting this project students were asked if it was possible to make a picture using only three colors, they said, “NO” but at the end of it they saw it finished and they did not only like it, but the name of the colors were much more easily fixed in their minds.

- c. **Project 3. - Nature in Paper:** in this project, students were able to practice their listening skills more because in order to make Origami forms, they had to really pay attention to what was being presented and the procedure they had to follow. At the beginning, working with Origami was not an easy task; it needed to have some skills in folding and understanding clearly, shapes, colors and most important, simple commands, once the first steps were understood, the work with paper was much easier.
  
- d. **Project 4. - Farm Animals in a Mobile Structure:** the goal of this project was to learn the names of farm animals and their body parts. Each animal was constructed with craft foam as puppets. Besides practicing their motor skills, students had to listen and classify each part from each animal, reading the patterns and drawing them correctly in the corresponding color. The fact of working with craft foam, allowed students to work with a different material and to experience the different processes each material offers. Even though making six or seven animals with the same process may seem boring, each animal presented different difficulties to each student making the process more engaging and challenging to them.

All the projects presented were thought out according to the students' age, level of vocabulary and mental cognition. Each project gave students different perspectives on how Arts and Crafts can be introduced into the classroom without losing their connection to what is being taught. All projects



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were thought out in order to improve students' vocabulary, as well as their confidence and comfort to be in a class where only English was spoken.



## **CHAPTER III: COLLECTION, ANALYSIS AND INTERPRETATION OF DATA**

In this chapter the analysis and interpretation of data are considered according to the results obtained with these data.

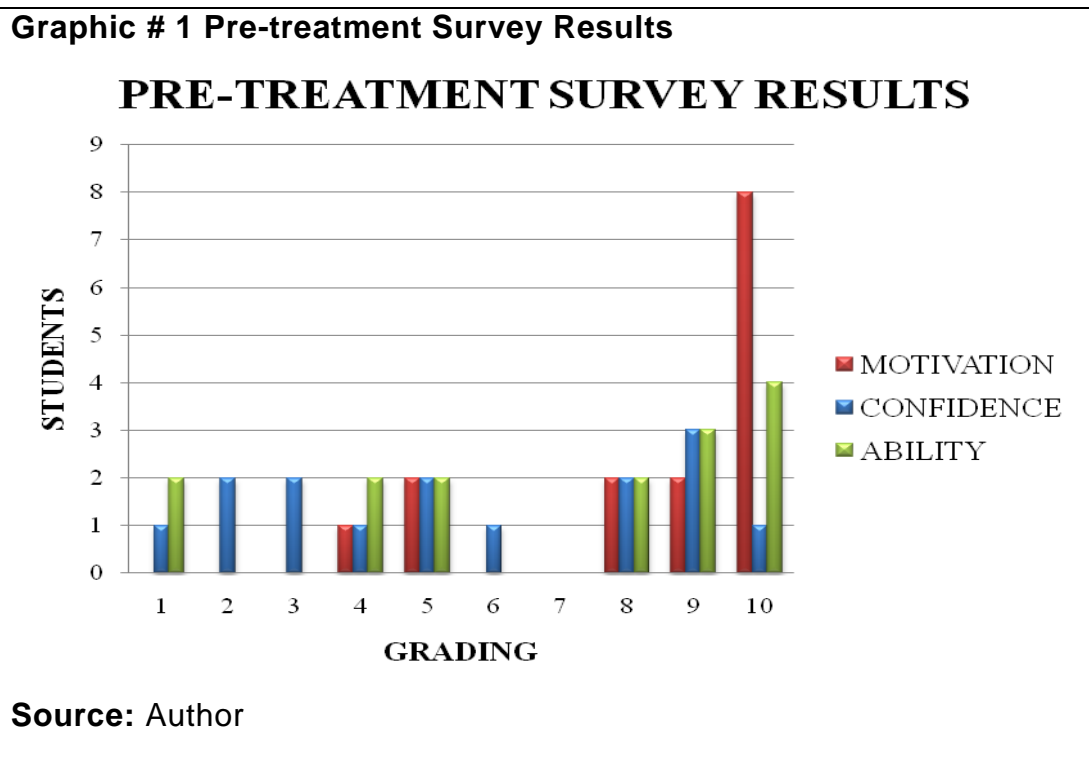
It is important to state that the different ways to collect data are going to be explained in chronological order, in the way they were actually used. It is also important to explain that the fact of having worked in the same place where the research took place gave me the chance, as the researcher, to understand and know the weaknesses and strengths when children learn English in Asunción Primary School.

### **3.1 PRE-TREATMENT SURVEY.**

Interaction with students was directly done from day one. In this part of the research students were asked to grade three important aspects: Motivation, Confidence and Ability when learning and using English in the classroom. The surveys before and after the treatment were applied to the fifteen students of fourth grade at Asuncion Primary School who voluntarily decided to participate in this research. The pre-test was applied before teaching English through Arts and Crafts started, and it consisted of students grading the three important aspects mentioned above, on a rating scale from 1 to 10, being 10 the highest and best grade. The results obtained can be seen in Table # 1, and Graph # 1.



<b>Table # 1 Pre-treatment Survey Results</b>			
<b>PRE-TREATMENT SURVEY RESULTS</b>			
<b>GRADING</b>	<b>MOTIVATION</b>	<b>CONFIDENCE</b>	<b>ABILITY</b>
1	0	1	2
2	0	2	0
3	0	2	0
4	1	1	2
5	2	2	2
6	0	1	0
7	0	0	0
8	2	2	2
9	2	3	3
10	8	1	4





### 3.1.1 Analysis and Interpretation

- **Motivation:** before teaching English through Arts and Crafts began, mostly all students had been motivated to learn English; just a few felt that motivation in the classroom was missing.
- **Confidence:** in this aspect, the majority of students were not confident when learning and using English in the classroom. While the rest felt confident listening and learning English but not using it.
- **Ability:** here students believed that they didn't have the ability to learn, use, and understand English in the classroom. Just nine students from the fifteen thought that their ability was enough in the classroom to complete their books and fulfill their assignments.

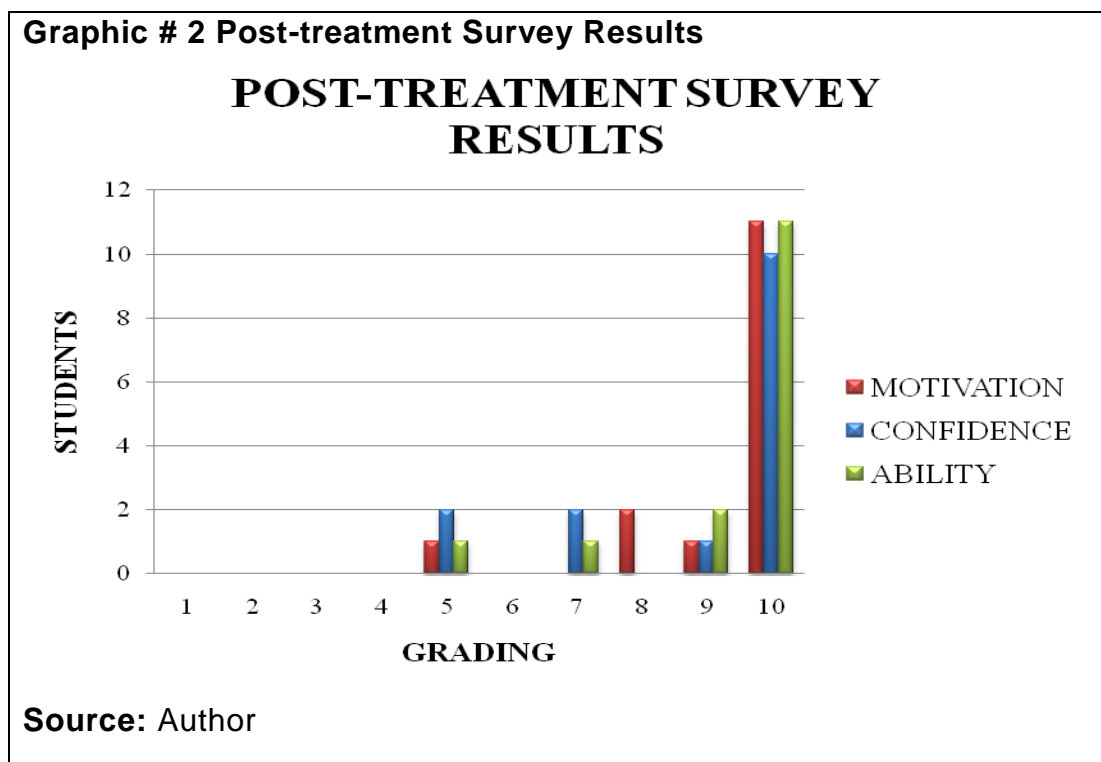
### 3.2 POST-TREATMENT SURVEY.

This part of the research was done after Teaching English through Arts and Crafts was finished after an hour a day for four complete weeks of work. Students had to score from 1 to 10 the same parameters mentioned at the beginning, Motivation, Confidence and Ability, but in this case how did it work during the workshop. After all students wrote down their answers, the results obtained can be seen in Table # 2, and Graph # 2.



