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RESUMEN

El presente trabajo refleja la importancia de planificar las clases de inglés, en base a los intereses y las necesidades de los estudiantes. Razón por la que el maestro debe asumir distintos roles dentro del aula durante el proceso de enseñanza, y de igual manera debe valerse de diversas metodologías, y también de diversas actividades, a fin de cubrir las necesidades de los estudiantes.

Otro elemento de vital importancia en este trabajo es la teoría del filtro afectivo de Krashen, que revela que los estudiantes adquieren con mayor facilidad los temas de clase, si estos son impartidos en un ambiente óptimo de aprendizaje, en el cual los estudiantes puedan sentirse a gusto y también cómodos.

Además, de los mecanismos anteriormente mencionados, hay que destacar el papel de la motivación en este estudio, el mismo, que está estrechamente relacionado el elemento recientemente mencionado, puesto que cuando los estudiantes están siendo motivados, esta motivación afecta directamente el estado de ánimo de los estudiantes, lo que permite que estos comprendan y aprendan con mayor facilidad los temas impartidos en clase.

Este proceso inicia con una evaluación, a través de la cual se puede determinar los conocimientos previos de los estudiantes, al igual que las falencias que los mismos tienen en el idioma inglés.

Luego los estudiantes tienen la oportunidad de expresar abiertamente cuáles son sus intereses, ya que estos también constituyen una base importante para la planificación de este estudio.

Una vez obtenidos los resultados de la evaluación y los intereses de los estudiantes, se procede a crear actividades extracurriculares en base a estos, mismos que permitan a los estudiantes:

- Incentivar su propio aprendizaje del idioma inglés.
- Estar expuestos al idioma inglés.
- Mejorar su escritura, lectura, habla y comprensión del idioma inglés.

- Incrementar sus conocimientos del idioma inglés.
- Reforzar sus conocimientos previos relacionados al idioma inglés.

Una vez realizados las actividades extracurriculares, en base a los resultados de la evaluación y los intereses de los estudiantes, se inicio con el proceso de enseñanza, y durante el desarrollo del mismo se pudo constatar las distintas reacciones de los estudiantes, entre los cuales podemos resaltar el trabajo en equipo, la corresponsabilidad, y el interés y la motivación de los estudiantes. Sin embargo, cabe recalcar que no todos las reacciones de los estudiantes fueron positivas durante el proceso del estudio, tal como está detallado en la parte de los anexos de este estudio.

Naturalmente, todo este proceso implica mayor preparación, trabajo e investigación por parte del investigador, y este estudio no es la excepción, aun así, este esfuerzo trae consigo la satisfacción de haber plantado una semilla de sabiduría en las futuras generaciones que buscan ser más y mejores al aprender un segundo idioma.

INTRODUCTION

Reinforcing English Grammar through Extracurricular Activities for the Pre- intermediate learner in the Classroom, aims to state the great importance of motivation in the process of L2 acquisition, based on the motivation and teaching theories gathered here, as well as, the findings of this study.

The study was conducted with intermediate level subjects between 11 and 12 years old. They performed various extracurricular activities that intended to enhance their L2 grammar knowledge. These tasks focused on instructing and entertaining the students, fusing compelling interactive activities with English grammar and vocabulary. Allowing them to interact using the target language; and allowing their affective filter to remain lowered, resulting in L2 acquisition. In addition, students were encouraged and motivated throughout this process, to improve their English knowledge by using and practicing the target language. Students learn more when they are at ease in a pleasant and stress-free environment, that favors their affective filter. This is based on Krashen's findings, who believed that the lower the affective filter, the better acquisition the students achieve.

Motivation can be applied to other subjects also, such as: Literature, Biology, History, etc. Because, motivated students are eager to encourage themselves, to work, practice and learn any subject. However, the current study will focus on the relationship between motivation and L2 acquisition.

The key element is for students to have genuine interest in the L2. Students' interest in both, the culture and the language itself, attract the students' attention towards the language at first. It is the teacher's job to maintain the students' attention throughout the L2 learning process. If the students are interested in the language that they will learn, from the very beginning, the students will contribute to their educational process, therefore their learning efforts will lead to acquisition.

Motivation enables students' better understanding and acquisition. Because, if students feel, glad, capable, inspired, positive and comfortable, they will remain enthusiastic, while learning the L2, which is the main purpose of this study.

STUDY DEVELOPMENT

This part is dedicated to describing the process of the study, and to state important aspects related to its development.

The study intends to determine the effectiveness of extracurricular activities to reinforce and improve the student's grammatical knowledge, in the English classroom. The aim is to encourage students to motivate their own L2 learning by using different and various, fun activities in class, while allowing them to practice and increase their English knowledge among their peers.

The study used a set of extracurricular activities, throughout the entire process, in order to increase and correct the subjects' English grammar knowledge. The extracurricular activities used in this study were the following:

- *Crossword puzzles*
- *Drawings*
- *Food Preparation*
- *Games*
- *Internet usage*
- *Mind maps*
- *Movies*
- *Music*
- *Pictures*
- *Puzzles*

All these activities can be seen in detail in the lesson plans attached in the Annex.

Using a variety of activities in the classroom maintains students' focus on the class topic. Students will always be eager to see what comes next, and will happily and regularly attend classes. When students are able to share and rely on their peers, it gives them a sense of comfort and security, something that they may not feel when working directly with the teacher in a teacher-centered class.

1.1 STUDENTS' FEATURES, LEVEL AND GENERAL RESPONSE

First, this study focused on seeking a group of students that had similar characteristics, such as, same age and English level, to facilitate the process measurement. To accomplish this, the teacher conducted a short evaluation to determine student level. Students were asked to briefly describe orally their daily routine and their likes and dislikes. Students were graded over 10 in this evaluation, and if they scored between 7 and 10, they were considered pre-intermediate level subjects; and if they scored between 1 and 6, they were considered basic level subjects. Those that were determined as pre-intermediate subjects were considered for this study.

In the book, *Second Language Research Methods*, by Herbert W. Seliger and Elana Shohamy, there are three types of data from which we can choose to start a study: the nominal data, the ordinal data and the metric data. However, this study will focus only on the ordinal data, since the type of data collected here was ordered according to a hierarchical system such as scores. (Herbert W. Seliger and Elana Shohamy)

The subjects of the study group were between 12 and 13 years old. The study's aim was to have a student group who had similar ages to assure a good and friendly environment to work with. This study group proved to be a successful idea, because during the process of this study, the subjects were happy and comfortable among each other. They were kind, supportive and open while working together, which allowed the teacher to work at a quicker pace and carry out other topics of the study.

The evaluation consisted of many Basic Level English Grammar topics such as questions with *wh*-words, verb to be, quantity determiners, as well as demonstratives. However, it also included some Intermediate Level English Grammar knowledge topics such as present perfect, first and second conditionals, and *said vs. told*. The first evaluation or pre-test that the students did showed that they had an intermediate level. Later on, through their class performance, showed the opposite. They seemed to be less familiar with the target language, when producing it, either in writing or speaking. Due to these problems, it was imperative to create activities where they could start producing and improving their L2.

The information provided by the first evaluation, was key; because this would allow the instructor to be aware of the students' English grammar mistakes and to consequently use them as a foundation to build upon during the study process.

Even though the students were relaxed among each other, it seemed that because of the age difference between the learners and the teacher, the subjects were a little shy towards her. But, later on, they became very friendly, talkative, playful and many times even loud and hyperactive. Their attention was not always 100% directed to the activities performed due to the camaraderie that had been created amongst them. Although they were noisy and hyperactive, they did good naturedly perform all planned activities at ease, most likely due to the fact that they were constantly encouraged to be creative, to have fun, to try and practice the L2 while working. Besides, they were also constantly reminded that they were not going to be graded, which made them feel more at ease during class time. These constant reminders helped them maintain a low affective filter, while performing the English grammar reinforcement activities.

1.2 REINFORCING STEPS

1.2.1 ACTIVITIES:

This study focuses on activities that combine joy, fun, movement and creativity. The activities that were developed for this research are based on different types of teaching methods:

1. The Natural Method
2. The Kinesthetic Learning Method
3. The Visual-Spatial Learning Method
4. The Auditory Method
5. The Total Physical Response Method
6. The Communicative Language Method
7. The Competency Based Language Theory

All these techniques have been put together to serve as foundation for this study. The Natural Method has been taken into account because it focuses on teaching a second language in the same way that people are taught their mother tongue, enabling unconscious learning. The Kinesthetic Method is taken into account, because it utilizes the different senses that the body possesses, together with movement. In addition, the Visual Method

aims to teach students with visual material as many people retain more information visually, helping students to better understand information. The Auditory Method has been also used, as it provides the students with enough listening exposure to learn the target language. The Total Physical Response Method focuses on learning, acting out the words or content that is being learned. Finally, the Communicative Language Method has also been inserted in this study, since this study also aims to encourage communication, to improve students' English level through continuous practice.

The fusion of all these different methods enables subjects' brain to make connections between the left and the right lobe, through stimulation. The more proper exposure an individual has, the more learning the individual will accomplish, as constant stimulation leads to acquisition.

According to Stephen D. Krashen and Tracy D. Terrell, language acquisition is a natural subconscious linguistic ability. For instance, when children acquire their native language, they are not aware of this process, but they are aware of their communication skill. However, they also consider that learning is knowing about a language and is a formal conscious process. They say: *"Learning refers to explicit knowledge of rules, being aware of them and being able to talk about them. This kind of knowledge is quite different from language acquisition, which could be termed, implicit"*.¹

¹ Stephen D. Krashen and Tracy D. Terrell, *The Natural Approach*, Prentice Hall International Ltd., Great Britain, 1988.

Acquisition	Learning
Similar to child first language acquisition	Formal knowledge of language
Picking up a language	Knowing about a language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

The following chart by Krashen and Terrell, mentioned in their book, *The Natural Approach*, states clearly the differences between learning and acquisition.

Just like children move through stage to stage acquiring their first language and go from babbling to full phrases and sentences, students move through various stages while learning a language.

Krashen together with Terrell explored the stages of second language acquisition in their book, where they describe the five stages of language acquisition, as shown in the following table.²

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
<i>Preproduction</i>	The student <ul style="list-style-type: none"> • Has minimal comprehension • Does not verbalize • Nods “Yes or “No” • Draws and points 	0-6 months	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is... • Who has...

² Jane D. Hill and Kathleen M. Flynn, Classroom Instruction that works with English Language Learners, ASCD, United States, 2006.

<i>Early Production</i>	<p>The student</p> <ul style="list-style-type: none"> • Has limited comprehension • Produces one or two word responses • Participates using key words and familiar phrases • Uses present tense verbs 	6 months-1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One-or two-word answers • Lists • Labels
<i>Speech Emergence</i>	<p>The student</p> <ul style="list-style-type: none"> • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes. 	1-3 years	<ul style="list-style-type: none"> • Why...? • How...? • Explain ... • Phrase or short sentence answers
<i>Intermediate Fluency</i>	<p>The student</p> <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	3-5 years	<ul style="list-style-type: none"> • What would happen if ...? • Why do you think ...?

<i>Advanced Fluency</i>	The student has a near-native level of speech	5-7 years	<ul style="list-style-type: none"> • Decide if ... • Retell
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According to this table, when learning English, students will pass through the stages stated here. But most of all, it shows the approximate time frame that students spend at each level, though, not all students will spend the exact length of time stated here, because each student has different needs and strengths; and therefore also has a different learning pace.

Jane D. Hill and Kathleen M. Flynn, authors of *Classroom Instruction that works with English Language Learners*, say on the stages of second language acquisition “*One of the most important things you should know about each of your English Language learners (ELL’s) is which stage of acquisition they are in. Knowing and understanding the stage and its characteristics are critical for effectively differentiating instruction for these students*”.³

It is important to recognize the exact acquisition stage that the students have before starting off with the teaching process, so that the teacher has a better idea of student’s knowledge; and can use this as a basis to build upon with new items of the target language. In the case of this study, the students that collaborated with this process were placed on stage three, Speech Emergence, that is they had overall good comprehension and they could communicate through simple sentences, however, they did make grammar and pronunciation errors.

Hill and Flynn, also pointed out how students should be aided in their English learning, depending in which stage they are.

At the preproduction stage, students will benefit from being exposed to helpful vocabulary and word selection, and students can respond using gestures, such as pointing, instead of making a verbal response, that can either be a statement or an inquiry.

At the early production stage, students need feedback to have a correct English model. But, it is vital to offer students subtle rather than overt correction to prevent students from feeling ashamed when they are being corrected, which equals to positive reinforcement. For instance, during an oral activity about what a student did over the weekend,, he/she might say, *I go to the movies*.. The teacher must not tell the student that utterance is wrong, and

³ Jane D. Hill and Kathleen M. Flynn, *Classroom Instruction that works with English Language Learners*, ASCD, United States, 2006.

must instead say immediately after, what the student should have said, *I went to the movies*; so that the student receives the right feedback, and can correct the mistake.

At the stage of speech emergence, students need help with their grammar mistakes, by showing them how to complement a sentence with additional information, such as adjectives and conjunctions. For example, while writing a description of a picture from a book, a student writes, *The girl is wearing a scarf*. The teacher can help the student amplify this sentence by writing: *The girl is wearing a pink scarf, because she has a sore throat*.

At the stage of intermediate and advanced fluency, students should be able to describe and compare, drawing similarities and differences, based on a class text. Teacher feedback here must be similar to the response that native speakers would receive in their writing assignments.

Krashen's monitor theory says that adults have two independent systems to build up a new language: the subconscious language acquisition and the conscious language learning. Acquisition is the natural process that children go through to pick up first and second languages with no formal instruction. "*Acquisition requires meaningful, natural and spontaneous interaction with the new language, focusing on its understanding rather than on its structure*".⁴ For instance, native speakers focus on meaningful communication while using and learning their mother tongue, in contrast L2 learners center their attention on the structure of the language rather than how it is used to communicate.

*"Optimal input occurs when the affective filter is low. The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges."*⁵

Conscious language learning is based on mistake correction and basic teaching of the language's grammar. Krashen says that the learner focuses on the structure and accuracy of the language, in addition the learner thinks consciously about how to use new language grammar. For example, many adults tend to learn a L2 in this way, with formal instruction. Nevertheless, Carlos J. Ovando and Virginia P. Collier, authors of the book *Bilingual and ESL Classrooms*, state, "*Increasingly, as an adult develops more proficiency in L2,*

⁴ Carlos J. Ovando and Virginia P. Collier, *Bilingual and ESL Classrooms*, McGraw-Hill, Inc., USA, 1985.