**Table # 2 Post-treatment Survey Results**

<b>POST-TREATMENT SURVEY RESULTS</b>			
<b>GRADING</b>	<b>MOTIVATION</b>	<b>CONFIDENCE</b>	<b>ABILITY</b>
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	1	2	1
6	0	0	0
7	0	2	1
8	2	0	0
9	1	1	2
10	11	10	11





### 3.2.1 Analysis and Interpretation

- **Motivation:** after teaching English through Arts and Crafts students felt that the workshop helped them improve their motivation when learning a language, as Figure 8 shows from 15 students 11 graded their motivation up to 10, which clearly shows that teaching a language with a purpose helps students to be feel relaxed and comfortable.
- **Confidence:** in this aspect students reached a higher level of confidence, not only because they were capable of doing something and understanding all the directions in English, but also because in Arts and Crafts nothing is incorrect; the results one student may have in a project are going to be completely different from another classmate. The important thing was that they could finish every project and see their learning materialized, just as Wright explained.
- **Ability:** as well as in confidence, the ability in understanding and doing things in English allowed students to increase their grades in this aspect. Mostly all students graded themselves with a 10 in ability after the workshop was finished. Again, this was because students saw their capacity in understanding something in English and then putting it into their projects.

### 3.3 PARENTS' SURVEY

After the workshop was finished parents were asked to answer eight questions about Teaching English through Arts and Crafts and also their perspectives on how their children learn English in the classroom. The survey consisted of two parts; the first part was about children's motivation and stress





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levels before the workshop started, and the other part was about the same aspects, but after the workshop finished.

In primary school parents follow very strictly the learning process; they are the judges on how their children are learning and how they feel according to one subject or the other. Parents are a main element in Education and that is why this part of the research focuses mainly on their opinions on how English is taught in Asuncion School.

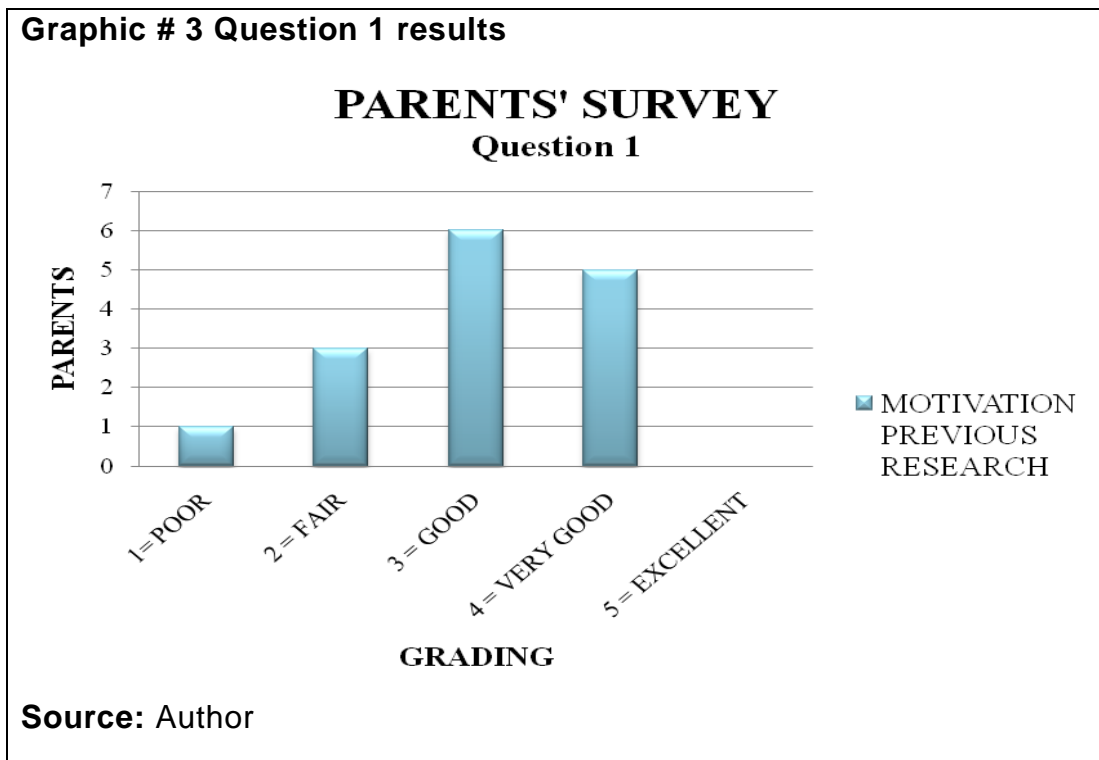
The analysis and interpretation of each question is going to be done in the same order they were answered without interfering the normal way they were written.

### **3.3.1 Question 1: ¿Cómo calificaría la motivación que sus niños(as) han tenido en Inglés antes de este taller?**

In this question parents had to base their answers on a 5-point scale, about how they think their children had been motivated in regular English classrooms, the higher the grade, the higher the motivation. After collecting all parents' answers for question 1, the results obtained can be seen in Table # 3, and Graph #3.



Table # 3 Question 1 results	
MOTIVATION BEFORE RESEARCH	
Question #1	
GRADING	PARENTS
1= POOR	1
2 = FAIR	3
3 = GOOD	6
4 = VERY GOOD	5
5 = EXCELLENT	0



- **Analysis and Interpretation:** as it is shown in Figure 10 none of the parents thought that their child's motivation in a regular English classroom was excellent. The majority stated that their children's motivation is no better than good and some even think that their motivation is poor. This fact showed the importance of



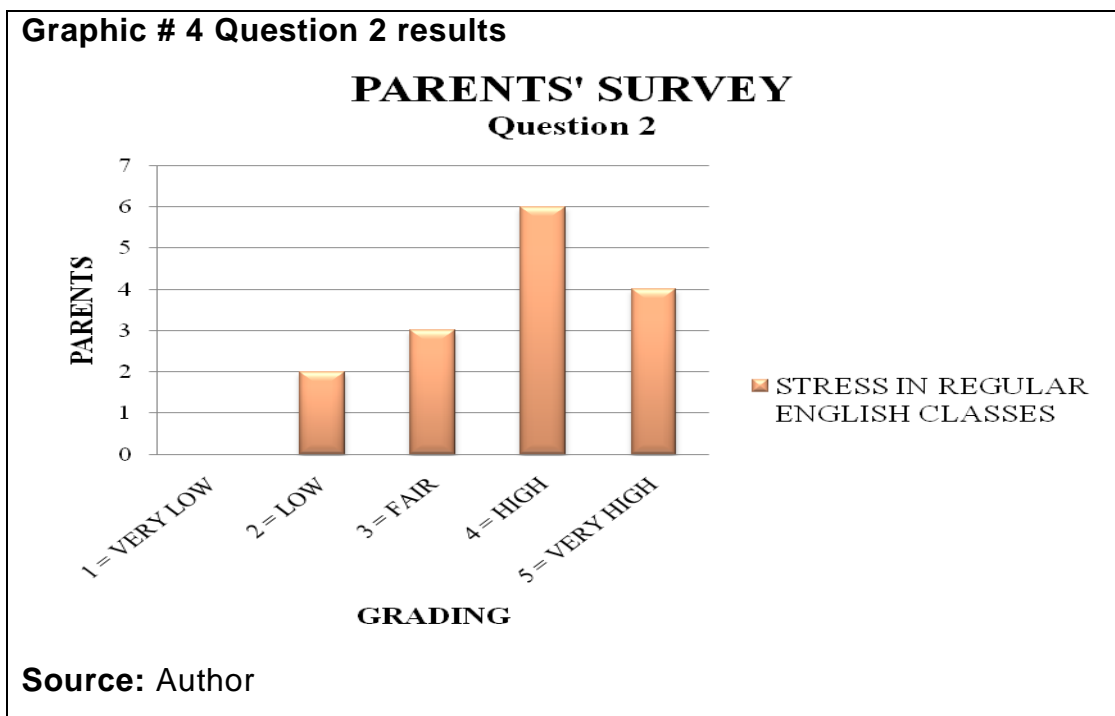
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working with this aspect with children because without motivation no learning can be fully accomplished.

**3.3.2 Question 2: ¿Cómo calificaría el nivel de estrés que sus niños(as) sienten en el momento de aprender o estudiar Inglés?**

This question refers to the level of stress students may have when learning English. As mentioned in the previous chapters if stress exists in the classroom environment, it is very difficult that learning takes place and this fact is carried home by students and if they are stressed, parents will feel it the same way. After collecting all parents' answers from question 2, the results obtained can be seen in Table #4, and Graph #4.

<b>Table # 4</b> Question 2 results	
<b>STRESS IN REGULAR ENGLISH CLASSES</b>	
Question #2	
GRADING	PARENTS
1 = VERY LOW	0
2 = LOW	2
3 = FAIR	3
4 = HIGH	6
5 = VERY HIGH	4



- **Analysis and Interpretation:** in this aspect the stress students have when learning a language is very high, and Figure 12 just ratifies why learning English is considered one of the most difficult subjects to learn at school. As mentioned before, not only do students feel stressed in the class, but this feeling is reflected at home making parents feel the same way.

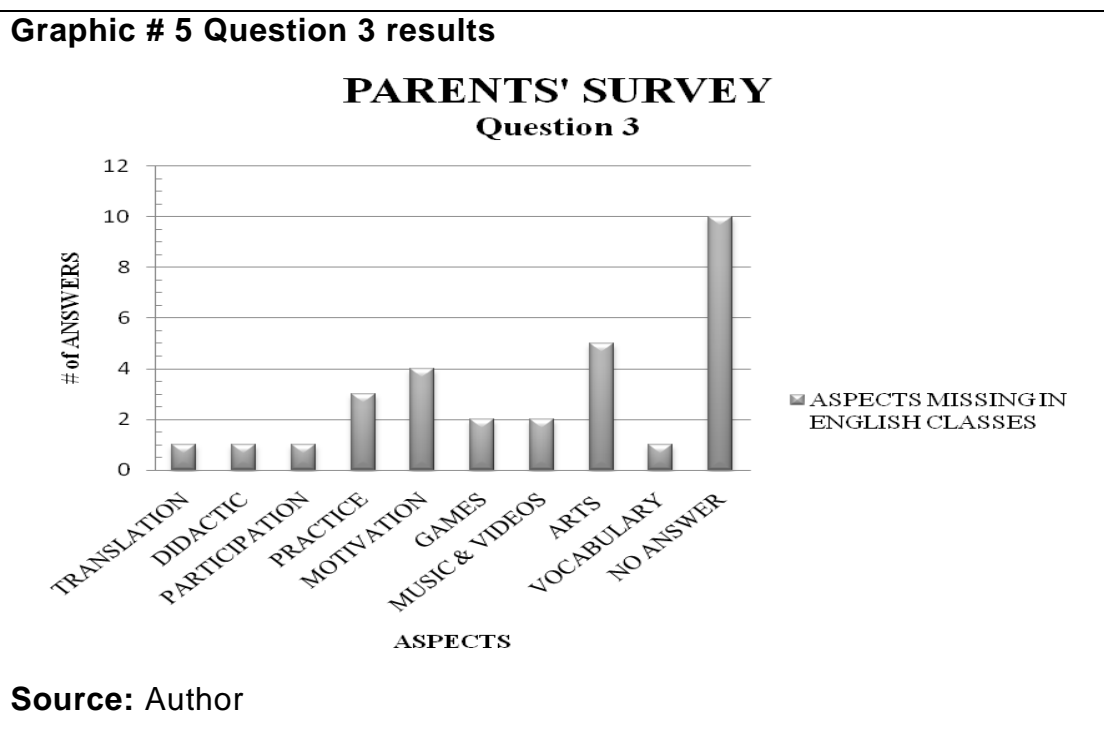
### 3.3.3 Question 3: Mencione dos aspectos que han faltado en las clases de Inglés para que sus niños(as) se sientan motivados y sin estrés.

Parents were asked to write two aspects that according to them are missing in regular English classes. The fact they had this, gives the research not only fifteen answers but thirty, two per parent. After parents completed this question the results obtained can be seen in Table #5, and Graph #5.



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<b>Table # 5 Question 3 results</b>	
<b>ASPECTS MISSING IN ENGLISH</b>	
<b>CLASSES</b>	
<b>Question #3</b>	
<b>ASPECTS</b>	<b># of ANSWERS</b>
TRANSLATION	1
DIDACTIC	1
PARTICIPATION	1
PRACTICE	3
MOTIVATION	4
GAMES	2
MUSIC & VIDEOS	2
ARTS	5
VOCABULARY	1
NO ANSWER	10



- **Analysis and Interpretation:** as shown in Figure 14, parents' answers have not presented one specific aspect but some important ones. By what they have written, they believed that putting more emphasis on Arts and Crafts, motivation and practice in English would improve significantly their children's performance in the classroom.

From 30 factors that had to be written in the survey, 7 were left in blank and 3 didn't fit in any of the groups written in the graphic, so they were added to those seven in blank.

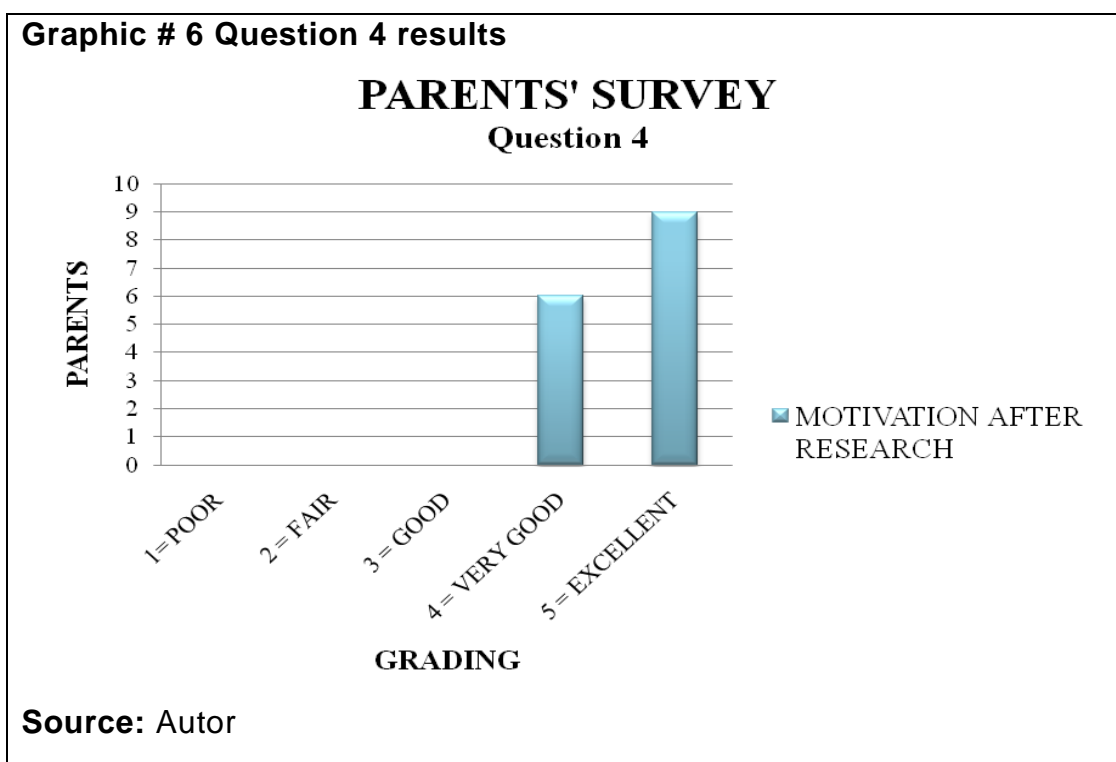
From question 4 onwards parents wrote their answers after the workshop was finished and based on the projects their children did while the research took place.

### **3.3.4 Question 4: Ahora que el taller ha terminado, podría volver a calificar la motivación de sus niños aprendiendo Inglés a través de Artes.**



This question, as well as question 1 was to determine the level of motivation parents think their children had after the research. Even though, parents were not in the classroom they could see how motivated and excited their children were to be part of the workshop, when they went to pick them up or at home. After collecting all parents' answers for question 4, the results obtained can be seen in Table #6, and Graph #6.

<b>Table # 6 Question 4 results</b>	
<b>MOTIVATION AFTER RESEARCH</b>	
<b>Question #4</b>	
<b>GRADING</b>	<b>PARENTS</b>
1= POOR	0
2 = FAIR	0
3 = GOOD	0
4 = VERY GOOD	6
5 = EXCELLENT	9





- **Analysis and Interpretation:** as Figure 16 shows, after the workshop motivation has been graded high, showing that Teaching English through Arts and Crafts helps improve students' motivation. The fact that parents marked this aspect with the highest grades allows the research to have a strong support in accomplishing one of its goals, which is improve students' motivation through this way of teaching a language.

### 3.3.5 Question 5: En la siguiente escala cómo calificaría el nivel de estrés que sus niños(as) sintieron cuando aprendían Inglés a través de Arte.

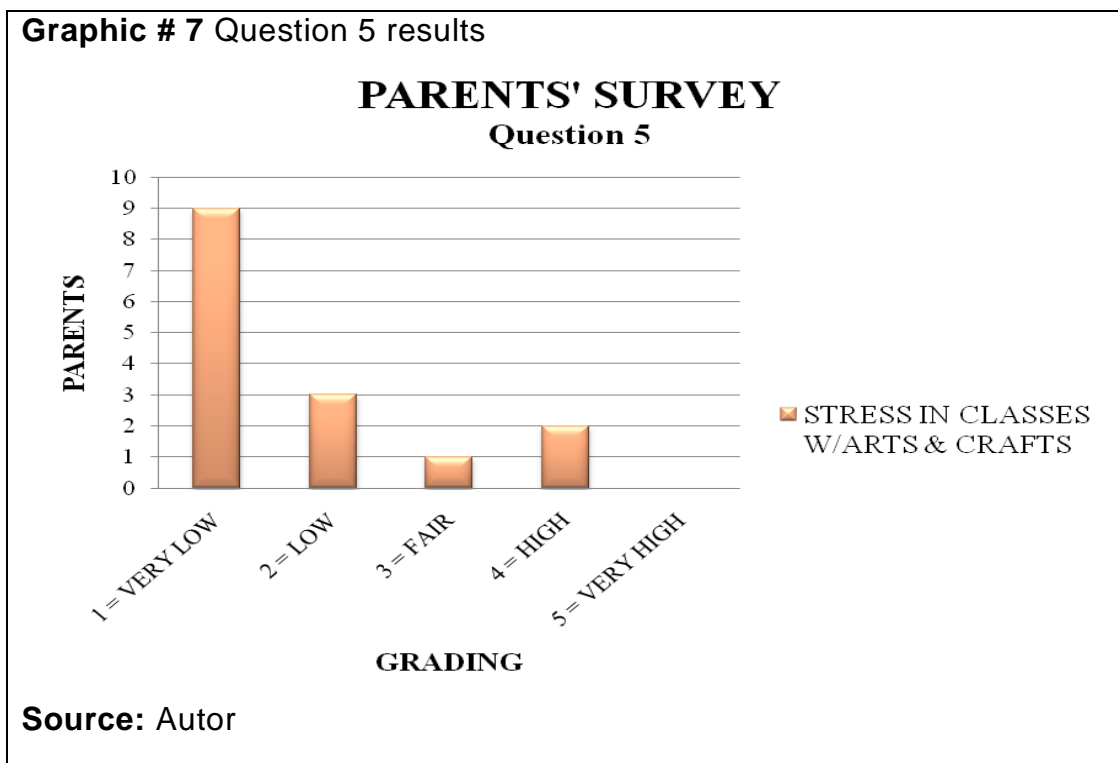
This question, as well as question 2 is to determine the level of stress students may have had when participating in the workshop. An advantage of working with children is that they let their parents know their feelings and thoughts when they truly enjoy something, helping parents to answer this question in the most honest way possible. After collecting all parents' answers for question 5, the results obtained can be seen in Table# 7, and Graph #7.