⁵ <http://earthrenewal.org/secondlang.htm#Affective%20Filter>

*acquisition becomes more important than learning, with some of the formal learning subsumed into the body of acquired knowledge of L2”.*⁶

According to the authors of *Bilingual and ESL Classrooms*, the distinction between acquisition and learning has several implications for teaching in the target language that are detailed next:

1. Young children acquire naturally; consequently their school environment for learning and acquiring a L2 should be rich for the children to acquire. Ovando and Collier quote Dulay and Burt, who recommend that children should be told to focus on the message rather than on the form of the message. In addition, children acquiring a L2 will self correct their own utterances over time as they progress, as the stages of the L2 acquisition are similar to those of the mother tongue.
2. Older children and adults, who are more cognitively mature, and whose L1 proficiency is more fully developed, acquire cognitive aspects of the L2 faster than younger children, contrary to the popular myth that children always learn a L2 faster than adults. Ovando and Collier also stated an example from Cummins, stating that an abstract word as democracy requires concept development for a 6 year old, but, a 14 year old immigrant with formal schooling may have some mother tongue concept for democracy. Therefore the older child needs only the vocabulary item in L2 to transfer and continue expanding his or her understanding of the concept, while the younger child will need more information and visual examples to understand.
3. If acquisition is an extremely important part of the acquiring learning process, then teachers need to find ways to create more acquisition rich classrooms for all ages. Related to this matter, Ovando and Collier say, *“We must provide an appropriate balance of both acquisition and formal learning for older learners, depending on their perceived needs and the cognitive objectives of the school system.”* Besides, they say that older learners can benefit from:
 - a. *Classroom activities which focus on tasks to be carried out rather than on language itself, such as role playing, problem solving and real life activities.*
 - b. *Humanistic techniques in which language exercises are personalized, and affective as well as cognitive growth is the goal.*

⁶ Carlos J. Ovando and Virginia P. Collier, *Bilingual and ESL Classrooms*, McGraw-Hill, Inc., USA, 1985.

c. *Techniques adapted from some of more recent innovative methods of teaching a L2, many of which focus on to create a childlike, acquisition-rich environment for learning and acquiring a L2.*

4. The acquisition learning distinction is especially relevant if one considers the difference between teaching a foreign language and teaching a second language. In a foreign language class the teacher might be the only model that the students have. As seen in most language teaching, formal methods are similar, but, in an ESL classroom, the students may be also acquiring the language outside the formal class, through interaction with people in the street, listening to the media, etc.

In addition, it has been proven that when children are having fun and enjoying themselves, they learn or acquire the second language unconsciously; because their affective filter is lowered, and this enables learners to feel relaxed and have better information absorption, when exposed to the L2. Rosa Antonakaki, from the PEKADE (Panhellenic Association of State School Teachers of English) chair and EFL teacher in Greece, says in her web document, *Using educational games to promote students' communicative competence*, mentions that: *"games contribute in language learning, as they play a pedagogical role, and allow students to learn through trial and error, without the fear of making any mistake; this process is commonly known as unconscious learning."*⁷

The subjects were given special material according to their age, needs and interests. All activities and examples were created in such a way that the students will think they are playing rather than learning. The activities of this study differ from the conventional activities that students are used to working with, that tend to be boring for them.

As we all know, activities tend to allow students to learn and practice what they have seen in class, and at the same time it allows students to be exposed to a specific language aspect, that they have to master, before they can go on to a new grammar item, as stated in the Natural Approach. This approach is represented with $A+1$. Student's L2 knowledge represents A ; and the L2 comprehensible input that the students receive represents the 1 . This type of process enables students' English grammar knowledge growth. The activities used throughout the current study, were all developed taking into account student's interest. At first, the learners were asked to share with the class their likes and dislikes by making a mind map on the board. The following topics were noted by the teacher: Movies, Music, Drawings and Reading. Not all their suggestions were taken into account as some were not

⁷ www.pekade.gr/LinkClick.aspx?fileticket...tabid=58...el-GR

feasible, because they were related to outdoor sports. Even though, sports were not taken into account in this study, they can achieve the same goal that has been previously stated. In order to reinforce students' English grammar knowledge using sports, a teacher must take into account equipment, knowledge of the sport itself and previous preparation. Because of all these aspects, it is more complex to plan and apply this method, though a teacher who loves and knows sports might be able to accomplish such.

1.2.2 INSTRUCTIONS AND EXAMPLES:

In this particular study, held with a small group of L2 learners, during a month, instructions are vital. Oral instructions must be very concise, precise and clear, because, if these are not understood, the whole learning process can be ruined. Sometimes, the instructions stated on work sheets are not enough, as they fail to allow students to understand clearly the aim of the exercises. Another option is to write the instructions on the board, if these are not stated on the work sheets, for students to clearly visualize what they are supposed to do. Students do not know what the teacher wants to accomplish through certain activities, besides, students are not familiar with the teacher's class methods, so students must be given properly stated structured instructions. Nevertheless, students will only get to know their teacher's methods and customs in time, while being instructed, and the more they are being instructed, the more they are accustomed to the teachers' methods, resulting in better performances. However, if the teacher has to deal with low level students, the teacher must give the students oral and written instructions. So students can listen and visualize the instructions, enabling better comprehension and student performance.

Examples are also very important in this study. Examples contribute to the instructions, enabling students to have a better idea of what they are required to do in a particular activity. No matter if the activity is oral or written, examples will always be useful, mostly for students, but also for teachers. The teacher can avoid going seat by seat repeating the instructions, resulting in a waste of time, and time is precious in teaching. Timing is imperative to complete the lesson of course, but also necessary to reach the lesson goals. In addition, examples enable the learners to think and retain information, and in the case of this study, examples enable learners to understand what they are instructed to do.

Authors such as: Gary Adams, Siegfried Engelmann, Jeff Lindsay, among others, strongly support Direct Instruction to reach acquisition improvement, giving great importance to explanations and instructions. And the fact that many authors have noticed its importance in

teaching, has made their colleagues start applying Direct Instruction in class. Direct instruction is well organized instruction, and uses drilling and content. According to Jeff Lindsay, Direct Instruction has been proven and continues to bring remarkable success at low cost when implemented. Direct Instruction focuses on basic skills, such as listening, speaking, reading and writing, which demand more attention. Mostly instructions and Direct Instruction are related, because both imply reading, understanding, visualizing and interiorizing.

1.2.3 PEER CORRECTION:

A problem is an opportunity, which can be applied to language learning, when students are aware of their grammatical errors and work together with their peers to improve them. To correct and give feedback to students while they produce English is among many other teachers' obligations, such as supporting student's communication and also facilitating their L2 development. However, this will focus on error and peer correction as these constitute two very important parts of this study. Through error and peer correction student's mistakes can turn into future achievements in the L2. Learners can take advantage of correcting their mistakes in order to remedy, improve and learn.

It might be thought that teachers are meant to correct students at all times in class, but what if the teacher has several students, to be more precise between 20-24 students; in such situation, how is the teacher going to be able to help all the students? This is where peer correction must be considered, especially, if among the students of a particular classroom there are some who know and use the language better than their classmates. This may be due to the exposure they have had to L2, in this case English: English speaking relatives or friends, listening to song lyrics in English, watching programs or movies in English, reading in English or maybe only empathy, interest and attraction towards English itself. No matter what is the source of their English knowledge and understanding, students like these are very handy to the teacher during class; by working with their lower level classmates and correcting them when necessary.

According to Vygotsky's socio-cultural learning theory, the learner is able to achieve more by interacting with a more skilled student or friend. Many times, the teacher is unable to dedicate enough individual class time to each student, especially if it is a large group. In this way, the teacher's role is occasionally being fulfilled by skilled students. In conclusion,

interaction and correction lead to language acquisition, only when the skilled students are being instructed properly by the teacher.

1.2.4 GROUP WORK:

Group work has resulted effective for various different educators. A large number of teachers like to apply group work in their classrooms in order to improve students' interactive skills. When students work in a group, they can also benefit from peer correction, while interacting with their classmates.

When working in groups it is best to place them at random and not based on their knowledge levels or friendship. If you decide to place students in a group where they are among their friends, these students might respond positively at first. However, later on they will start taking the English class for granted. They will not concentrate as they should, while working on English activities, as they are focusing more on socializing. Also, if they are placed according to knowledge level, it will not create good results, because of time. The students with a higher English level will end their activity sooner than those that have a lower English level. In addition, it may be unfair to place them in groups according to their levels, because, if they compete with each other, most likely, the high level group will win most of the time. Competing activities end up only motivating the high level students, instead of motivating all of the students of the class. They become very boring and monotonous for high level students as there is no challenge. For the low level students it might also become uncomfortable, since they are unable to win. Therefore, they will become unmotivated.

According to the document, *Social Aspects of Motivation*, by Laurel Shaper Walters, writer of the Harvard Education Publishing Group, competition can be used in the class to help students prepare for the real world. Because, in the future, students will be subjected to a very competitive job market where they will be required to overcome many issues.

Many teachers use competition to have a fun way to get the class involved in a learning experience. Walters says that there are three types of classroom goal structures:

- A competitive goal structure is where learners perceive that they will be rewarded based on comparisons with other students. In a competitive classroom the student's goal is to do better than their classmates.

-An individualistic goal structure is where learners work for their own rewards. In other words, their goal is to meet the standards which have been established by them or by the teacher.

-A cooperative goal structure is where learners work with other students to gain rewards. Here, it is important for students to encourage each other to succeed.

Walters says there are many reasons why competition can be effective in class. It causes bonds to form amongst teammates during group activities as well as motivating students to do a project better by encouraging their competitive spirit.

Schools that introduce academic competitions, such as science bowls or fairs, which are similar to athletic events and competitions, frequently find that students profit enormously from the motivation and recognition related to competing. (http://education.calumet.purdue.edu/vockell/EdPsyBook/Edpsy5/Edpsy5_social.htm)

“Competitive environments take advantage of the apparently natural inclination of human beings to develop and enhance their own self-esteem by comparing their own performance to that of others. There is considerable evidence that especially for extremely high-performing students competitive environments stimulate higher levels of learning and performance than would be likely to occur in non-competitive environments.”⁸

According to various researchers, students learn best when they are actively involved in the process. In addition, they believe that no matter what the subject matter is, students working in small groups have a greater tendency to learn. They are able to save new information gained in their long term memory, in their subconscious, opposite to what happens when the same content is presented in other instructional formats such as inductive teaching. Students who work in collaborative groups also appear more satisfied. (http://education.calumet.purdue.edu/vockell/EdPsyBook/Edpsy5/Edpsy5_social.htm)

1.2.5 MOTIVATION AND REWARDS:

Motivation is defined as the learner's orientation regarding the goal of learning a second language. (Crookes and Schmidt 1991)

⁸ http://education.calumet.purdue.edu/vockell/EdPsyBook/Edpsy5/Edpsy5_social.htm

The Merriam Webster on-line dictionary relates motivation to a force, stimulus or influence that gives someone a reason for doing something.

When it comes to motivation, Gardner is one of the greatest exponents who sees motivation as a strong influence to second language acquisition. Gardner was first influenced by Mowrer's work, that linked first language acquisition success to the child's desire to acquire the mother tongue. This is how Gardner's studies lead to the Socio-Educational Model that mainly attempts to relate four features of second language acquisition.

1. The social and cultural milieu
2. The individual learner's differences
3. The setting or context in which learning takes place
4. Linguistic and non-linguistic outcomes of the learning experience

These are believed to be the most influential in second language acquisition. Even though Gardner's Socio-Educational Model has four components, this study will focus on Gardner's second and third phase.

The second phase of Gardner's model introduces the four individual learner's variables, these include intelligence, language aptitude, motivation and situational anxiety. They are closely related to the third phase of the model that focuses on the setting where learning takes place. The individual's variables alters depending on how the individual acquired the second language, it could be either through formal instruction in a classroom or through a natural setting language. For instance, if the individual is immersed in a formal setting, intelligence and aptitude play a dominant role in learning, while these are not as relevant, in an informal setting. However, variables such as anxiety and motivation are thought to influence both contexts.

Within this same model, motivation is composed of three elements which are effort, desire and affect. Effort is related to the time dedicated to studying the language and individual learner constraints. Desire is related to how much the learner wants to improve and become proficient in the target language, and the final, affect, is related to the learner's emotional reactions which are connected to the language study. (Gardner 1982)

Two different types of motivation have been proposed which are:

1.2.5.1 INTEGRATIVE MOTIVATION

When someone becomes a resident in a new community and uses the target language to communicate, this is known as integrative motivation. Many think that integrative motivation enables the learner to develop some level of proficiency in the language. Surely, students that tend to succeed learning a target language are those that motivate themselves to learn and have empathy towards the language. They admire the culture and want to become more familiar with the society or the societies where the language is spoken. (Falk 1978).

1.2.5.2 INSTRUMENTAL MOTIVATION

With instrumental motivation the purpose of language acquisition is due to a certain function in other words it seeks to meet educational requirements, job applications, better salaries, technical material handling, translation work or higher social status achievement. Instrumental motivation is common when learning a second language, where there is no integration in the second language community. The second language unfortunately is not employed.

Of the two motivations, the one that was used throughout this study was the integrative motivation. During the study, students were encouraged to develop their skills simultaneously through language exposure, grammar, reading, listening, writing and speaking, which allowed them to practice the L2 with a variety of activities. Nevertheless, the ideal situation in which a second language can be acquired is where the student is immersed in a community, where the language studied is used daily. Practice and exposure will lead to mastering the target language.

Motivation was also used to encourage students to improve their English grammar knowledge. They were told constantly by the teacher to trust in themselves, and their abilities, hence they were also praised for all the hard work they carried out throughout the English course. This proved to be successful as students enjoyed performing the activities and asked many questions related to vocabulary spelling and meaning to expand their own English vocabulary.

1.3 ACQUISITION INDICATORS

Students behaved and reacted differently, but positively while being exposed to different types of activities throughout the study. They demonstrated:

1. *Fun and enjoyable experiences.*
2. *Improvement.*
3. *Effort, dedication and inspiration.*
4. *Motivation and Interest.*

However, the indicators that have been used in this study are not regular at all, as these are not indicators that can be commonly found in a L2 acquisition study. This particular study choose non-regular acquisition indicators based on the positive reactions that the subjects had when performing the study's activities. Therefore these could not be taken for granted, and are analyzed and expanded in the following part.