<b>Table # 7 Question 5 results</b>	
<b>STRESS IN CLASSES W/ARTS &amp; CRAFTS</b>	
<b>Question #5</b>	
<b>GRADING</b>	<b>PARENTS</b>
1 = VERY LOW	9
2 = LOW	3
3 = FAIR	1
4 = HIGH	2
5 = VERY HIGH	0





Graphic # 7 Question 5 results



- **Analysis and Interpretation:** as Figure 18 shows the answers in this part of the survey are completely opposite to the ones answered in question 2, in this case mostly all parents felt that their children did not have or present a high level of stress. Again, this graphic show that Teaching English through Arts and Crafts works to lower stress levels when learning a language, allowing students and parents to feel comfortable about the learning process.

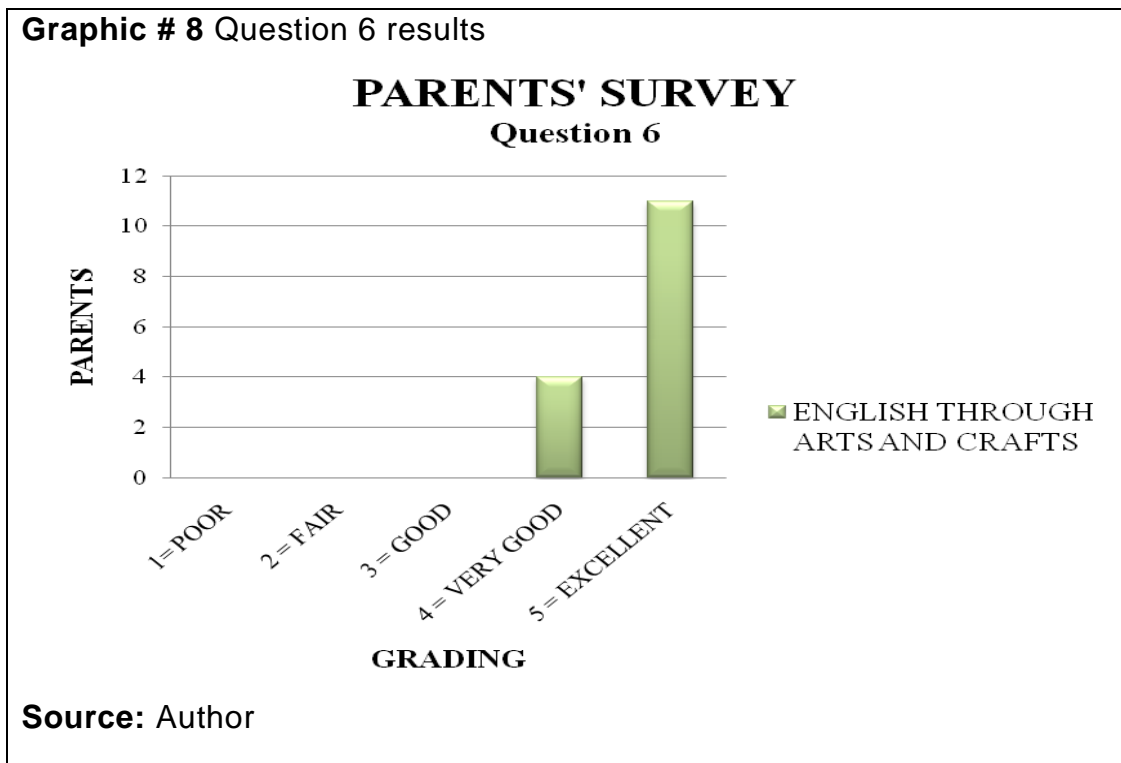
### 3.3.6 Question 6: ¿Qué puntaje le daría al aprendizaje de Inglés a través de Arte?

The main goal of this question was to see if parents followed the learning process throughout the workshop. At primary school more than students, parents are the ones who worry about grades and learning. If this is the case, this question has great relevance for the research because if



parents considered Teaching English through Arts and Crafts as a way of improving students' performance the research is important and has great significance for the educational program in Asuncion Primary School. The results obtained can be seen in Table #8, and Graph #8.

<b>Table # 8 Question 6 results</b>	
<b>ENGLISH THROUGH ARTS AND CRAFTS</b>	
<b>Question #6</b>	
<b>GRADING</b>	<b>PARENTS</b>
1= POOR	0
2 = FAIR	0
3 = GOOD	0
4 = VERY GOOD	4
5 = EXCELLENT	11





- **Analysis and Interpretation:** as shown in Figure 20 parents considered that teaching English through Arts and Crafts is an excellent method not only to improve students' motivation but also to enhance students' learning. None of the parents considered that the workshop was a waste of time and their children did not learn anything at all. As mentioned before, the fact of having such excellent answers for this question proves the research to give a great scientific support for education.

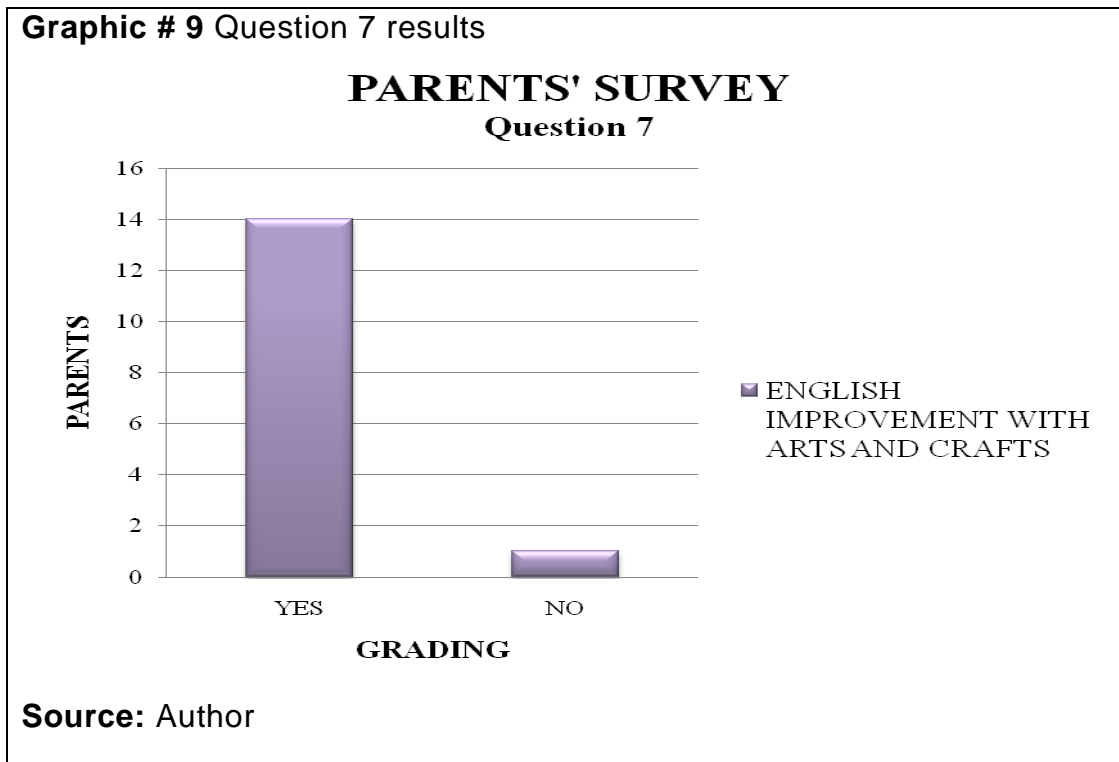
**3.3.7 Question 7: ¿En comparación con las clases regulares de Inglés, considera usted que su niño(a) mejoró el nivel aprendiendo a través de Arte?**

In a similar way, as in question 6, parents had to answer if they firmly believed that there was an improvement in their children's learning. After collecting all answers from this question, the results obtained can be seen in Table #9, and Graph #9.

<b>Table # 9</b> Question 7 results	
ENGLISH IMPROVEMENT WITH ARTS AND CRAFTS	
Question #7	
GRADING	PARENTS
YES	14
NO	1



**Graphic # 9** Question 7 results



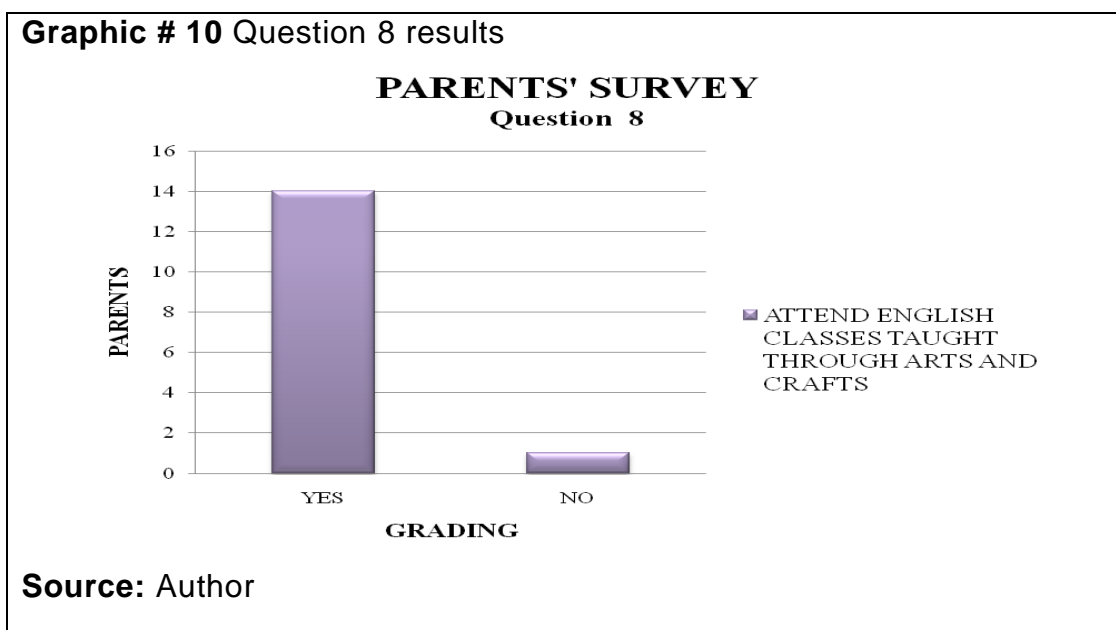
- **Analysis and Interpretation:** According to Figure 22 parents firmly believed that their children have learned much more than in regular English classes. When talking to some parents, they expressed that they saw great progress in their children's learning, not only because they saw their willingness to work but also their happiness to attend the workshop.

### 3.3.8 Question 8: Permitiría a sus hijos que formen parte permanentemente de un taller en el que se enseña Inglés a través de Arte?

Parents' happiness and enthusiasm to let their children participate in the workshop brought up this question, which consisted of asking them if they would allow their children be part of a well established workshop to learn English through Arts and Crafts. After this question was completed the results obtained can be seen in Table #10, and Graph #10.



Table # 10 Question 8 results	
ATTEND ENGLISH CLASSES TAUGHT THROUGH ARTS AND CRAFTS Question #8	
GRADING	PARENTS
YES	14
NO	1



- **Analysis and Interpretation:** According to Figure 24, the majority of parents would love to see their children be part of a well organized workshop to learn English through Arts and Crafts. According to them the workshop has been a way to enjoy English again and let children see how fun and stress-free the classes can be.

### 3.4 TEACHER'S SURVEY

To conclude this chapter, it is important to say that not only were parents' opinions important for the research, but the workshop participants' teacher played also an important role. Her opinion gave the research the final support to see if the workshop really worked and if students really improved their performance within regular classes.



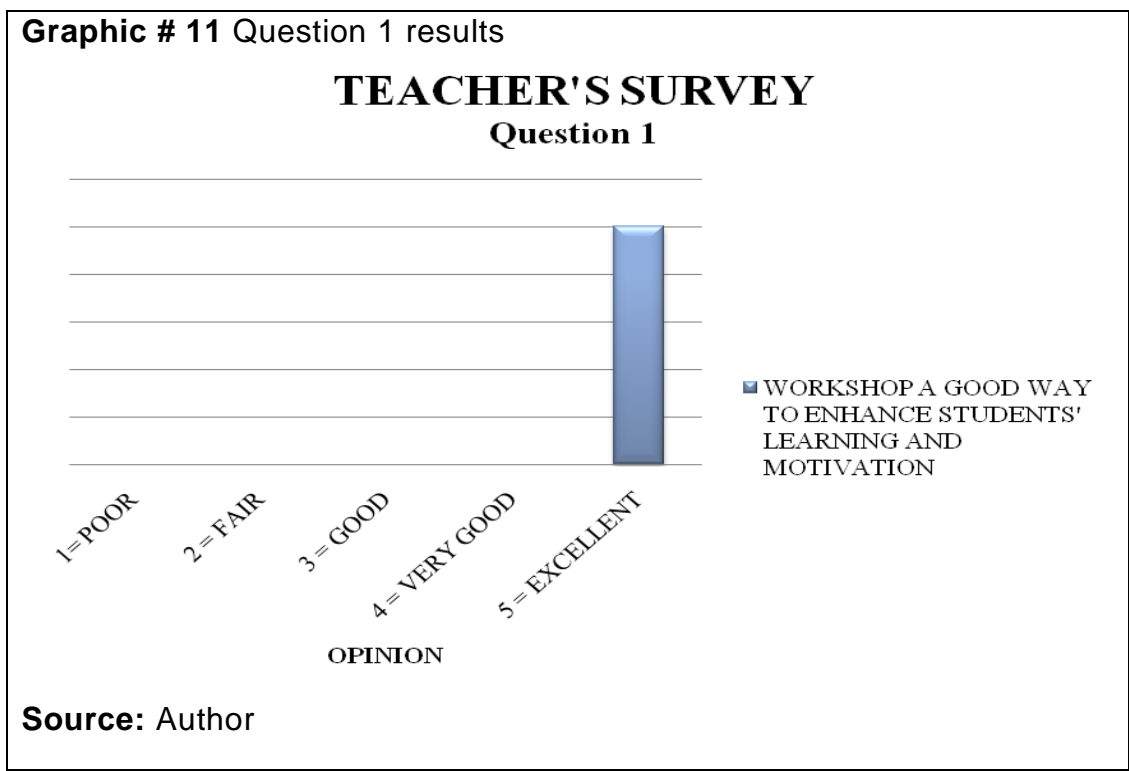
After the workshop finished the teacher was asked to answer six questions about Teaching English through Arts and Crafts and also her perspective on how this workshop helped her students in the class. It is important to mention that the teacher was the same for all participants, but she did not specifically recognize all of the students who voluntarily participated in the workshop; she just knew some for certain. With this in mind the questions and their results are explained below.

**3.4.1 Question 1: As the workshop participants' teacher do you consider teaching English through Arts and Crafts is a good way to enhance students' learning and motivation in the classroom?**

The purpose of this question was to see if, as the workshop participants' teacher, she would consider teaching English through Arts and Crafts as a helpful element to be used in regular English classes. The result obtained can be seen in Table #11, and Graph #11.



Table # 11 Question 1 result	
WORKSHOP A GOOD WAY TO ENHANCE STUDENTS' LEARNING AND MOTIVATION	
Question #1	
OPINION	
1 = POOR	0
2 = FAIR	0
3 = GOOD	0
4 = VERY GOOD	0
5 = EXCELLENT	1



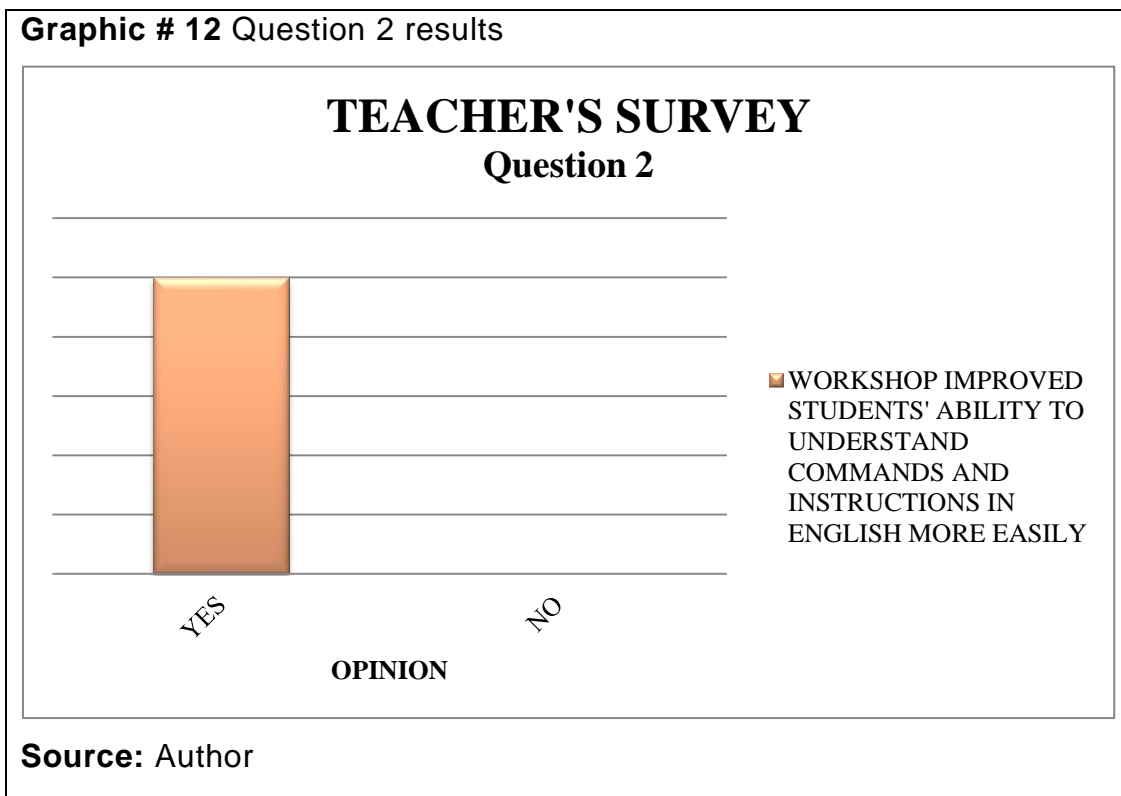
- **Analysis and Interpretation:** As shown in Figure 26 the teacher believed that Teaching English through Arts and Crafts is an excellent way to enhance students' learning and motivation. And it can be supposed that she would use this as a helpful element in her regular classes.



**3.4.2 Question 2: Do you consider that the 15 students who participated in the workshops have improved their ability to understand commands and instructions in English more easily?**

This question had as its main goal to show if according to the teacher the workshop improved students' ability to understand her commands and instructions in English more easily than they did before. The result obtained can be seen in Table #12, and Graph #12.