1.3.1 FUN AND ENJOYABLE EXPERIENCES

First of all, enjoyment or happiness is defined as a state of mind or feeling characterized by contentment, love, satisfaction, pleasure, or joy, a feeling that has been even closely related to biological, psychological, philosophical and even religious beliefs. (<http://dictionary.cambridge.org/>)

Nevertheless, this exact definition can be also related with the type of student reaction, while performing extracurricular activities that were shaped, taking into account their likes and dislikes. The students' reaction towards these activities, fortunately, was very positive; as students paid special attention to what they were doing, and remained quiet and concentrated. Indeed, the environment of the class was calm, ideal for working and learning. Besides, students behaved better, remained more silent and collaborated more with their peers. This demonstrates that taking into account their likes and interests definitely motivate students to work, learn and use the target language.

“Learning gives us pleasure. This kind of learning is often (but not always) motivated from within, and no outside forces or coercions are needed. We also don't mind the possible difficulties in this learning. We often expect the challenges we encounter; we tend to see them as a natural part of the learning process, so we are far more open to taking risks.”⁹ By taking into account the previous quote, we can confirm that pleasure is produced within

⁹<http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Joy-in-School.aspx>

human beings, as a response to a positive stimulus. In this specific study, a stimulus is needed to reach the main goal, to reinforce English grammar through fun activities. Besides, the coercions, stated in the previous quote, refer to the interest-based activities of the study, as the study uses the learners' results to achieve its goal, that is, reinforcing students' English grammar knowledge.

*"If we want students to experience more flow in school, if we want them to see school and learning as joyful, we need to rethink how and what we teach. No longer can schooling be primarily about creating workers and test takers, but rather about nurturing human beings."*¹⁰

This quote supports what was said previously. It mentions the importance of avoiding common activity work and testing in order to help students perceive learning in an enjoyable way. These two previous ideas were taken into account, aiming to give positive stimulus to students, and avoiding regular or common work in class.

The type of acquisition or learning that involves students' unconscious enjoyable experiences is known as *flow*. Mihaly Csikszentmihalyi defines this as *"the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it at even great cost, for the sheer sake of doing it."*¹¹

Therefore, while students perform an enjoyable learning activity, nothing else really matters, even while, many things can be happening at their surroundings, their mind is set on their work. In addition, concentration leads to acquisition in an unconscious way, as stated in the affective filter theory.

Nowadays this belief has been spread worldwide and is being applied in ESL and EFL classrooms. Teaching trends are being developed based on natural approaches. For instance, in the United States children are taught with the Natural Approach, through the Direct Method. This teaching is based on content, besides, this method puts together different types of activities that involve writing, listening, reading, speaking and movement.

1.3.2 IMPROVEMENT

10 Wolk, S. (2007). Why go to school? Phi Delta Kappan, 88(9), 648–658.

¹¹ Csikszentmihalyi, M. (1990). *Flow*. New York: Harper Perennial.

Improvement is known as having the means to make something [better](#). And it is closely related to self-motivation, when students are aware of their learning progress, through their class grades. This awareness motivates the student to carry on growing, through different learning experiences. Improvement may serve as a source of motivation, so that the students continue doing their best.

Students' improvement must be built upon their prior knowledge, gained from the environment they have been exposed to, either from their schools or homes. Because of this reason, the study focused first of all on learning about the students' previous English grammar knowledge. The subjects' prior knowledge as mentioned before was evaluated with a diagnostic test. The results of these were analyzed to develop the activities that were used during the study, building upon the students' prior L2 grammar knowledge. The diagnostic test's results reflected that most of the subjects were familiar with the grammar items, but, they did not know how to use them properly

At the end of the process the students did not take another test similar to the one they took at the beginning of the course. Instead, they were asked to compose an essay that expressed what they have experienced in the past month. In addition, the students were told to use a picture, a drawing or a symbol, that best represented their writing and feelings for it. The students' final writings showed that their production had improved, as well as their spelling and grammar. The objective of this task was to motivate the subjects to describe their summer vacation, encouraging them to put a creative personal touch in their final writing assignment. The annex part shows two subject's writings assignments, where they wrote about their summer experience and also used some distinct images to decorate their writing.

The students realized that it was much easier to avoid making mistakes in their writings, while working on this project. Improvement lead to happiness, and happiness to self motivation, due to the success they have had writing in English. At first, before the project, students experienced frustration and fear. This type of written task could have been, at a certain point, somewhat boring or useless, but at the end, it resulted positive and useful for kids.

1.3.3 EFFORT, DEDICATION AND INSPIRATION

Throughout the study, other indicators that were not taken in account at first appeared such as effort, dedication and inspiration.

Effort is related to the self awareness of the importance of learning, which leads the subject to devote time and give thought to what is being learned in class. Conscious studying enables the subject to store what they experience in class in their long term memory, which results in acquisition.

Dedication is the time and energy dedicated to a particular hobby or interest, whoever wants to master a certain activity or art needs to dedicate time to it, and also energy to master a certain field.

A particular stimulus or force makes someone feel inspired to learn something. For instance, when someone likes art or when someone likes writing, they are stimulated to do so. Whatever activity that an individual does, he/she feels inspired while creating, and performs it in a sudden and spontaneous manner.

During this study, the subjects showed effort, dedication and inspiration while working on topics they were interested in. Besides, they were also exposed to the target language, which enabled their acquisition during the process. Because of this reason, the posters, writings, drawings and oral presentations that students did were very appealing, smart and creative. In addition, the students used many colored pencils and markers, pretty drawings, colorful images, glitter glue, and other artistic material. Also, they concentrated on the content of their assignments and presented current and precise information, proper spelling and fine writing. All this together showed that they had put great effort, dedication and inspiration in their work. This could not have been possible if their interests wouldn't have been taken into account in an English learning environment.

1.3.4 MOTIVATION AND INTEREST

“Research shows that student motivation and attitudes towards school are closely linked to student-teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environments that foster student achievement depends on the kind of relationship they build with their

*students. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions.*¹²

Some teachers believe that all students need to show interest in order to listen, pay attention and learn. But, it is very difficult for students to become interested in topics which are seen from the teachers' point of view, therefore many teachers fail when attempting to teach students not only English but any other subject too. Teachers could fix this if they would take into account what students want or need to know, and develop lessons based upon their needs and interests, to succeed teaching them.

Motivation can be either internal or external, as explained before, sometimes teachers are lucky enough to have a few students that motivate themselves to gain more knowledge (internal motivation). What motivates them is the thought of having a brighter future and better opportunities in life. And, on the other hand, teachers will also have, many students that need to have positive input, that need to be motivated (external motivation). This type of students needs constant motivation. A way to conquer this is by being very creative when planning lessons, and by making different activities, based on their interests and needs. When students have fun in class, this will lead to unconscious acquisition. An interesting example of unconscious learning is the Suzuki Method, this method was created in Japan, and it has become very popular in this country. This technique consists in teaching children of different ages to play instruments like the violin by only giving them a musical instrument and background music to listen to constantly. They learn easily and unconsciously. They are also given positive feedback through group work, and teacher's and parent's aid. These three elements generate together, unconscious learning. This type of learning is also known as brain stimulation, due to a brain crossing over pattern. It is very important for children to be always exposed to music, to be able to start storing the information naturally. Their brains are absorbing and learning based on their surroundings.

The current study is somewhat similar to the instance recently stated, as this study seeks to maintain the subject's exposure to the L2, taking into account their interests to plan different motivating activities for them to perform in class. For this reason, exposure, motivation and interest have been put together, as they work well together. Even though the teacher's inner motivation and enthusiasm can be passed to students, having an enthusiastic and dedicated teacher will not be enough, the students need to develop their own self-motivation. This can

¹² <http://en.wikipedia.org/wiki/Teacher>

be accomplished if the teacher takes time to find out about the students' topics of interest, and to take them in account, when planning lessons.

Finally, self motivation is great to improve one's knowledge of a certain topic. Motivation will lead the individual to seek information or ways, to be exposed to what the individual needs or wants to know. Unfortunately, teachers will not always find that asset in students, only few are conscious of the importance of learning and increasing one's knowledge; only few believe that it is imperative to learn in order to succeed professionally in the future. Therefore, teachers ought to find innovative ways to plan lessons, aiming to motivate the students with different and interesting content activities. Activities based not only on content stated on the teaching curriculum, but, that also include fun and varied exercises to encourage students to attend and participate regularly. To prevent them from feeling anxious and bored during class.

II

THEORETICAL FRAMEWORK

The following chapter is fully dedicated to describe the bases of the study, as well as to state the reasons why the current study took in account these theories.

2.1 COMMUNICATIVE LANGUAGE TEACHING (CLT)

In the 1970s, Linguists and Educators that were not satisfied with L2 teaching methods searched for a different teaching method. Both realized that students were not able to learn through realistic target language experiences and they were not given the opportunity to write and communicate accurately using correct expressions and structures. That gave way to a new way of teaching, the Communicative Language Teaching (CLT). This method *“resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of language.”*¹³

Jack C. Richards, states CLT was a response to the need for new approaches to language teaching, therefore, Linguists and Educators shifted from grammar to communication.

Nevertheless, even though Linguists affirm that CLT focuses on communication and has moved away from grammar, grammar can be found everywhere, as it is used in various distinct ways. Language variations while communicating depend on the purpose, place and situation, but they all convey grammar, despite the fact that it could be used either correctly or incorrectly. Deborah Dean in her book, *Bringing Grammar to life* says *“Seeing grammar all around us and seeing multiple ways to bring it to life into our students lives can provide opportunities for learning that extend expectations. Students become engaged in learning about language without even knowing it. Integrating language the heart of what we are about into our classrooms makes learning in the classroom meaningful to all of life.”*¹⁴ But, the focus of CLT is still valuable, even though grammar has been also incorporated, as it allows students to communicate and practice, recreating real life situations, where the target language and its grammar must be used. However, most teaching focuses on grammar rather than communication, and if so, teachers ought to be careful with the way they teach grammar to the students. Grammar lessons must be carefully planned using lots of new different teaching ideas, so that students find learning grammar enjoyable and useful. Dean quotes Hudson in her book, referring grammar teaching: *“Grammar teaching seems to be on the way back after a period of absence, but we must make sure that it is free of the fatal weakness that almost killed it”*. And Dean adds afterwards: *“A return to teaching of grammar needs to be different than what we did in the past even if it’s a little more work.”*¹⁵ Preparing for grammar teaching might result long and laborious, but teachers need to dedicate time and preparation to plan grammar lessons, if they want to avoid having bored uninterested students in class.

¹³ Jack C. Richards, Curriculum Development in Language Teaching, Cambridge University Press, United Kingdom, 2001.

¹⁴ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

¹⁵ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

*“The capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction was referred to as communicative competence.”*¹⁶ The seventies’ teaching approach focused on communicative competence together with communicative performance, due to the several opportunities that students were given to use the language. They managed to do so, by utilizing common and proper expressions, right after the students had identified the conversation situation, the speakers and the place where the conversation was held. Related to this specific occurrence, Richards says: *“Components of language are not seen as building blocks which have to be progressively accumulated. Much greater variety of linguist structure is permitted from the beginning and the learner’s task is to approximate his behavior more and more closely to the global language.”*¹⁷ It is not enough to be able to brainstorm or gather L2 words and expressions previously seen, in order to perform an oral activity. The students must be also placed in situations that are common to real English speakers, so that they are prepared for these experiences in the future, such as: preparing and having a Thanksgiving dinner with friends and family. Researching the ingredients for a Thanksgiving dinner is a good idea, but it is even a better idea to bring historical facts and food related to this event to the class, so that students have the opportunity to become closer to the culture of the language, which is also part of learning a new language.

Communicative Language Teaching aims to use authentic language in the classroom, where students get to experience real communication with one another. Communicative Language Teaching is characterized by real life situations and teachers that talk less yet listen more. According to various authors, on a document titled *Teacher, Pedagogy and Teaching*, teachers become active facilitators while students are learning. This can be certainly sustained with the following example that was taken from a 1987 workshop on communicative foreign language teaching. This exercise was called *Eavesdropping*. This was developed for advance students by teachers Karen Willetts and Lynn Thompson, from the Center for Applied Linguistics in Delaware. In this activity, the teacher sets up a real life situation, and instructs the students the following:

“Students Instructions

¹⁶ Jack C. Richards, Curriculum Development in Language Teaching, Cambridge University Press, United Kingdom, 2001.

¹⁷ Jack C. Richards, Curriculum Development in Language Teaching, Cambridge University Press, United Kingdom, 2001.

Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.

- 1. Who was talking?*
- 2. How old were they?*
- 3. Where were they when you eavesdropped?*
- 4. What were they talking about?*
- 5. What did they say?*
- 6. Did they become aware that you were listening to them?*

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.”¹⁸

Communicative exercises, such as this one, motivate students by letting them choose topics of their choice. Also the students have the opportunity to partake in a short field trip, so to seek the right pair or group of people to eavesdrop, allowing students to be exposed to various L2 conversations, as well as the opportunity to choose whatever topic the students think is suitable to share with the class.

Certainly communication is crucial when it comes to L2 learning, and it can occur written or orally, though most real life experiences in the target language will have to be orally performed by the learner. During this study, communication was also very important, because students wanted to improve their English skills, and to do so practice was definitely needed. Besides, their level, comprehension and progress could only be monitored through their production, either in the oral or written form. Nevertheless, students could be also taught to be more active learners, by giving them suggestions, and also by observing their progress. Paying special attention to their faults and improvements facilitates their learning process, as it is suggested in Ann Galloway’s web document: *“Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.”¹⁹*

When teachers use CLT in their classroom, they become listeners, as they talk less and

¹⁸ Ann Galloway, “Communicative Language Teaching: An Introduction And Sample Activities”, <http://www.cal.org/resources/digest/gallow01.html>

¹⁹ Ann Galloway, “Communicative Language Teaching: An Introduction And Sample Activities”, <http://www.cal.org/resources/digest/gallow01.html>

listen more as mentioned before. As a matter of fact, *“the teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee.”*²⁰ By doing so, teachers will enable the subjects to think in English, to use to their L2 knowledge, and consequently, produce more in the target language. Besides, practical work throughout a L2 course, instead of theoretical work, will result in more acquisition, the goal of CLT.