Table # 12 Question 2 result	
WORKSHOP IMPROVED STUDENTS' ABILITY TO UNDERSTAND COMMANDS AND INSTRUCTIONS IN ENGLISH MORE EASILY Question #2	
OPINION	
YES	1
NO	0





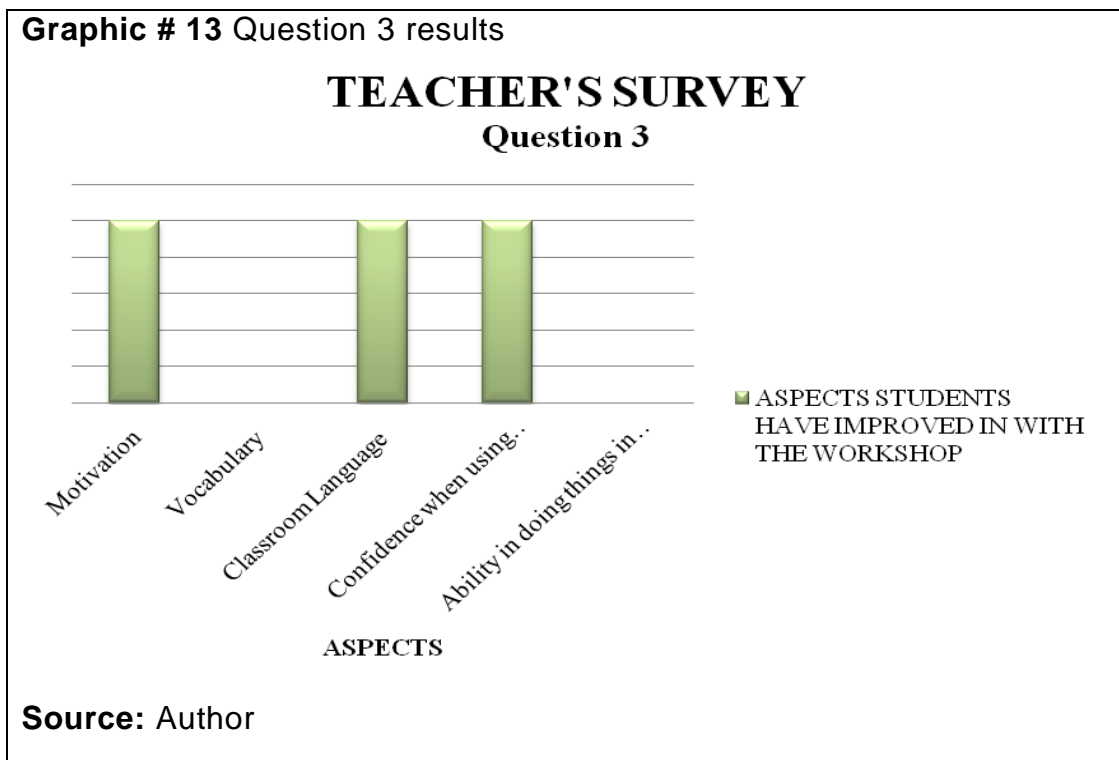


- **Analysis and Interpretation:** As shown in Figure 28 the teacher believed that the workshop improved students' ability and capacity to understand commands and instructions in English more easily than before.

**3.4.3 Question 3: Which aspects have you noticed your students have improved in? Mark with a check the ones where you think there has been an improvement.**

The main goal of this question was to establish what participants' aspects had improved after the workshop. The teacher had to mark all the aspects she believed were necessary. The results obtained can be seen in Table #13, and Graph #13.

<b>Table # 13</b> Question 3 results	
<b>ASPECTS STUDENTS HAVE IMPROVED IN WITH THE WORKSHOP</b>	
<b>Question #3</b>	
<b>ASPECTS</b>	<b>OPINION</b>
Motivation	1
Vocabulary	0
Classroom Language	1
Confidence when using English	1
Ability in doing things in English	0



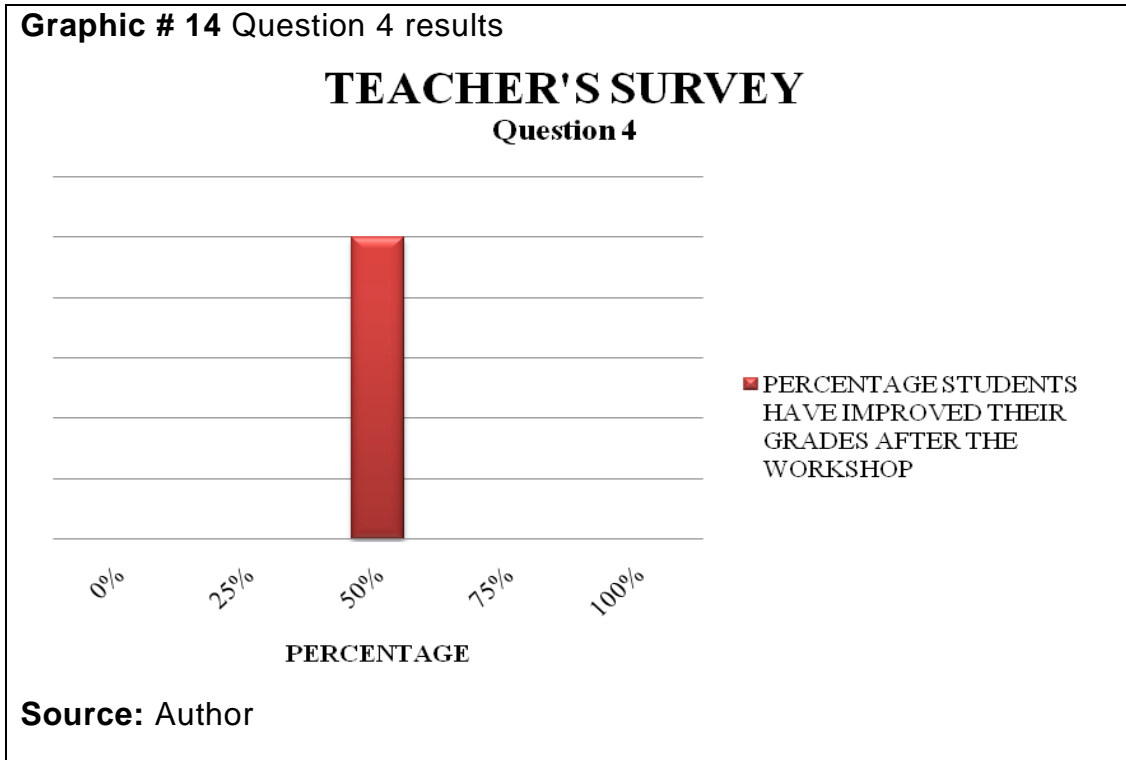
- **Analysis and Interpretation:** As figure 30 shows the aspects that students had improved in regular classes are motivation, classroom language and confidence when using the language. The teacher's answers helped to establish that Teaching English through Arts and Crafts is a good way to improve all the aspects mentioned above and most important this result coincides with what students and parents wrote in the other surveys, also explained before.

**3.4.4 Question 4: By what percentage do you think your students have improved their grades, having in mind that the workshops only lasted a month? Circle the appropriate percentage.**

This question had as its main goal to see how much students improved their grades after the workshop. The marked percentage shows what a month of learning English in a different manner can do. The result obtained can be seen in Table #14, and Graph #14.



Table # 14 Question 4 result	
PERCENTAGE STUDENTS HAVE IMPROVED THEIR GRADES AFTER THE WORKSHOP	
Question #4	
PERCENTAGE	OPINION
0%	0
25%	0
50%	1
75%	0
100%	0



- **Analysis and Interpretation:** As figure 32 shows the teachers' answer demonstrates that with only one month of research students' grades improved in a 50%, which leads to the



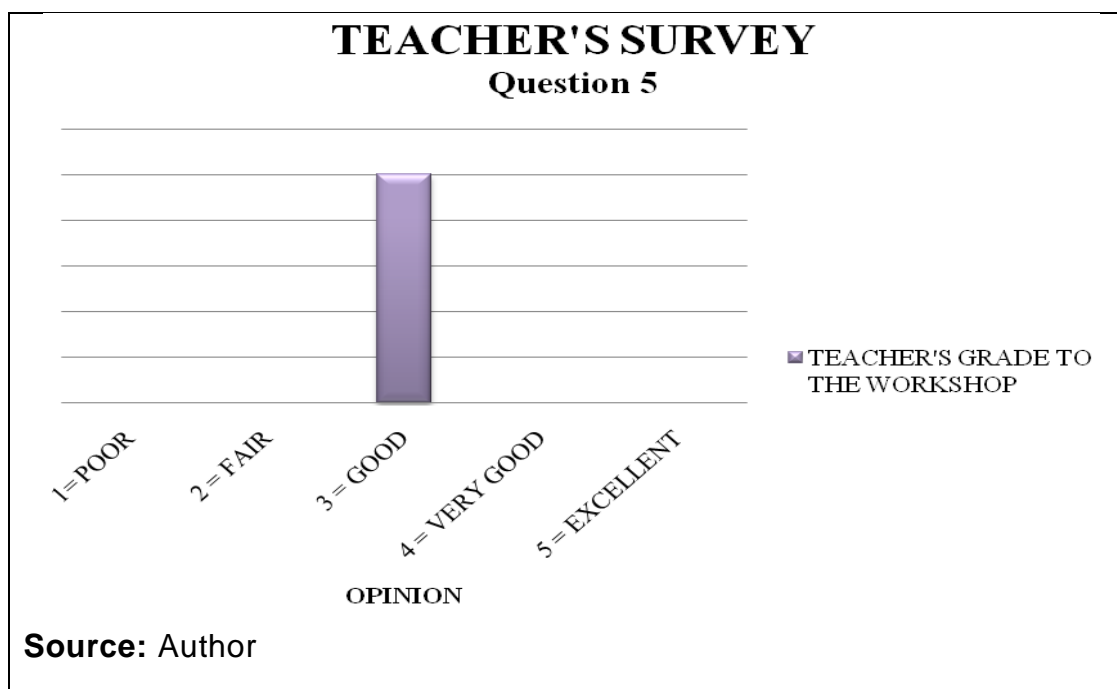
conclusion that results may vary according to how often English through Arts and Crafts is applied in the class along the year.

**3.4.5 Question 5: From what you’ve seen in your students, what grade would you give the workshops in teaching English through Arts and Crafts? Circle the appropriate grade.**

The main goal of this question was to see what grade the workshop participants’ teacher would give the workshop, knowing that she did not participate in any of it and her grade was based on what she saw and heard from some of her students. The result obtained can be seen in Table #15, and Graph #15.

<b>Table # 15</b> Question 5 results	
TEACHER'S GRADE TO THE WORKSHOP	
Question #5	
OPINION	
1 = POOR	0
2 = FAIR	0
3 = GOOD	1
4 = VERY GOOD	0
5 = EXCELLENT	0

**Graphic # 15** Question5 results



- **Analysis and Interpretation:** As Figure 34 shows, the teacher's grade was marked as GOOD, based on the parameters mentioned before and I consider this a good aspect which can be improved once she applies English through Arts and Crafts in her regular classes.

**3.4.6 Question 6: Please add any other comments here you think might be useful.**

Because of the fact she did not know all the workshop participants' names and neither participated in the workshop she could not add any other comments. According to her answers she would have loved to be part of it and have seen with her own eyes what some of her students told her or mentioned.

Something that can be assured is that in the opportunity she had to speak to some of the workshop participants, she could see that they were enthusiastic and motivated to learn more in class, also showing that Teaching



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English through Arts and Crafts is a good way to enhance students' motivation to learn the language.



## CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

This chapter has as its main goal to describe the conclusions and recommendations drawn from the research.

### 4.1 Conclusions

After completing the workshop the following conclusions were drawn:

- When we refer to Art, it is essential that one has developed one's own spatial and kinesthetic intelligence more than other people in order to have good results when doing and accomplishing a project; but it is also important to state that these intelligences can be developed in other people, especially young people.

During the workshop some students were more capable of working with their hands than others, but this didn't stop them keep trying and with a little more difficulty finish a project. Students who presented this difficulty proved that with patience and the right encouragement everything was possible.

In this aspect, it was interesting to see how students evolved from not knowing how to paint without a paintbrush, to making beautiful shapes in Origami and craft foam. They had the chance to create great things with their hands, just by listening to different commands in English. They were able to develop their understanding on how things happen or how can they be done.

- An amazing impact on students' motivation was that every step they took was motivated by me or their classmates. They could see that everything didn't have to be identical to something else, appreciating their own work and their peers'. They saw that, while working on their



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projects they could make any mistake and fix it immediately, transforming that mistake into just another element of their art.

As a researcher I made them notice that nature itself is different, and they realized that everything they create is going to have their special something, even though it is not exactly the same as what the teacher or a classmate did, this fact enhanced students' motivation to keep working and most important to keep listening and using English.

- The workshop helped to improve students' motivation by making them see that learning English can be fun and that it can have a real purpose which, in this case, was making things they could see and touch. Arts and Crafts made possible for students to have fun when learning English and to improve their grades in normal classes (Teacher's survey) because it made them feel less stressed when listening and doing things explained in English.
- Students improved their classroom language because they saw the necessity of using English in order to ask something, explain what they were asked to do and fulfill each project. This aspect allowed students to succeed in their speaking and self-confidence more than in their writing skills.
- When students were working on the different projects, their vocabulary improved; not only did they have to listen to the different instructions in English, but they had to know what they were doing in each project in order to finish it correctly. This project not only allowed students to practice their motor skills, but also their cognitive ones. For example, every movement in Origami allowed students to learn shapes much better and to understand how a shape could be created. The shapes made in Origami also helped to work with different structures not only





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when they were being built, but also when they were finished, using prepositions such as behind, to the front, under, above, next to, into, etc.

- Correction was a process that happened naturally in the workshop. If students made a mistake, correction was provided immediately without making them feel bad or stressed. Students took this as a necessary aspect which had to happen in order to accomplish the different projects in a successful way. Correction with encouragement occurred at all times during the classes, not only from the teacher, but from their peers as well; at the end with their projects they realized that they exceeded their expectations about their own abilities not only with their hands, but also with their brains.
- Students learned how to work together in order to achieve a common goal; they learned how to share, help and be understanding to the person seated next to them. As a result Cooperative Learning took place throughout the workshop. They also learned that by working in groups all the members were responsible for keeping their work area clean and ready to continue working the following days.
- The workshops not only taught students that English can be enjoyed but also that they have to be responsible, patient and careful about the things they and their classmates have made. It has also taught them a way to behave in different circumstances that in regular class
- Teaching English through Arts and Crafts is a great way to enhance students' vocabulary and attention when learning English but doing it all the time and all year round can make students feel bored and overwhelmed about doing the same thing.



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- Being in the class teaching English through Arts and Crafts has been an amazing and incredible opportunity, because as a researcher those activities allowed me to see and hear smiles and laughter, something not common in English classes nowadays.

### 4.2 Recommendations

The following recommendations are made:

- As mentioned in previous chapters Arts and Crafts should be included within English lesson time, because nowadays school needs to be cross-curricular so students see and feel what they are learning is not worthless, but meaningful in their lives as well.
- Although Arts and Crafts in English are an excellent complementary activity, it can't replace normal classes and be applied all year round because both Grammar and Vocabulary would be limited only to art projects and workshops.
- Teaching English through Arts and Crafts should be included as an extra resource to enhance and secure previous knowledge into students' minds.
- At least one project every two months should be carried out with students, in order to let them see what they have learned in their books can be done with their hands and outside of it (materialized).
- Arts and Crafts should be a resource for teachers, where they present the projects but students have the chance to improve them and change them in order to have a great range of results.



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- Teaching English through Arts and Crafts should be seen as a way to let teachers become creative in the classroom and let their imagination free, having fun and creating different things with students.
- Teaching English through Arts and Crafts may have better results with young learners because they are the ones who need to see their learning materialized, but this way of teaching can be applied to any level and at any age. For example, with older students it would be a great way to improve their communicative competence allowing them to show their capacity to do things in English and presenting them to other people.
- Authorities, as well as parents, should open their doors to teachers who want to teach English in a different, creative way, even though this means extra hours for English.
- Parents should be optimistic when their children have the chance to learn English through Arts and Crafts, permitting them be part of the process and motivating them to become active participants. If students see enthusiasm in their parents, they will reflect that when Arts and Crafts takes place.
- Authorities and parents should allow and help teachers supply themselves and students with the appropriate material and tools to accomplish the different projects. It is not necessary to buy new things; items from home or offices can be recycled.
- It is important to have in mind that Teaching English through Arts and Crafts has to be done with a group of no more than 20 students; otherwise, finishing the projects and having the best results would be too difficult.



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- Teaching English through Arts and Crafts can be taught as an extracurricular activity where students with learning problems can attend during the afternoons or as vacation camps, in order to be catch up for the next year.

#### **4.3 Suggestions for Future Research**

As English through Arts and Crafts has shown itself to be a good way of enhancing classroom language and motivation, as well as lowering stress levels in the teaching-learning process in young learners, similar research should be carried out on students who have special problems learning English to see if the use of Arts and Crafts could break down barriers to learning for these kinds of students.



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## **APPENDICES**

### **Appendix # 1 Parental Consent**

#### **PARENTAL CONSENT FORM FOR CHILD TO PARTICIPATE IN RESEARCH STUDY**

##### **TITLE OF THE RESEARCH STUDY:**

TEACHING ENGLISH THROUGH ARTS AND CRAFTS: CONTENT-BASED INSTRUCTION IN THE EFL CLASSROOM

**NAME OF THE RESEARCHER:** LIC. ADRIANA MORA JARAMILLO

##### **A. PURPOSE AND BACKGROUND**

Under the supervision of Mstr. Les Embleton, student Adriana Mora Jaramillo, a graduate student of English Language and Applied Linguistics Masters Degree is conducting a research study on students' attitudes towards English in primary level, specifically in 4<sup>th</sup> Grade. The purpose of this research study is to show if English taught through arts and crafts can improve students' motivation and proficiency in the language.

##### **B. PROCEDURE**

If I agree for my child to participate in this research study, the following will happen:

1. Your child's academic records will be reviewed.
2. Your child will have to fill out a rating scale on how they have been motivated by previous English teachers. This will be done on April 1<sup>st</sup>, 2011, with the corresponding permission of the School Principal and the English teacher in charge.
3. Participation in this study will take a total of 15 hours during the afternoons, over a period of 3 weeks in April 2011. Starting on April 4<sup>th</sup>, 2011.





**C. ALTERNATIVES**

Your child is free to choose not to participate in this research study. There will be no negative consequences if your child chooses not to participate. She/he will continue normally with their daily assignments.

**D. COSTS**

There will be no costs to you as a result of your child taking part in this research study.

**E. QUESTIONS**

If you have any further questions about the research study, you can contact teacher Adriana Mora Jaramillo by writing to [adrimoraj@hotmail.com](mailto:adrimoraj@hotmail.com)

**F. CONSENT**

I have been given a copy of this consent form to keep.

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. My child is free to decline to participate in this research study without any penalty. His/her decision whether to participate in this research study will have no influence on his/her present or future status at Asuncion School.

- My child \_\_\_\_\_ has my consent to participate in the educational research study.
- Grade: \_\_\_\_\_
- Parent/Guardian: \_\_\_\_\_  
(Name)

\_\_\_\_\_  
(Signature)



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➤ Date: \_\_\_\_\_

.....