2.2 TOTAL PHYSICAL RESPONSE (TPR)

Another strong influence of this study is the Total Physical Response (TPR), this innovative and fun method was created by Dr. James J. Asher, and it is based on mother tongue learning. It is mainly how children absorb their surroundings, imitating sounds at first and afterwards words, by simply listening to their parents, relatives and friends. But of course, to achieve this, the children must be exposed to the language during several hours every day, to obtain better results. This occurs while learning a mother tongue, opposite to what happens when attempting to learn a second language, as students meet only one or two hours a day with their target language teachers and peers. Parents have body language conversations with their children to enable their children's comprehension. Children often physically respond to this type of stimuli, according to Richard Frost author of a web document, also called TPR, published on the British Council from Turkey.

Besides, Richard Frost's document mentions TPR's pros and cons. The pros are:

1. *“It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.*
2. *It is very memorable. It really helps students to remember phrases or words.*
3. *It is good for kinaesthetic learners who need to be active in the class.*
4. *It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.*

²⁰ <http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>

5. *It works well with mixed-ability classes. The physical actions get across the meaning effectively*.²¹

The cons are:

1. *“Students who are not used to such things might find it embarrassing. This can be the case initially but I have found that if the teacher is prepared to perform the actions, the students feel happier about copying. Also the students are in a groups and don't have to perform for the whole class. This pleasure is reserved for the teacher.*
2. *It is only really suitable for beginner levels. Whilst it is clear that it is far more useful at lower levels because the target language lends itself to such activities I have also used it successfully with Intermediate and Advanced levels.*
3. *You can't teach everything with it and if used a lot it would become repetitive. I completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques*.²²

These points have been stated as they apply to the foundations of the present study. TPR was taken into account, as it is suitable for all types of learners. It was used mostly for descriptions and explanations to assure the students' understanding, due to the age of the subjects of the study group (11-13 years old), because unfortunately older children are not always willing to collaborate with games that involve movement. It might seem childish or embarrassing to them. TPR was also taken into account to play a game that aimed to represent actions, through gestures and mimicry. During the game, students showed interest, fun and enjoyment and at the same time they were able to practice, use and learn the verbs they have seen before. Students here learned unconsciously. The game consisted in making two groups and asking each group to point out a member of the group, to pick a card from a set of cards with verbs, and represent it using gestures and pantomiming. While, the other members of the group tried to guess the action that their partner was performing. Finally, the group that scored the most, would win a prize that consisted in candy, which motivated them all, to try harder while participating.

²¹ Richard Frost, Total Physical Response, <http://www.teachingenglish.org.uk/content/total-physical-response-tpr>

²² Richard Frost, Total Physical Response, <http://www.teachingenglish.org.uk/content/total-physical-response-tpr>

2.3 GRAMMAR-TRANSLATION METHOD

The current study has also been influenced by the Grammar Translation Method. Though, it was only taken in account when the teacher noticed that students found it difficult understanding some activities instructions and grammar explanations, so that the subjects would be able to carry out the activities during the process of the study.

The Grammar-Translation Method, is known as one of the most established techniques that appeared in the late 19th century and it was used mostly until the early 20th century. It was originally used to teach dead languages as Latin and Greek. Hardly any teaching is done in the target language. Readings in the target language are translated and discussed in the native language. The Grammar-Translation method mainly relies on translation to teach, on one hand, grammar is taught with extensive explanations in the native language, and on the other hand vocabulary is taught translating words from the target language to the native language to assure learners understanding. A web document, related to the characteristics of this method states *“Sentences would be deconstructed and translated. Eventually, entire texts would be translated from the target language into the native language and tests would often ask students to replicate classical texts in the target language. Very little attention was placed on pronunciation or any communicative aspects of the language. The skill exercised was reading, and then only in the context of translation.”*²³

According to this same document there are advantages and disadvantages with this method, within the advantages that this method has it mentions:

1. Translation is the easiest way to explain meanings or words and phrases from one language to another. To use other methods to explain words in the target language is seen as time consuming. As the document argues that a lot of time is wasted if the meanings are explained through meanings and pictures.
2. Teacher’s labor is aided as the textbooks are taught in the mother tongue, and the teacher can ask comprehension questions about the text taught in the mother tongue. Learners will not have difficulty responding to questions in the mother tongue. So, the

²³ http://en.wikipedia.org/wiki/Grammar_translation_method

teacher can check if the students are learning. Communication between the teacher and the learner does not constitute an issue, besides even teachers who are not fluent in the target language can teach English with this type of method. That is why this method has been used widely and has been around for quite a long time.

The disadvantages of this method are:

1. It is an unnatural method, it is part of the natural order to learn a language by listening, speaking, reading and writing, just as a child learns his mother tongue exposed to natural surroundings. But, in this particular method the teaching starts with the teaching of reading, changing the order of the learning process (listening, speaking, reading and writing), which constitutes a problem.
2. The Grammar Translation Method emphasizes on reading and writing lacking in listening and speaking skills.
3. Exact counterparts from one language to another are sometimes difficult to find. Languages have their own grammatical structure and usage, and due to this, it results difficult to find their exact counterparts in another language.

2.4 THE COMPETENCY BASED LANGUAGE THEORY (CBLT)

The Competency Based Language Theory (CBLT) is based upon major human activity areas. When teachers work with CBLT, the designed activities are based on everyday activities. According to Master in Education, Jenny Dooley, Express Publishing author, who says that the CBLT consists of *“a set of outcomes based on real life role situations, and it’s adaptive according to change and present needs.”*²⁴ All activities built upon CBLT aim to aid students to report, request, respond, read, interact, modify, and understand and follow instructions. Furthermore, CBLT learners are taught to keep in mind to be specific, clear, practical, public, manageable and age-related, when speaking. CBLT lessons aim to enable subjects’ communication; therefore, teachers ought to present all activities together with proper instructions to lead the students in the right way to produce. Thus, CBLT is also applicable to the current study, as the main objective is to stimulate real production with proper guidance.

²⁴ Jenny Dooley, Pedagogic Innovations in Educational Change, Anglo del Ecuador, September 14th, 2009.

“One of the essential tasks of the teaching process is to introduce the learners to the methodological exactitude with which they should approach the learning process, through which objects of learning are knowable. And this methodological exactitude has nothing to do with the discourse of the “banking system,” something that merely touches the surface of the object or its contents. It's exactly in this sense that to teach cannot be reduced to a superficial externalized contact with the object or its content but extends to the production of the conditions in which critical learning is possible. These conditions imply and demand the presence of teaching and learning simultaneously in the context of a rigorous methodological curiosity anxious to explore the limits of creativity, persistent in the search, and courageously humble in the adventure. In these conditions, those who are engaged in critical learning know that their teachers are continuously in the process of acquiring new knowledge and that this new knowledge cannot simply be transferred to them, the learners. The same time in context of true learning, the learners will be engaged in a continuous transformation through which they become authentic subjects of the construction and reconstruction of what is being taught, side by side with the teacher, who is equally subject to the same process.”²⁵

The reason why the CBLT was also taken in account for this study is due to its great importance to this work. Exposure for the students to real life situations was crucial, so that the students could relate the vocabulary and the grammar they saw with familiar situations they have lived, before and throughout the study, and in this way assure their learning. In this particular case, while performing different tasks, the learners made significant connections, connecting the grammar and vocabulary they learned in class, to certain real life situations they have previously experienced. The familiar learned situations constitute the previous knowledge, which they have gained in time, and this is put together with the new information that they have recently gained by being exposed to the L2, through extracurricular activities during the course of this study. As a result, the students have learned, acquired and stored new information in their brain.

2.5 THE NATURAL METHOD

“The Natural Approach belongs to a tradition of language teaching methods based on

²⁵ Paulo Freire, *Pedagogy of Freedom*, Rowman and little field Publishers Inc., 2001, United States.

observation and interpretation of how learners acquire both first and second languages in non-formal settings".²⁶ This approach focuses on comprehension and meaningful communication. Comprehensible input provides necessary and sufficient conditions for successful L2 acquisition. This has led to new techniques, such as Communicative Language Teaching. Mainly, the Natural Approach emphasizes the practice of meaningful activities in the classroom, rather than the production of grammar in writing.

Bowen, Masen and Hilferty, in their book, *TESOL Techniques and Procedures*, say that proponents of the Natural Method tended to avoid the use of books.

"Like the child in his home, the student was to be immersed in language and allowed to formulate his own generalizations. Most felt that the age of a student was immaterial, all persons learning the same way regardless of age or education background. Activity, games and demonstration were advocated to enhance motivation and understanding".²⁷

According to the *National Education Association in the United States* the Natural Method is described as follows:

"In its extreme form, it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil-all in the foreign language; almost the only evidence of system is the arrangement, in a general way, of the easier discourses and dialogues at the beginning, and the more difficult at the end. A great deal of pantomime accompanies the talk. With the aid gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases. When he has arrived at this stage, the expressions already familiar are connected with new ones in such a way that the former give the clue to the latter, and the vocabulary is rapidly extended.... The mother tongue is strictly banished..... Not until a considerable familiarity with the spoken idiom has been attained is the scholar permitted to see the foreign language in print; the study of grammar is reserved for a still later period. Composition consists of the written reproduction of the phrases orally acquired".²⁸

²⁶ http://www2.vobs.at/ludescher/Alternative%20methods/natural_approach.htm

²⁷ J. Donald Bowen, Harold Masen and Ann Hilferty, *TESOL Techniques and Procedures*, Newbury House Publishers, Inc., USA, 1985.

²⁸ J. Donald Bowen, Harold Masen and Ann Hilferty, *TESOL Techniques and Procedures*, Newbury House Publishers, Inc., USA, 1985.

2.6 THE AUDIOLINGUAL METHOD

The Audiolingual Method was also acknowledged in this study. Because one of the aims of the study, was to give students enough accurate exposure to the L2, so that they can retain and learn certain expressions and phrases, in order to be able to communicate on their own, using the target language instead of their native tongue. To accomplish so, the students were encouraged to speak in the target language, and were corrected, repeating what they have said properly, immediately after they have spoken.

This method is used to teach foreign languages, and it is based on the behaviorist theory, which states that people, could be trained through a system of reinforcement. Correct use of a trait of the L2 would receive positive feedback, while incorrect use of that trait would receive negative feedback. (<http://www.shvoong.com/books/1760538-audio-lingual-method-english-teaching/>)

The Audiolingual Method was very similar to the Direct Method. Because, both the Direct Method and the Audio-Lingual Method, taught the L2 directly, avoiding the use of the students' native language to explain new words or grammar. Nevertheless, unlike the Direct Method, the Audio-lingual Method didn't center on teaching vocabulary to students. Rather, the instructor drilled students in the use of grammar. The instructor would present the correct model of a sentence to the students, and the students would have to repeat it. The purpose of this exercise is for students to practice a particular structure until they can use it in a spontaneous way. Lessons are built on static drills in which the students have no control of their output; and the teacher expects a particular response, and if this does not occur, the student will definitely receive negative feedback, unfortunately. (<http://www.shvoong.com/books/1760538-audio-lingual-method-english-teaching/>)

Auditory learners benefit most from traditional techniques, where teachers use a lecture-style format, orally presenting information to their students. Regulating voice tone, inflection, and body language helps students maintain interest and attention. *"Auditory learners succeed when directions are read aloud, speeches are required, or information is presented and requested verbally".*²⁹

²⁹ <http://school.familyeducation.com/intelligence/teaching-methods/38519.html#ixzz1LP76Po4o>

Many believe that this method results in rapid acquisition of speaking and listening skills. The audio-lingual method was developed to acquire sentence patterns of the second language, through helping learners respond correctly to stimuli through shaping and reinforcement. The emphasis is on having students produce error free utterances. Besides, this method of language learning supports kinesthetic learning styles. (http://www.saskschools.ca/curr_content/hutt/esl/amtheory.htm)

2.7 VISUAL-SPATIAL LEARNING

This type of learning was taken into account for this study, as images and pictures were persistently used to aid the understanding of the students. It was believed that all students would benefit from the use of images during the study's tasks, even though, not all study subjects were visual learners.

Visual-Spatial learning and Visual Language are related. Because they embrace the same goal, to communicate through images. All kinds of communication take place through language, but not all languages use words. Visual language communicates below the surface independent of the message carried by text and images. *"Anyone who cares about meaning as well as form should be interested in visual language as a powerful medium of non-verbal communication".*³⁰

Visual-spatial learners remember what they see, rather than what they hear. This type of learners are fascinated with puzzles, mazes and building with blocks. Visual learners have an excellent sense of space, but not a very good sense of time. Visual-spatial learners have magnificent imagination, they think *outside-the-box* and they can come up with several solutions to a single problem. Finally, visual-spatial learners do extremely well in spatial tasks, but have difficulty with spelling and organizational skills. Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students enjoy writing tasks such as: to-do lists, assignment logs, and written notes. However, many of these tactics also benefit kinesthetic learners. (<http://www.visual-learners.com/>)

³⁰ Peter Bonnici, Visual Language, Roto Vision SA, USA, 1999.

“Visual approaches include: sign language, reading and writing programs, symbol system, and Treatment and Education of Autistic and related Communication”.³¹

Valerie Delp, has an article called, *Teaching your visual Learner*, on www.homeschooling.families.com, a web page dedicated to aid parents and educators, with information related to education and parenting matters. Here Delp says, if you have a child who thinks in images, they seem to find hard following instructions. Unless, they can see what they need to do, they cannot comprehend. They will often make notes or they will draw pictures to understand the information they're given. They are keen at giving directions by drawing a map rather than writing it down. It is easy to recognize that a student learns best through information presented visually. What's hard is to figure out how to present different topics to a visual learner, so that the learner can process easily and acquire. Delp, recommends to follow the next techniques to teach visual learners:

1. Have visual learners organize information that you want them to learn in a map or diagram.
2. Use highly visual books to teach. Books and other pictorial guides are excellent teaching tools for visual learners.
3. Visual learners are very good at visualizing the big picture. It's good to present summarized information with supporting details to visual learners.
4. Do unit studies with visual learners, they tend to look at the big picture and add details to in a general summary.
5. Flash cards are great for visual learners. Flashcards that have pictures and information, give visual learners and extra tag to put on the information.
6. Use worksheets that have matching activities that require the students to make visual connections. Visual learners are good at doing worksheets.
7. Use as many visual aids as possible. The more pictures you can present the better.
8. When you read a story, encourage learners to visualize what's going on or encourage learners to draw pictures to go along with the story.

³¹ <http://autism.healingthresholds.com/research/visual-teaching-strategies-children-autism>

9. Excessive visual stimuli can be a distraction, so it's important that learners do school work at a desk that is free from clutter.