.....

**FOR THE RESEARCHER:**

➤ My child \_\_\_\_\_ has my consent to participate in the educational research study.

➤ Grade: \_\_\_\_\_

➤ Parent/Guardian: \_\_\_\_\_

(Name)

\_\_\_\_\_

(Signature)

➤ Date: \_\_\_\_\_



## Appendix # 2 Surveys

### ▪ Students' Survey. (Used Before and After the research)

Write a number from 1-10 on the following aspect when learning English

1. MOTIVATION: \_\_\_\_\_

2. CONFIDENCE: \_\_\_\_\_

3. ABILITY: \_\_\_\_\_

### ▪ Parents' Survey.

Queridos Papitos les agradezco por toda su ayuda y por haber permitido que sus hijos sean parte de esta investigación que es muy importante para mí. Lo último que quisiera pedirles es que me ayuden completando la siguiente encuesta que servirá como respaldo para las conclusiones y recomendaciones de esta investigación.

1. En la siguiente escala cómo calificaría la motivación que sus niños (as) han tenido en Inglés antes de este taller.

1      2      3      4      5

2. En la siguiente escala cómo calificaría el nivel de estrés que sus niños(as) sienten el momento de aprender o estudiar Inglés.

1      2      3      4      5

3. Nombraría 2 aspectos que han faltado en las clases de Inglés para que sus niños(as) se sientan motivados y sin estrés.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. Ahora que el taller ha terminado, podría volver a calificar la motivación de sus niños aprendiendo Inglés a través de Artes.



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1      2      3      4      5

5. En la siguiente escala cómo calificaría el nivel de estrés que sus niños(as) sintieron cuando aprendían Inglés a través de Arte.

1      2      3      4      5

6. Que puntaje le daría al aprendizaje de Inglés a través de Arte

1      2      3      4      5

7. En comparación con las clases regulares de Inglés, considera Usted que su niño (a) mejoró el nivel aprendiendo a través de Arte.

SI

NO

8. Permitiría a sus hijos que formen parte permanentemente de un taller en el que se enseña Inglés a través de Arte.

SI

NO

# Gracias!!!



**Appendix # 3 Questionnaire**

**ARTS AND CRAFTS WORKSHOP: TEACHER QUESTIONNAIRE**

Dear Teacher,

I would appreciate it if you could please answer the following questions. Try to be as honest as possible. Your collaboration will allow me to set a stronger basis on how the research helped the students to improve their English as well as their motivation and capacity to be more active in your classes as a result of participating in the workshops.

**1. As the workshop participants’ teacher do you consider teaching English through is a good way to enhance students’ learning and motivation in the classroom?**

1                      2                      3                      4                      5

**2. Do you consider that the 15 students who participated in the workshops have improved their ability to understand commands and instructions in English more easily?**

YES                                      NO

**3. Which aspects have you noticed your students have improved in? Mark with a check the ones where you think there has been an improvement.**

\_\_\_\_\_ Motivation

\_\_\_\_\_ Vocabulary



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- \_\_\_\_\_ Classroom Language in English
- \_\_\_\_\_ Confidence when using English
- \_\_\_\_\_ Ability in doing things in English

**4. By what percentage do you think your students have improved their grades, having in mind that the workshops only lasted a month? Circle the appropriate percentage.**

0%      25%      50%      75%      100%

**5. From what you've seen in your students, what grade would you give the workshops in teaching English through Arts and Crafts? Circle the appropriate grade.**

1      2      3      4      5

**6. Please add any other comments here you think might be useful.**

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**Thank you very much for your help!**

**Adriana Mora**



## Appendix # 4 Lesson Plans

### LESSON PLAN

#### PROJECT 1

#### GETTING TO KNOW COLORS

Playing while learning is what this project will achieve. Students will learn about colors and see what they can do by mixing them.

- **LEVEL:** Beginners.
- **AGE:** 8-9.
- **AIMS:** **Language:** To practice colors, primary and secondary, by making a chromatic circle with their hands.

**Other:** to show students that it is possible to create more colors based only in the 3 primary ones.

- **TIME:** 60 minutes.
- **MATERIAL:** Blue, Yellow and Red water paint, white paper (A3).
- **PREPARATION:** A sample with my own hands will be shown to students, but this sample will have only the three primary colors.
- **IN CLASS:**
  1. Students will see what the teacher had done and by pointing to each color students will repeat the corresponding color.
  2. Students would be asked *What colors are missing? Do you know what color do we get*



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*from BLUE+RED?, RED+YELLOW? and  
YELLOW+BLUE?*

3. After students answered the questions, each group will be given a plate with the three basic colors and one piece of paper. And from that moment they can create their own chromatic circle.

#### **USEFUL LANGUAGE:**

- ❖ Place your hand in the paint and carefully put it on the paper.
- ❖ Repeat the process making a three point star with your hands.
- ❖ To make the secondary colors, place each hand in a color and mix them in your hands.
- ❖ Clean your hands and repeat the process.
- ❖ Let it dry.





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## LESSON PLAN

### PROJECT 2

#### MY LANDSCAPE

Applying what they learned in project 1, students will make a landscape using nothing but their hands and water paint.

- **LEVEL:** Beginners.
- **AGE:** 8-9.
- **AIMS:** **Language:** to remember colors and to practice elements from nature, such as: *sun, clouds, mountains, trees, flowers, lake, and water.*

Practice structures such as: *What is this/are these?*  
and *What color is it/are they?*

**Other:** to show students that something that seems impossible can be possible using their imagination and creativity.

- **TIME:** 2 hrs (= two days to finish the whole project)
- **MATERIAL:** Blue, Yellow and Red water paint, white paper (A3).
- **PREPARATION:** First sample will be done by the teacher in the class with students so they can see that working only with their hands they can make a beautiful picture.
- **IN CLASS:**
  1. Students will start using yellow and blue to make the sun and the clouds, moving their fingers in circles.



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2. Every time they finish something in their picture, they will be ask to repeat what shape they have done.
3. By tapping their fingers students will create the trees and the flowers. Now they know that to make the tree they need to mix yellow and blue and for the flowers they can go from yellow to red to orange, and all the colors they want.
4. Again they will repeat what they see in their Pictures (color and name).

### **USEFUL LANGUAGE:**

- ❖ Take the color .....
- ❖ Move your fingers in circle.
- ❖ Tap your fingers gently on the paper to make the different shapes.
- ❖ Clean your hands as many times as you need.
- ❖ Keep your work area clean.
- ❖ Let it dry.



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## LESSON PLAN

### PROJECT 3

#### NATURE IN PAPER

Through this project students will appreciate more the things they do with their hands.

- **LEVEL:** Beginners.
- **AGE:** 8-9.
- **AIMS:**
  - Language:** To remember elements of nature. To practice shapes and colors by working with Origami.
  - Other:** To enhance their ability to use their hands in order to create something. And to work their listening skills when using commands in English.
- **TIME:** 8 hrs. (7hrs = 7 days to make all the necessary shapes and 1hr. = 1 day to organize the shapes on the paper)
- **MATERIAL:** A5 color paper, A3 white paper, scissors, glue, color pencils/markers
- **PREPARATION:** One shape will be done to show students what the project is about and what material is going to be use.
- **IN CLASS:**
  1. Students will be asked to remember some elements from nature such as *flower, tree, sun, clouds, etc.*
  2. Each student will receive paper colors and



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will be asked to take out their scissors.

3. When they have all their materials, each shape will be made according to its instructions. Each shape was repeated at least two times.
4. When a shape or form is finished they will repeat its name and its color.
5. After all the shapes are finished, they will be place on the paper.

### **USEFUL LANGUAGE:**

- ❖ Fold your paper.
- ❖ Make a square, triangle, rectangle, etc.
- ❖ Follow the line and cut.
- ❖ Cut in half or quarters.
- ❖ Repeat the process.



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## LESSON PLAN

### PROJECT 4

#### FARM ANIMALS IN A MOBILE STRUCTURE

Learning animals while making them, is for sure more interesting and fun than learning them by heart.

- **LEVEL:** Beginners.
- **AGE:** 8-9.
- **AIMS:** **Language:** To practice farm animals, their colors and their body parts.  
  
**Other:** To work with different materials, and experiment different levels of difficulty with working with them.
- **TIME:** 9 hrs (8hrs = 8 days to make all the animals and 1hr = 1 day to arrange the mobile structure)
- **MATERIAL:** Craft foam, markers/pencils, scissors and liquid silicone.
- **PREPARATION:** One animal will be done to show students what the project is about and what material is going to be use.
- **IN CLASS:**
  1. Students will be asked to remember some farm animals and their colors.
  2. Each student will receive craft foam in a variety of colors and will be asked to take out



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their markers and scissors.

3. They will also be given some patterns to follow and they will be asked to draw each animal or part in a specific color.
4. When they have their basic shapes, they will be asked to paste each part in the correct animal, in the correct place.
5. Students will be asked to repeat each animals' name, its color and its part.
6. They will draw each part on the board.
7. After all the animals are finished, they will arrange them next to the farm.

### USEFUL LANGUAGE:

- ❖ Take the \_\_\_\_\_'s body.
- ❖ Take the color \_\_\_\_\_ and trace \_\_\_\_\_.
- ❖ Follow the line and cut.
- ❖ Place its parts on/next to/behind/in front of the \_\_\_\_\_.
- ❖ Draw the \_\_\_\_\_.



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## Appendix D: Didactic Resources.

- **Origami**  
<http://en.origami-club.com/nature/index.html>
- **Animals**  
<http://zitzmanfam.blogspot.com/2010/09/old-macdonald-puppet-tutorial-and.html>