10. Some TV shows and videos are excellent tools for visual learners. [PBS Kids](#) and [the Discovery Channel: Kids](#), provide excellent sources to teach. (<http://homeschooling.families.com/blog/teaching-your-visual-learner>)

2.8 THE KINESTHETIC METHOD

Kinesthetic learning involves physical experiences such as: touching, feeling, holding, and doing. This learning method involves practical hands-on experiences. It also involves the stimulation of the body's nerves, muscles, joints and tendons. Kinesthesia and kinesthesis are root words that come from the Greek *kineo*, that means move, and *aisthesis*, that means sensation. The word kinesthetic refers to muscular movement. (<http://www.businessballs.com/vaklearningstylestest.htm>)

School age children succeed through kinesthetic means: touching, feeling and experiencing the material at hand. *"Children enter kindergarten as kinesthetic and tactual learners, moving and touching everything as they learn. By second or third grade, some students have become visual learners. During the late elementary years some students, primarily females, become auditory learners. Yet, many adults, especially males, maintain kinesthetic and tactual strengths throughout their lives."*³²

Kinesthetic education is shifting toward a more hands-on approach; handicrafts and props are incorporated into almost every school subject, from physical education to language arts. Hands-on teaching tactics are gaining recognition, as they concentrate on the challenging needs of kinesthetic learners, as well as the diverse needs of auditory and visual learners.

Classrooms will continue to integrate more of these techniques. Once students understand their learning styles, they can better adapt to their learning environment throughout the educational process.

³² http://www.saskschools.ca/curr_content/hutt/esl/amtheory.htm

III

GRAMMAR AS A BASIS TO LEARN AND PRODUCE

3.1 GRAMMAR

Grammar itself constitutes an important part of language learning, because without it, even every day communication would not be what it is. In other words, grammar is the core of communication, since it enables us humans to build sentences, phrases and expressions that allow us exchange information. Besides, in this particular work it was crucial, as it served as a basis for the extracurricular activities that were used during the study, despite of the fact it might not have been described much throughout the previous chapters, that is why Grammar will be further explained here.

Grammar generally has been related to worksheets, examples and definitions; however, fortunately it has been seen from a very different perspective lately, since, most traditional educators acknowledges that grammar can be taught in many different ways making use of many different circumstances and places, as it can be found in all our surroundings.

*“There are many ways to bring language into the classroom to help students see that grammar in all its shapes is all around us and is interesting to consider. As teachers, when we’ve become comfortable with some of these ideas and the possibilities they represent, we should begin to find examples of our own with which to build classroom explorations or to begin class discussions.”*³³ As we can see from Dean’s book *Bringing Grammar to life* has stated, helping students become aware of the fact that grammar can be found everywhere, and encouraging students to acknowledge it, when they go out with their family or friends, can definitely help them reinforce what they have learnt in class, if not, aid them to acquire an interest in learning English grammar.

In addition, according to Dean, there are many negative reasons to avoid teaching traditional grammar as she had also stated that she herself has become frustrated or has frustrated students, who don’t understand some grammar aspects by using a definition to help them learn, and she backs up such by quoting Haussamen in her book: *“Instead of helping students to focus on real literature or on the actual paper they are writing, traditional grammar pedagogy requires students to divert their attention to the isolated and often contrived sentences on a textbook.”* (Haussamen 2003) This author affirms this, as it sadly constitutes a reality in many classrooms, since some teachers fail to encourage students to read and to see readings as a whole, due to the fact that many elements can be taken into account when reading an article, a column or a passage. The truth is, when it comes to using readings in class is that teachers make students focus on certain sentences, that have a particular grammar topic that was taught previously.

Teachers should take advantage of all types of texts that are used in class, so that students are not only exposed to a certain type of grammar but also exposed to grammar that they have seen previously. Therefore, through various readings, students are able to see what they have learned in real texts, that convey authentic current topics, which they can view, seeking vocabulary and grammar that they are familiar with, and why not, even analyze and come up with their own conclusions related to the main topic, and also put them in writing. Giving learners the opportunity to get to know more about the real world, with interesting readings related to different matters such as finances, technology, society or culture that concerns us all, will even aid students to broaden their knowledge about the world, which will definitely be useful for them in many aspects.

Dean also adds about Haussamen’s writing the following *“Thesis of this book is that traditional school grammar has left a heritage of definitions that do not define and rules that*

³³ Deborah Dean , *Bringing Grammar to life*, The Reading International Association, USA, 2008.

*do not rule (in usage, writing and punctuation). These inadequate definitions and myth rules hamper students rather than help them in their development as speakers and writers.*³⁴ Definitions are certainly not enough when teaching grammar, though some think they are essential, while attempting to teach grammar. Grammar teaching also depends on age, background and even personality characteristics of the learner. If these aspects are considered by the teacher when planning lessons, students will learn concepts easily. Nonetheless, once again, even when some teachers still like to rely on definitions, these are not sufficient to help students pick up new grammar structures. Grammar must be placed in real life situations, by presenting students with cases where a specific type of grammar is used. In addition, students must not only be encouraged to relate grammar to distinct situations, they must also be encouraged to produce the language in several different ways with different activities. Consequently, students will recognize the moment, the place and the various different ways to use a particular grammar structure. Practice and exposure will aid learners as they gain confidence with time and activity reinforcement, so that afterwards students are able to communicate, when they come face to face with a real life situation, where the grammar learned must be used, that is why students must be given all the components that conform the grammar that is being learned.

The following quote also supports what was previously said *“Traditional school grammar presents definitions that cannot function with desired results unless the person using them has more information about language than the definition provides.”*³⁵

Asking students to be deductive, while learning grammar, is another technique to avoid the old teaching grammar style in class, which conveys analysis. To do so, students are encouraged to come up with their own definitions and examples regarding a particular grammar topic. When students are asked to be deductive, they might not be very keen at it at first, as they lack experience to come up with their own grammar definitions and examples, but allowing them to at least try, will make a difference in their learning. The following passage, which Dean quotes Hale in her book, exemplifies what occurs when teachers ask students to come up with their own definitions *“Verbs add drama to a random grouping of other words, producing an event, a happening, an exciting moment. They also kick-start sentences without them, words would simply cluster together in suspended animation, waiting for something to click.”* (Hale 1999) To speak in such a way about an

³⁴ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

³⁵ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

important part of grammar, such as verbs, might motivate students to do the same to describe other important items and continue learning and increasing their knowledge, after all, to put what is learned in their own words always helps students acquire.

Due to Dean's experience with this type of technique and its outcome, she quoted: *"I can have students decide what verbs are and what they do from students' own experience and from investigation of the texts in front of us not to identify every verb (a traditional grammar kind of thing to do) but to discover how verbs make the author's intent clear or make the text more inviting to read. Then we could discuss how these ideas about verbs could be helpful to them as writers."*³⁶ Clearly Dean does practice deductive teaching in her classrooms, therefore she monitors the class, guiding and correcting throughout every lesson. At the end, students will benefit more from going through this process. Consequently, it is imperative for teachers to encourage their students to learn on their own, thinking, analyzing, exemplifying and contrasting while learning grammar.

To avoid asking students to use or give exact definitions and rules, Dean suggests *"I am not saying we should teach these terms by definition and ask students to memorize them and identify them in sentences for a test (unless you have to practice for state testing-but that's in another chapter) or that students should know the parts of a sentence so that they can diagram them in exercises from textbooks. But being able to generalize about the terms we use so that the students can connect them to their innate knowledge of language concepts and use them to improve their abilities with activities that involve language (reading, writing, speaking) is important for the other things students do in classes."*³⁷ Again, she states the importance of allowing students to be free to describe and express what they are learning in class in a way that suits them, that will help them remember and store the new information they gained, in their long term memory, which equals to acquisition.

Learning is not the same as acquiring, and because of this reason, teachers fail to increase students grammar knowledge, as there is no previous knowledge to build upon. That is why every grammar topic must be practiced, reinforced and reminded to the students, as many times as necessary. The number of times that a grammar topic must be used, will vary from classroom to classroom, according to student learning pace. However, going back to learning and acquiring, there is a clear difference between both, for instance Krashen strongly believes that acquiring is more meaningful to students than learning. Within Krashen's popular Monitor theory based upon 5 main hypotheses, we can find his

³⁶ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

³⁷ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

acquisition learning hypothesis. Here Krashen states that adults have two very different ways of developing competence in a second language, which are learning and acquisition. The first is related to formal instruction that we are given in school, high school and university, in order to gain knowledge about different subjects. The second is a natural process that everybody goes through at an early stage of life, when subconsciously we acquire the language that we are exposed to. Children all over the world start to gain and understand their native language, in this way, by being exposed to their mother language, and later on children become confident enough to produce their mother tongue. However, many other researchers claim that Krashen draws a rigid distinction between both, learning and acquisition, which are closely related. This was said because whoever is willing to understand and speak in another language, effectively, must use both, as the learner needs proper exposure to the new language (acquisition), and also further grammar and vocabulary instruction (learning). This hypothesis is based on immigrants that were observed while acquiring an L2. In this case English, which is used in the subjects' environment either partially or totally, no matter how much contact the subjects might have had, exposure can be certainly useful. Though, this is not enough, learning a language in a conscious way, may also enable better acquisition of the learner, no matter what age the learner has, and of course, together with proper exposure. (http://www.timothyjmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L6_Natural_Order.htm)

“Teaching according to the needs of the students and the kinds of texts they read and write can be challenging. Preparation can be a little more time consuming. Integrating language instruction is, however, more effective. So even if it is a little more work at the start, it’s worth it.”³⁸

“As teachers we can learn what we don’t know yet, and we can answer, together and with our students, questions that arise in the context of a classroom that truly integrates grammar into the rest of the content. We can help students understand why the study of grammar matters. It just makes sense. Language is part of life. How can it not be part of everything we do in an English language arts classroom?”³⁹

Being teachers requires constant preparation to have fresh ideas to use in class and to update students' knowledge, besides teachers must also be aware of the type of learning that their students have to plan lessons, taking in account what they need, in order for the

³⁸ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

³⁹ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

students to follow the class and learn and acquire. Related to this matter, Dean says *“As teachers, we can begin with learning a little more about language than we knew last year and then apply what we learn as we learn it. I suggest starting with one unit of study and integrating language learning into that unit first. Or find one way to talk about language and integrate that. Then, the next year or semester, as you learn a little more, revise another unit or add another piece and so on, until language learning is a part of everything you teach. Until grammar is all around you and your students in the classroom.”*⁴⁰

If teachers fail to enable students to acquire and learn, students will continuously have doubts and questions related to the grammar that they see in class and should know. Dean says the following, related to this issue *“How many of us have wondered why students came to us in ninth grade without understanding the least bit about the subjects and verbs and complete sentences? Even when I taught students in subsequent years in junior high, during the time period when we were required to teach traditional terminology, students would claim they had never had the information before and I was certain I had taught it to them year before. Even with an integrated approach, though, it’s possible to frame a flexible scope and sequence.”*⁴¹

Grammar varieties should also be presented to the students while teaching. Students should be taught to use the grammar they learn in different ways; depending on what might be the purpose behind the usage of a certain grammar topic. Students can be taught to play with grammar by changing structures and words, to find out on their own what can work and what doesn’t work, to communicate accurately. Besides, through this model, students are not only being given a set of options to produce in writing and speaking. For instance, students can have fun switching things around attempting to use right grammar in writing, in this way teachers are giving them the opportunity to think, analyze and learn on their own. Berger is quoted by Dean in her book, to exemplify language variation in the classroom *“Describes a different sentence construction each month of the school year. With such a plan, we can be aware of and point out to students the sentences variation of the month in their reading, conduct mini lessons on writing them, and expect to see them used in polished writing. This approach could help those of us who want a little more structure to our instruction, but it shouldn’t limit what we do. If I’m focused on using particular phrases but I see great examples of language variation of appositives, I wouldn’t keep silent. A plan should still allow flexibility to address the needs of the students and the content of the class.”* (Berger 2006)

⁴⁰ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

⁴¹ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

Sometimes grammar can be set aside to do something different in class, this is necessary, especially when students need to do something different, to start fresh to learn a new grammar topic, however whatever topic or activity is done in class the teacher must make sure that it benefits student learning, about this Dean states *“Even if all teachers in your school or district aren’t integrating grammar, aren’t making language a central part of their classes, students will still benefit from what you do.”*⁴²

Something else that can be applied in class, is giving students only hints of a particular grammar topic. A whole grammar topic does not have to be taught all at once, it can be taught bit by bit just as Deborah Dean suggests *“After reviewing research on literacy instruction includes grammar study, concludes that the positive results mean that teachers can achieve something even by studying one small area of grammar. Little bits add up. Research supports integration what we do in our classes will accrue and benefit students learning about language.”* (Hudson 1999) Dean suggests so, to give students the opportunity to direct their own learning by researching, hence finding out on their own how a grammar topic works. This enables student’s thinking, analyzing learning and acquiring.

*“Because the nature of teaching grammar in context of other work of the classrooms, in connection with the reading and writing students do, is different, we have a different preparation. We have to make language our class and our students and our content.”*⁴³

However, teaching only grammar does not make an accurate L2 class. Language is also imperative, the way it is used and where it is used (speaking, reading and writing), in addition, it constitutes part of the class, and students’ participation represent a key element, as these subjects can collaborate and positively effect their way of learning, by being more interested, active and participative in class. *“Students need to feel comfortable expressing ideas in classrooms and to respect ideas that may differ from their own. The classroom community should encourage curiosity and tolerance so that students feel confident that they can question and wonder about language. We need to help students develop the ability to tolerate ambiguity and consider ideas that may be different from their own or what they are used to. When students don’t agree with others’ perspectives, they should have the ability to respect the difference and maintain appropriate responses even with those differences.”*⁴⁴

⁴² Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

⁴³ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

⁴⁴ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

“Learning about language through an integrated approach requires us to be aware of different kinds of knowledge: declarative, procedural and conditional. If we know about these categories, we can structure classes to allow students not only to get some information from us or from books (declarative knowledge) but also to learn how to work through problems and questions to gain procedural knowledge about language and inquiry. We know that students need to have some knowledge of how language works and how they can talk about it. However, we also need to give students time to reflect and develop conditional knowledge about language. Under what conditions do language characteristics take effect and how do those effect change with situation? This question, and the reflection associated with it, could be attached to any language exploration or activity students participate in. And giving students the opportunity to think conditionally will help them transfer their learning to their lives beyond the classroom.”⁴⁵

In conclusion, to teach grammar many things must be taken in account, such as the need of communicating accurately, the language, its components and its use, and how, where and when to properly use the grammar seen in class in real life situations. Grammar is like a big, complex jigsaw puzzle, and teachers must monitor and guide students, to properly put pieces together, in order to learn and acquire, which translates to structure and use the grammar well within a certain real life situation.

3.2 STRATEGIES IN LANGUAGE DEVELOPMENT

3.2.1 THE ROLE OF INTERACTION IN INTERLANGUAGE DEVELOPMENT

Swain, has proposed that one needs to discuss not just comprehensible input, but also comprehensible output. She suggests that output has an essential role in the development of language proficiency. One can propose the following reasons for the importance of output in learning:

- To generate better input

⁴⁵ Deborah Dean , Bringing Grammar to life, The Reading International Association, USA, 2008.

- To force learners into a more syntactic processing mode
- To enable learners to test hypothesis
- To develop automaticity
- To develop discourse skills
- To develop a personal voice

The first consists of the way in which appropriate level input is obtained. Long suggests that learners negotiate their way to such input, for instance output indicates lack of comprehension, and leads interlocutors to provide more finely tuned and useful input. The second is also connected to input. Knowing that they must produce language later may force learners into a more syntactic mode while they are listening, because they know that focusing on meaning extraction during listening will not be enough to enable them to convey meanings themselves. It is as if the thought of having to speak in the future will predispose them to notice how meaning is conveyed as a better preparation for subsequent speaking.

The remaining reasons for the significance of output concern the role of output itself. The testing hypothesis is important because in the context of older language learners it is less likely that their interlocutors will spontaneously provide them with feedback about the incorrectness of their utterances. It may be more useful for such learners to take initiative and actively try out syntactic and morphological patterns that they are unsure of and then look for feedback to statements that they have made. This will allow them to get indirectly expressed information which will help them to work out how successful they have been in constructing an acceptable interlanguage system.

Output is also important in areas other than language structure. It is important to give learners the opportunity to develop fluency, and to be able to produce integrated performance in real time when difficult planning decisions may be involved. Output is important also to enable students to acquire discourse skills, such as conversation management, the use of repair strategies and skill in negotiating meaning. Finally, output is important to enable learners to develop a personal voice, to learn how to say things that are important to them, rather than to be dependent on what has been said to them by others.

IV

MOTIVATING STUDENT'S LEARNING

4.1 What's Motivation?

*“The learning of a foreign language involves far more than simply learning skills , or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner”.*⁴⁶

One of the most influential socio-educational models is from R. C. Gardner. His model incorporates the learner's cultural beliefs, their attitudes towards the learning situation, their integrativeness and their motivation; and he emphasizes that the last point is most important part in the model. He defines motivation as referring to a combination of effort plus the desire to reach the learning goal, as well as favorable attitudes towards the L2 learning. Besides, other factors such as attitudes towards learning and integrativeness can influence these attributes. Motivation is operationally defined by Gardner and his associates in a slightly different way for the purpose of measurement, as consisting of the desire to learn the language, motivational intensity, and attitudes towards learning the language. These are measured by the Attitude/Motivation Test Battery or AMTB. This consists of a series of self-report questionnaires containing a plethora of questions to measure 19 different subscales which represent different aspects of Motivation. Gardner emphasizes that the items within the questionnaire should be developed so that they are appropriate to the particular situation

⁴⁶ Marrion Williams and Robert L. Burden, Psychology for Language Teachers, Cambridge University Press, United Kingdom, 1997.

under investigation. Some examples from four of the subscales of the AMTB are shown next. (Williams and Burden, 1997)

Interest in foreign languages

If I were visiting a foreign country I would like to be able to speak the language of the people.

Attitudes towards learning French

Learning French is really great

I really enjoy learning French

Motivational Intensity

I really work hard to learn French.

I make a point of trying to understand French.

I see and hear.

Desire to learn French

To be honest, I really have little desire to learn French.

I wish I were fluent in French.

In conclusion just as Gardner says "languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community".⁴⁷

Motivation is the driving force that causes us to achieve many different goals. Motivation as stated in the book, *The Practice of English Language Teaching*, by Jeremy Harmer, is an internal drive which pushes someone to do things in order to achieve something. In addition, motivation is related to a need to minimize physical pain and maximize pleasure; it is also related to essential needs such as eating and resting, or wanting a desired object, or an ideal state of being.

Psychologists tried to explain motivation by studying animal behavior and their basic biological needs. For instance, a hungry dog that hears the sound of a bell starts to salivate at the sight and the sound of food, which demonstrates that the dog is repeatedly motivated

⁴⁷ Marjorie Williams and Robert L. Burden, *Psychology for Language Teachers*, Cambridge University Press, United Kingdom, 1997.

to seek food when hearing a bell. Likewise, a human's motivation is related to their biological necessities during the early learning years, and what kind of reward was provided for early attempts to learn. (Williams and Burden, 1997)

Williams and Burden cite H. Murray, who enumerates a large number of human needs such as our need to socialize with other people, our need to dominate others and our need to understand our world, as well as our basic biological needs. Murray believes that these needs causes inner tensions, which had to be released somehow; therefore Murray defined Motivation as the press, in other words, the urge to release tension and satisfy needs.

Williams and Burden also cite J.W. Atkinson, who says "*An initially more promising reformulation of the drive reduction approach to motivation was the notion of the need to achieve, or achievement motivation*". Here, Atkinson emphasizes that people differ quite markedly in their need to achieve or to be successful. Atkinson believed that it is possible to find out the differences between individuals' needs to achieve something, and these are directly related to the way they learn. For some people, the drive to succeed dominates their lives and encourages them to be high achievers, however for others; it really doesn't seem to matter if they do well or not. But, it is not enough just to know an individual's level of need for achievement, since in any specific situation this will interact with how an individual judges the chances of success to be and what value is placed on a favorable outcome to avoid engaging in a particular activity because of fear of failure. (Williams and Burden, 1997)

"Achievement motivation for any individual can be determined by the relative strength of the tendency to approach a task compared with the strength of the tendency to avoid the task".⁴⁸

A complementary view emerged in the 1960's, in Canadian psychologist Donald Hebb's classic text *The Organization of Behavior*. Here, Hebb suggested that "*both humans and animals seek a level of optimal arousal at which they function best without having to meet any other basic needs*".⁴⁹ Following work by others such as Berlyne and Hunt discovered that even rats were motivated by curiosity and novelty and not just for edible rewards. (Williams and Burden, 1997)

Nevertheless, Williams and Burden disagree with previous motivational studies and say: "*early psychological approaches to motivation have not been entirely satisfactory because*

⁴⁸ Marrion Williams and Robert L. Burden, *Psychology for Language Teachers*, Cambridge University Press, United Kingdom, 1997.

⁴⁹ Marrion Williams and Robert L. Burden, *Psychology for Language Teachers*, Cambridge University Press, United Kingdom, 1997.

*they were too simplistic in their attempts to explain highly complex human behavior; they were based on attempts to explain highly complex human behavior; they were based on a principle of homeostasis which does not always apply even to animal behavior and they presented a view of individuals at the mercy of forces beyond their control. It was only when some psychologists began to differentiate between actions that were perceived as within our conscious control and those outside our control that it became possible to develop an entirely different perspective on motivation-one that drew upon ideas from cognitive psychology".*⁵⁰

In a more recent attempt to make sense of different components involved in second language motivation, Dornyei proposes a three-level categorization. In this model, the language level fuses various orientations and reasons related to aspects of second language, as the culture and the community, and the usefulness of the language. These will influence the learners' goals and the choices they make too. Dornyei's learner level involves individual characteristics that the learner brings to the learning task, and important features of this level are need for achievement and self-confidence. Finally, the situation level includes components related to the course, the teacher and the group dynamics. Dornyei's formulation is helpful as it states motivation as a multifaceted construct that is affected by different situations. It also emphasizes the importance of what the learner brings to the task of learning.

*"Teachers tend to believe, and rightfully so, that when students are motivated to perform competently on academic tasks, they will learn in accordance to their academic abilities. For this reason alone, working to enhance students' academic motivation is worthwhile. But in addition to maximizing student learning, another beneficial by-product of having highly motivated students in class is that they make the teacher's job of managing the instructional program simpler. Academically motivated students tend not to disrupt the instructional environment, they infrequently need to be disciplined; they listen when listening is appropriate because they are interested in what is being said, they discuss when discussion is appropriate because they want to share their thoughts with others".*⁵¹

The whole educational enterprise is strengthened; when teachers find ways to help their students experience the joys of learning. When students are academically motivated, their

⁵⁰ Marrion Williams and Robert L. Burden, *Psychology for Language Teachers*, Cambridge University Press, United Kingdom, 1997.

⁵¹ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

teachers often become professionally motivated too, working hard to provide students with good educational experiences, where they can find more satisfaction. (Spaulding, 1992)

*“Most teachers believe in the universally positive consequences of academic motivation. Seldom, if ever teachers seen students who were too motivated to learn. Because of this unreserved commitment to academic motivation, teachers often set about using all the motivational techniques and strategies they have in their bag of tricks, in hope that they will not miss a chance to get and keep each student highly involved in the academic tasks at hand.”*⁵²

Spaulding exemplifies this saying *“a teacher must first provide students with opportunities to make some choices about their academic tasks, in the belief that the students will be more motivated to engage in tasks they find to be personally meaningful and relevant.”*⁵³ He also, points out that while students perform a motivating task, teachers ought to be sure that they follow up their students’ progress and assist them when necessary with suggestions and instructions; so that their students can successfully complete their tasks.

H Douglas Brown, current Director of the American Language Institute and English Teacher at the San Francisco State University (SFSU), states that a cognitive view of motivation includes facts such as the individual’s need of exploration, activity stimulation, new knowledge and ego enhancement, for example: *“the adult that starts going to a gym may hope that a new body image will aid ego enhancement and be stimulated by the active nature of this new undertaking.”*⁵⁴ This says that there has to be a motivation behind an individual’s self motivation to reach a certain objective in life.

Individuals will always assess their inner motivation to follow their set objectives; and the effort they put into accomplishing these will depend on the importance the individuals place on the objectives that they wish to achieve. On one hand, adults may have clearly defined or vague goals. On the other hand, children’s goals are often more unstructured and difficult to describe, but they can still be very powerful.

4.2 EXTRINSIC AND INTRINSIC MOTIVATION

⁵² Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

⁵³ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

⁵⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

Motivation can also be influenced by different factors. Past experiences of the individual, as well as, the background that the individual was exposed to. Both certainly can influence the individual, and lead the individual to feel motivated towards doing a certain activity. To better explain this, it will be classified in two: Extrinsic and Intrinsic Motivation.

Extrinsic motivation is caused by a number of external factors, related to various distinct themes, known also as motivators. Motivators can be either connected to professional or personal individual future achievements, clearly, there is a wide range of options, as sports, traveling, finances, studies, arts among others. These options might differ depending on the background and personality features of each individual. Extrinsic motivation is an outside influence on the individual that depends on the surroundings that the individual has. This includes the individual's environment, as well as the people, the activities, the culture and even the religion within this specific environment. All of these facts will influence the individual's motivation towards an activity.

One of the most common extrinsic motivators is money. This leads people to be more and more competitive, wanting to be better than others in a certain field or activity and as a result to earn more money. Another common extrinsic motivator is grades, found in nearly every educational environment, from university to high school. Some students compete among each other to receive better honors than their peers. Competition, itself is extrinsic, as it motivates the performer to win and beat others. Crowds cheering on the individual, and trophies and medals are also extrinsic motivators that can be attributed to practicing sports or making scientific achievements. Therefore, we can conclude that rewards constitute all extrinsic motivators for the students.

According to various researchers such as: Ryan, Deci, Lepper, Hoddell and Connell, while both extrinsic and intrinsic motivational orientations are at work in most classrooms, our school systems and classroom practices are designed to promote extrinsic motivational orientations almost exclusively. (Spaulding, 1992)

Excellent grades, fun colorful stickers, and praise, for example, are used far and wide as extrinsic rewards for good work and cooperative behavior. The right to play sports or to be involved in other sorts of extracurricular activities is also often used as an extrinsic reward in exchange for satisfactory grades. High school students with good grades and a good extracurricular activities record are typically rewarded with the admittance into a top

university. Various desirable behaviors and activities are kept in place and functioning by external rewards. (Spaulding, 1992)

Spaulding broadens the extrinsic motivation concept arguing that most of the extrinsic strategies used to enhance students' academic motivation are based on the reinforcement theory. Spaulding quotes Skinner, to describe this theory, and mentions, "*the reinforcement theory comes in many guises, some of them extreme in their stances and others much more flexible and somewhat more consistent with the newer cognitive theories of human motivation*".⁵⁵ Besides, Spaulding supports this belief, quoting Meichenbaum who stated the premises of the reinforcement theory. The first one says that the behaviors that are rewarded in some manner will be strengthened or will increase in frequency and in intensity, and the second one says that behaviors that are punished or ignored will decrease in frequency and intensity. Behaviors that are not indicative of academic engagement, in contrast, will be ignored or in some cases punished. (Spaulding, 1992)

*"A pedagogical principle, consistent with a reinforcement of theoretical perspective on human motivation and commonly articulated in the professional literature on classroom management, is that teachers must catch their students being good, rather than being bad. Stated differently, teachers should overlook or ignore their students' inappropriate and off-task behaviors, especially when they are relatively innocuous and non disruptive, and attend instead to their students' cooperative, task-oriented behavior."*⁵⁶

Teachers' motivational strategies such as high scores in different activities will enable more the students' cooperative behavior, and will praise students for their efforts and performance. (Spaulding, 1992)

"Teachers understand extrinsic motivational strategies. Rewarding individuals for doing well and punishing them for doing poorly makes common sense to most people, including teachers. These practices grow out of a belief that human beings in general, and children in particular, do not enjoy working and studying and that the only reason individuals would be willing to work is the promise of some valuable payoff for doing so. This position is so pervasive in our society, especially in our schools, that teachers cannot help but resort to using extrinsic motivational strategies almost every day".⁵⁷

⁵⁵ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

⁵⁶ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

⁵⁷ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

Regarding specifically North American education Spaulding states *“the practice of praising students, either orally or in writing, their effort and good work constitutes the core of our culture’s recognized patterns of interaction between teachers and students. Since teachers will be unable to escape the use of extrinsic motivational strategies such as giving praise and grades, at the very least they should be fully aware of how extrinsically oriented practices affect students’ motivation in both the short and the long run, as well as how these practices can be modified so as to enhance their positive effects and lessen their negative effects.”*⁵⁸

Due to this particular manner, this study did use rewards as an extrinsic motivators with students, such as lollipops, chocolates and bubblegum. However, this type of rewards were not used often, to avoid students from becoming accustomed to receive rewards for their good performance in class. This type of rewards were only given or awarded to the winning team, when competing or playing games, and certainly served as an extrinsic motivator that attracted and maintained students’ attention, as well as encouraged the students to do their best.

By contrast, intrinsic motivation comes from within the individual, opposite to being influenced by an external act as in extrinsic motivation. We call intrinsic motivation when a person is motivated by a desire that emerges from within that person, based on the thought of the enjoyment of learning through a particular process or activity.

Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is related to students’ high educational achievement and enjoyment. Various explanations of intrinsic motivation have been given by Fritz Heider in his attribution theory, by Bandura's work in his self-efficacy perception, and by Deci and Ryan in their cognitive evaluation theory. According to these men, students are likely to be intrinsically motivated if:

1. They attribute their educational results to internal factors that they can control, exemplified by the amount of effort that they put in, when attempting to learn.
2. They believe they can be effective agents to reach desired goals, in other words they know that grading results are not determined by pure luck.
3. They are interested in mastering a topic, rather than just rote-learning to get good grades.

⁵⁸ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

So, intrinsic motivation refers to some sort of internal motivation,, driven by an interest in the task itself, which exists within the individual rather than relying on an external fact. Now that we know both types of motivation, it is time to exemplify them for further understanding.

Spaulding says in her book, *Motivation in the Classroom*, (mention book once at the beginning!) why does a student enjoy science lab work and not speaking a foreign language? And why does one student enjoy reading novels when another student despises reading them? Research on intrinsic motivation has revealed a pattern of self-perceptions and cognitions as well as an intrinsic motivational orientation. Intrinsic motivation appears to be a by-product of two self-perceptions. Spaulding also quotes, Ryan and Deci, and according to them, people tend to be intrinsically motivated in situations in which they feel both competent and self determining. A belief that is backed up by Bandura and Schunk, who say that if individuals perceive themselves as being capable of performing successfully in a given situation. Corno, Rohkemper, Stipek Weisz and Cameron further elaborate this by stating that people also perceive a situation as one that they can control or regulate in some meaningful way. So, they are more likely to be intrinsically motivated than when either or both of those self-perceptions were not present.

Consider a preadolescent girl writing a report on how Honduran people live. In order for this girl to become intrinsically interested in her topic and report, she first had to perceive herself as being capable of understanding the topic. And this occurred because her family regularly receives letters form cousins in Honduras, she has learned much about life in that country. She begins this task, in other words, with a working knowledge of the place and its people. She already perceives herself as being somewhat of an expert on Honduras. If her cousins in Honduras had never written to her family and she had never learned much about them and their country, she would likely be less intrinsically motivated to write the report on that topic. The connection between her and Honduras would still exist, but she would be less interested in the topic; she would not have sufficient understanding of it to sustain her interest and efforts when confronted with the challenges inherent in the writing of an academic report. In addition to feeling competent with respect to the task, this girl also had to feel that she was in control of the task in some personally meaningful way. If her teacher had come to class and told her that she had to do most of her data gathering from library books and that she could not rely too heavily upon those family letters from Honduras, then her intrinsic interest in the project would likely have been compromised. The teacher would have taken away her sense of personal control over the task. In order for intrinsic motivation to occur, the girl had to believe that she was capable of completing the task and that the task allowed her to take at least some personal control over its direction. (Spaulding, 1992)

*“Teachers need to give at least much attention to promoting intrinsic motivation in their classrooms as they give extrinsic motivation”.*⁵⁹ Besides, Spaulding suggests that there is no place for intrinsic motivation in schools, as teachers and administrators rely a great deal on extrinsic rewards and punishments to keep the whole system functioning. Teachers need to learn when to rely on extrinsic motivators; as well as when to promote intrinsic motivation. And most importantly, teachers need to know how to help students move from extrinsic to intrinsic motivation. (Spaulding, 1992)

As a matter of fact, intrinsic motivation is closely related to extrinsic motivation according to Jeremy Harmer. Some researchers and methodologists have agreed that both intrinsic and extrinsic motivation are important to achieve success, aiming to reach a certain life goal. For instance, there are various extrinsic motivating facts, behind taking a second language course, such as an individual need to enhance one’s knowledge or a need to be professionally competent within our current society. Though, at the same time there is also intrinsic motivation present in this process, because the subjects willing to learn another language will only succeed if they come to love the learning process which is an intrinsic motivating fact.

Nevertheless, there are some cases where we can find both intrinsic and extrinsic motivations, but in different percentages, as stated on a web document on Motivation Concepts. This document expresses that social psychological research indicates that extrinsic rewards can lead to a reduction of intrinsic motivation in the future. This was demonstrated in a study, where children were constantly observed while interacting in class. The first group of children were rewarded with a ribbon and a gold star for drawing pictures, though they spent less time playing with their drawing materials. And on the other hand, the second group seemed to enjoy more the tasks that they were appointed to, despite of the fact that they were assigned work with an unexpected reward and received no extrinsic motivation. (<http://en.wikipedia.org/wiki/Motivation>). So, it seems that children, regretfully, become ill accustomed to react positively towards a particular activity when they are being awarded, which constitutes a perfect extrinsic motivating example. However, in this particular case, it is unfortunately preventing children from creating or developing an inner intrinsic motivating factor on their own, driven by their own internal force or need to achieve something. For children to learn to motivate themselves, will allow them to start appreciating what they do and gain in class; and subsequently they will interact more in class and acquire. Besides, such a positive behavior, as intrinsic self motivation, can be assessed by

⁵⁹ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

the small students whenever they need or want to; once it has been learned or assimilated, and it will even aid children to be successful while learning later on in life.

Despite of what has been stated previously, extrinsic motivation can also be positive, when it develops within the subject and it turns into intrinsic motivation in time. As stated in the following quote: *“Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.”*⁶⁰

Self-Determination Theory (SDT) is a motivation theory. It is based on supporting our natural tendencies to behave in effective healthy ways. SDT has been researched and practiced by many researchers around the world. This theory was created by Edward L. Deci and Richard M. Ryan at the University of Rochester in NY, USA. Deci and Ryan are currently professors in the Department of Clinical and Social Sciences in Psychology at the University of Rochester, and they direct a pre- and post-doctoral training program focused on SDT. In addition, they have a website on SDT, that gives information related to human needs, values, intrinsic motivation, development, motivation across cultures, individual differences, and psychological well-being.

Ryan and Deci believe that to be self-determined is *“to endorse one’s actions at the highest level of reflection”*⁶¹ and when people practice *“people experience a sense of freedom to do what is interesting, personally important, and vitalizing.”*⁶²

Even though Ryan and Deci specialize in Psychology matters, their statements are vital to this study, as they strongly believe that being able to motivate oneself when wanting to conquer something, will truly allow any subject to accomplish anything they want in life. However, regarding to the topic of this study, that is Reinforcing English Grammar through Extracurricular Activities, if L2 students do what is interesting and personally important for them, this inner feeling or motivation will lead them to better acquisition. If these components are not present in L2 subjects, most likely, these will fail trying to acquire the target language. It is possible that they will manage to use the second language incorrectly or poorly, due to the lack of interest in it, as well as the lack of self encouragement. Sadly, this

⁶⁰ <http://en.wikipedia.org/wiki/Motivation>

⁶¹ <http://www.psych.rochester.edu/SDT/>

⁶² <http://www.psych.rochester.edu/SDT/>

happens very often as many attempt to learn English, because they are told to do so or they need to study a L2 due to their jobs. Whoever decides to enroll in an English course, being only extrinsically motivated; will fail in their attempt to learn this language; because sooner or later the extrinsic motivation will fade away, unless this external motivating influence turns into an inner motivating influence, (intrinsic motivation) will allow the subject to create an inspiring internal force to complete their goal of learning English.

Extrinsic and Intrinsic motivation are not the only types of motivation currently used. Motivation can also be classified as Instrumental and Integrative, and these are classified differently, because they are based on a distinct approach that will be described in detail next.

4.3 INTEGRATIVE AND INSTRUMENTAL MOTIVATION

Integrative motivation is focused on L2 learners, who feel attracted to the people and the culture of the target language. It is believed that L2 students that like what surrounds the target language will be more successful learning it. What occurs in integrative motivation is that learners feel admiration towards the culture of the language, which they are attempting to acquire. Also they have a desire to become familiar with it and wish to integrate into its society, in order to use what they have learned. This phenomenon occurs not only when someone is willing to learn a new language, as stated before, it also happens when someone travels overseas and becomes a resident in a new community. A second language becomes a necessity for the subject, in order to be able to interact and socialize with others, and mostly live a normal life and be part of this new community. Due to integrative motivation, the L2 learner can develop a level of proficiency in the language through constant exposure and practice. Being immersed in a L2 speaking community allows the individual to be constantly exposed to the target language. Among other benefits the subject can acquire such as the ones mentioned by current Interim chair of the Department of Linguistics in Southern California, Ph. D. Edward Finnegan: *"integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation"*

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⁶³ <http://iteslj.org/Articles/Norris-Motivation.html>

Gardner also makes the distinction between integrative and instrumental orientations in motivation. First of all he uses orientations instead of motivation; and orientation is not the same thing as motivation, however he represents reasons for studying the language based orientations. An integrative orientation occurs when the learner is studying a language because of a wish to identify with the culture of speakers of the L2. An instrumental orientation describes a group of facts related to motivation based on external goals such as passing exams, financial rewards, and gaining promotion. It appears then that an integrative orientation is one of the facts that contribute integrative motivation. Ellis also provides an explanation of integrative motivation with his study, citing Gardner and MacIntyre's. In this study there were six variables to measure integrative motivation attitudes towards French Canadians, interest in foreign languages, integrative orientation, attitudes towards the learning situation, desire to learn French and attitudes towards learning French. It was originally found that integrative motivation is related to higher achievement in the language, leading to the idea that this is a more important form of motivation. (Williams and Burden, 1997)

Benson summarizes briefly the purpose behind an individual's integrative motivation, as stated on a web document named, *Motivation as a Contributing Factor in Second Language Acquisition*, by Jacqueline Norris Holt. He states that integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. (<http://iteslj.org/Articles/Norris-Motivation.html>)

In contrast to integrative motivation there is instrumental motivation. Hudson describes instrumental motivation saying that it is characterized by the objective to obtain something very concrete from the study of a second language. The purpose of second language learning through instrumental motivation is more practical, as the student learns a certain language mainly to meet the certain requirements. These requirements may be:

- High School or University Graduation.
- Professional Fulfillment
- Financial Reward
- To be able to read and translate technical material
- To reach a higher social status

Instrumental motivation can be simply described as a need, and this type of motivation is often seen in second language acquisition, as there is no social integration of the learner into the target language community opposite to what happens in integrative motivation (<http://iteslj.org/Articles/Norris-Motivation.html>). All this sadly leads to non usage of the target language, therefore, no practice and reinforcement of what is learned, which is imperative to achieve proper L2 acquisition.

According to various authors such as: Taylor, Meynard, Rheault, Ellis and Crookes, it is integrative motivation which has been found to sustain long-term success when learning a second language, rather than instrumental motivation. In later studies integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. Instrumental motivation has only been acknowledged as a considerable fact in some research, whereas integrative motivation is repeatedly related to successful second language acquisition. (<http://iteslj.org/Articles/Norris-Motivation.html>)

Intrinsic and extrinsic motivation are not completely different from instrumental and integrative motivation. On one hand, generally students select instrumental reasons more often than integrative reasons to study a second language, as these students are somehow influenced by certain different external facts to do so. This does not enable students to develop an inner motivation to progress while learning the target language, which is not distinct to what is stated on extrinsic motivation, previously mentioned. And on the other hand, those students who follow an integrative approach to study a L2 are usually more highly motivated and more successful in language learning, because they do what is necessary to be constantly exposed to the language they are learning. They conquer the goal of mastering it by being moved by an inner force, which is similar to intrinsic motivation.

A learner does not have to necessarily be drawn only to one of type of motivation, integrative or instrumental motivation, as these are not necessarily mutually exclusive just as Brown states. "*Learners hardly ever choose only one form of motivation when learning a second language, rather they tend to combine both varieties.*"⁶⁴ For instance, foreign students living in the United States, learn English for academic purposes and at the same time desire to become integrated with their new community. (<http://iteslj.org/Articles/Norris-Motivation.html>)

In a study conducted by Berwick and Ross, they examined a group of 90 first-year Japanese university students enrolled in an international commerce and a compulsory English course, to determine their degree and form of motivation. The students were found to possess

⁶⁴<http://iteslj.org/Articles/Norris-Motivation.html>

instrumental motivation, to study English at first, when they entered a desired establishment to study the target language, but the student's interest on studying it later on declined. Even though, prior to beginning of the English course, students were tested on motivation, and their motivation was found to be low, at the end of the course after 150 hours of class, the students' motivation level improved. Some believe that this occurred, due to the use of a variety of instructional techniques, affecting the students' perceptions, and also their motivation towards the L2. The same study also found that high school students' motivation peaks in the final year of high school, because students channel all their energy into studying for university entrance. But, once students gain entrance to a university, the motivation students had at the beginning is sometimes diminished, as many first-year students appear to have no academic purpose. (<http://iteslj.org/Articles/Norris-Motivation.html>)

Benson, noted that educators in Japan are often surprised by university student's lack of ability to produce English while speaking, compared to their grammatical understanding. He reported that university student's motivation to study English was often mixed. Benson, found that some of the reasons that suggested students interest in studying English, could not be determined as either integrative or instrumental forms of motivation. For this reason, he constructed a third group labeled personal. This category included motivational reasons such as, pleasure at being able to read English, and enjoyment of entertainment in English. At the end, the results from his study showed a preference for integrative and personal forms of motivation, though, this was restricted. Benson suggests that the student's were influenced by integrative motivation rather than instrumental motivation to study English, based on the belief that Japanese students do not perceive English as vital in their lives. In addition, he also pointed out that the rejection of instrumental reasons for the study of English may indicate that the Japanese language is considered sufficient for normal daily verbal exchange. (<http://iteslj.org/Articles/Norris-Motivation.html>)

In conclusion, it seems that motivation is a key element to reach our goals when attempting to learn something new, no matter what type of reasoning might be behind the learning of an individual. Motivation is crucial to learn anything, as it constitutes the inner force that enables students to make their best when using the language, seeking always to enhance their knowledge. So both teachers and students ought to take in account the importance of motivation while learning and acquiring. The question that remains is what is the teacher's role to aid student's motivation towards learning a L2?

Literature writer, Kahlil Gibran, wrote in *The Prophet*: “*If the teacher is indeed wise, he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind.*”⁶⁵

Is teaching only the transmission of knowledge from teachers to students, or is it a created condition to enable students to learn on their own? Where is the teacher expected to be in the classroom, in front of the class or with the students guiding and helping them when necessary?

Even when most might find it more appropriate to see a teacher at the front, and always in control of class pace, this study will support a different approach towards teaching, based on learner centered teaching. This type of instruction is based on humanistic and communicative theories, where the teacher takes into account students needs, experience and knowledge which is a key element within the teaching process. This kind of practice is characterized by students who are given activities that represent real life situations to perform on their own. Through these the teacher is no longer controlling what is being done and said, he/she is paying attention to what is happening in the class, and is ready to help with any problems the students might encounter during the process. It would seem that the teacher is not performing his/her duties since the teacher is not doing what they usually do in class, which is speaking and making students only listen to what the he/she says. However, the teacher is doing a lot more for students when he/she encourages them to analyze, determine and practice on their own because students are perfectly capable in doing so.. Besides, students need to practice the L2, and class-time might be one of the only opportunities to do so. What can students really gain and retain, if they do not practice? Therefore, the teacher is setting examples and giving them the right tools and activities to start speaking, communicating, understanding and acquiring together, through learner centered teaching. According to Jeremy Harmer, in his book *The Practice of English Language Teaching*, teachers in such learner centered classrooms need special qualities including: “*maturity, intuition, educational skills (to develop students’ awareness of language learning), openness to students input, and a greater tolerance of uncertainty.*”⁶⁶ Teachers that have their learner’s interests taken into account are certainly always trying to encourage students to do their best, working hard with them day by day. But, sadly, this is not always true. Because, teachers are not stimulated by the same beliefs, teachers act differently while

⁶⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

⁶⁶ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

teaching, and negative or careless teacher behavior towards students does not benefit students overall learning performance.

Learner centered teaching is not widely accepted yet, and specially criticized by Robert O'Neil an influential material writer and trainer, whose article *"The Plausible Myth of Learner Centeredness"*. He states: *"letting students do the learning on their own with teachers only interviewing when and if needed, might amount to a form of neglect. It could be a tantamount to an abdication by the teacher of the knowledge-giving role"*.⁶⁷ O'Neil further states: *"what is wrong with old-fashioned "teacher fronting". It seems to work; it has always worked, and many students feel more comfortable with it"*.⁶⁸ Indeed, students might have become used to having the teacher up front, controlling the whole class, but it is now in the 21st Century, time to introduce a different approach: the learner-centered approach. Students might be uncomfortable at the beginning, and if this occurs, teachers need to step up and try to introduce the new way of working in a class, offering students enough description and explanation before each exercise, so that the students are clear what and how to do the activities as well as what is the purpose of these. The teacher should also let them know that the he/she will be there to help them with any problem that they may have during the activity.

Even though teacher centeredness is not a modern or an accurate way to teach effectively; teachers will still constitute a very important part of the class, as they control and maintain class pace. However, the teacher is more than a mere controller. For this reason, the following section describes the characteristics that a L2 teacher must have, in order to help students to improve and increase their L2 knowledge.

Teaching is a process which can be described in many different ways. Traditionally, language teaching has been described in terms of what teachers do; that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners. However, no matter what kind of class a teacher teaches, the teacher is typically confronted with the following kinds of tasks:

- Selecting learning activities

⁶⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

⁶⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

- Preparing students for new learning
- Presenting learning activities
- Asking questions
- Conducting drills
- Checking students' understanding
- Providing opportunities for practice of new items
- Monitoring students' learning
- Giving feedback on student learning
- Reviewing and re-teaching when necessary

Jack C. Richards and Charles Lockhart, say: *“teachers’ belief systems are founded on the goals, values and beliefs teachers hold in relation to the content and the process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers’ decision making and action, and hence constitute what has been termed the culture of teaching”*.⁶⁹

Their own experience as language learners: All teachers were once students and their beliefs about teaching are often a reflection of how they themselves were taught. For example, one teacher reports, “I remember when I was a student and I wanted to learn new vocabulary, it always helped to write down words.” Lortie refers to this as apprenticeship of observation. Kennedy in a report for the U.S. National Center for Research on Teacher Education, describes apprenticeship as follows:

“By the time we receive our bachelor’s degree, we have observed teachers and participated in their work for up to 3060 days. In contrast, teacher preparation programs at a master’s level usually require about 75 days of classroom experience. What could possibly happen

⁶⁹ Jack C. Richards and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, Cambridge University Press, USA, 1994.

*during these 75 days to significantly after the practices learned during the preceding 3060 days?*⁷⁰

Their own experience of what works best: For many teachers, experience is the primary source of teaching strategies. A teacher may have found that some teacher strategies work well and some do not. For example, a teacher comments, “I find that when checking answers in a whole class situation, students respond better if given the opportunity to first review their answers with a partner.”

Established practice: Within a school, an institution, or a school district, certain teaching styles and practices may be preferred. A high school teacher reports, “In our school, we do a lot of small group learning. We’re encouraged not to stand in front of the class and teach whenever it can be avoided.”

Personality Factors: Some teachers have a personal preference for a particular teacher pattern, arrangement or activity because it matches their personality. An extroverted teacher, reports, “I love to do a lot of drama in my conversation classes, because I’m an outgoing kind of person and it suits the way I teach.”

Educationally based or research based principles: Teachers may utilize their understanding of a learning principle in psychology, second language acquisition or education and try to apply it in the classroom. A teacher in a private language institute reports: “I took a course on cooperative language learning recently. I really believe in it and I’m trying to apply it to my teaching.” Another teacher at the same institute comments, “I believe that second language acquisition research supports a task-based approach to language teaching.”

Principles derived from an approach or method: Teachers may believe in the effectiveness of a particular approach or teaching method and consistently try to implement it in the classroom. For example, one teacher comments, “I believe in communicative language teaching. I try to make communicative use of the language the focus of every class I teach.” Another teacher reports, “I use the process report when teaching writing and I make a lot of use of peer feedback rather than teacher feedback in students’ writing.”

4.4 Teacher’s Roles and Functions

⁷⁰ Jack C. Richards and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, Cambridge University Press, USA, 1994.

According to Martin Parrott in his book *Tasks for Language Teachers* he distinguishes the teachers' roles and functions and explains "*It is intended to help you develop a more principled basis on which to make decisions about the planning and the teaching of lessons, particularly with regard to the range of roles available to you*".⁷¹

Roles:

- Diagnostician
- Planner
- Manager
- Provider

Functions:

Find out (as much as possible) the needs, interests, language difficulties and preferred learning styles of the students and adapt lessons accordingly (as far as grouping constraints allow).

- Promote a feeling of camaraderie within the class (cooperation, linking, common aims, mutual confidence, etc.).
- Ensure that learners have clear short and long term learning objectives.
- Assess individual and class learning progress.
- Ensure that learners are aware of this progress.
- Encourage students to take responsibility for their learning.
- Vary interaction patterns within the lesson according to the precise aims and the nature/feeling of the group.
- Ensure that the students find their involvement sufficiently challenging.

⁷¹ Martin Parrott, *Tasks for Language Teachers*, Cambridge University Press, Great Britain, 1993.

- Analyze and present realistic excerpts of the target language for the students to process.
- Select and introduce activities and material for language work.
- Help students develop positive, individual learning strategies.

There are various teacher roles to respond to student needs throughout the teaching process. A teacher does not have to necessarily always follow only a certain role when interacting with the students in class, the teacher must be flexible due to the variety of aims and issues that are present during class. Therefore, many believe it is advisable to change roles according to the type of activity that is performed. For example, maybe the teacher needs to make students participate more in class so that they start producing, consequently, the teacher can become the observer of class movement, giving certain steps and rules to the students, so that they can control the pace and the flow of the class activity. However, not all activities require the teacher to sit back and observe and help only when necessary, there are many other activities that will require the teacher to assume a very different role to the one that has been recently mentioned. For that reason, the following will describe the eight different educator roles that define teacher teaching style, which have been stated by Jeremy Harmer in his book *The Practice of English Language Teaching*. Even though only some of these apply to the purpose of this study, all the roles will be described in detail, in order to analyze and draw similarities and differences.

1. **Controller:** This is the most comfortable role for teachers, and it is also the most popular one amongst them. Nevertheless, this method is also the oldest of all. This role permits the teacher to be in charge of the class and all activities held in it, Quite the opposite of student centered teaching, as students have to be interacting constantly with the teacher. Controllers see themselves as individuals who transmit knowledge to the students, which unfortunately does not allow students to learn on their own, as they are focused on the teacher and the experiences and concepts the teacher can offer. According to Jeremy Harmer, there are 3 clear negative aspects related to this role. First of all, teachers are unable to produce and to develop their own concepts and examples as they have become listeners. Second, only few students have the chance to speak out, when the class is interacting with teacher as a whole, preventing other students from interacting and giving their opinion. Third when the class is being controlled by the teacher, most likely, there will be a lack of variety in classroom activities. Nevertheless, Harmer, also states that a controller is needed to maintain discipline in the class, to give explanations, to lead question and answer sessions and to make announcements. These

are mechanics that a teacher must do, no matter what form of teaching is implemented, either the teacher centered or the learner centered.

2. **Organizer:** This role is related to activities where students are given the opportunity to perform or experience on their own, and because of this the teacher must aid students properly with all the information that they require, so that the students succeed while doing these activities. In fact, the aim of these activities may not be accomplished if these are not properly stated and explained to students beforehand, that is why this role is essential. According to Harmer, being an organizer is mainly based on giving information, explaining, pairing, grouping and starting and closing all activities. To do so means, to instruct the students thoroughly before the activities, by giving them steps to follow and giving explanations and examples to the students, if necessary. Teachers as organizers must make sure that students know what they are meant to do in the activity. To successfully do this, the students' level and needs must be taken into account; besides previous preparation on how to give instructions will assure students' understanding. For instance, beginners would need examples, written instructions and some time to ask the teacher and thoroughly understand the instructions, before starting the activity. If the instructions are not given in detail and correctly, the time dedicated to the whole activity would have been only a waste of time.
3. **Assessor:** Teachers must become assessors when students need to receive feedback on their learning performance. When students need to know whether they are writing or pronouncing properly while using the L2, they need to be assessed by their teacher. However, students should be told about the importance of feedback, especially if they are not used to asking for it, because it is vital that students receive teacher feedback, as it can allow learners to build upon what they know and improve. Feedback is very important, since students can become aware of their faults in the L2, and can measure their performance and work on improvement. This type of role is very useful for student tests, since the teacher informs them beforehand what they would be graded on: fluency, creativity, spelling, punctuation or grammar. Grading is also the job of an assessor and teachers must be fair and careful when they do so, that is why students must be explained in advance how they will be graded and what they are expected to do, and when the teacher delivers a bad grade the teacher has to be very clear when explaining grades, but also very supportive to avoid hurting the student, which may affect the student's performance later on.
4. **Prompter:** To be a prompter is mainly to encourage students to understand and work on their own by being creative and confident. To accomplish this, the teacher must be

supportive and motivating towards students; so that they become accustomed in trusting themselves, and work well together with their classmates. Besides, this role is also useful, as it avoids them from being teacher dependant. Nevertheless, this might not be useful with little children, because these need constant teacher's attention and advice, but, it is feasible with older children, teenagers and adults. Teachers must be friendly, sensitive, encouraging and discrete towards their students, while acting as a prompter, to create a positive, comfortable and friendly environment that enables better class performance and acquisition.

5. **Participant:** As the word says, the teacher becomes another participant in class, opposed to what is common in class activities; where the teacher explains the aim of the activity and assigns a role to every participant, and then sits back and only observes how students interact among each other. A teacher as a participant is a positive asset to class environment, because the teacher and the students interact, practice and learn together in an enjoyable way during the activities. In addition, even students will desire to interact more with their teacher, and will also feel encouraged to participate in class more often. Nevertheless, even when being a participant sounds beneficial, the teacher could dominate the activity's procedures, and this could prevent students from practicing and interacting among their classmates; besides students will tend to listen more to the teacher, whenever the teacher participates, rather than listening to their classmates. But, if these difficulties are identified and taken into account during the activity, the teacher can perfectly take part, but only participating couple of times; as the teacher must focus mostly on encouraging students to take part of the activity and benefit from it.

6. **Resource:** When teachers become a resource, it is due to the need that students have for certain information in order to fulfill their assigned homework or activities. For instance, L2 learners that need to hand in a written paper will have to seek for the meanings or spellings of new unknown words, as well as conjunctions to connect their ideas. While doing so, having the teacher around will be useful for the students, as they know that they count on the teacher to answer their questions and solve their doubts. In most cases, the teacher should be able to provide the student with the information that they require, but if the teacher does not know the answer to a question; the he/she must offer the students good advice, as a result, they will know where to look to obtain the information that they need for their assignment. Besides, it is better to encourage students to research for what they need to know on their own, so that they learn to use different types of resource material; and most of all, so that they learn to be independent learners, which is very important for them, so that they can stand on their own later on, and continue learning.

7. Tutor: A teacher as a tutor is both a prompter and a resource. The teachers must assume this role, when the students are working on a project, as well as function as a prompter and as a resource. As a prompter, they must encourage students to work on their own, independently from the teacher. As a resource, they must aid students with information that they require to fulfill the project. Tutoring might be more difficult, when working with large groups, as tutoring requires one to one sessions with the students. In this way, the teacher can get to know details about their assignments, give students feedback and suggestions. Tutoring is advisable for smaller groups, so that the students will receive quality feedback; and will have meaningful basis to build upon, and complete their projects.

8. Observer: An observer mainly observes students while performing orally. The purpose is to provide students with feedback. They need feedback to enhance their knowledge throughout the process of learning. Nevertheless, the teacher should avoid being intrusive. This means that the teacher should not stop the class every time a student makes a mistake to correct; because this will not encourage students to participate and produce comfortably during oral activities. That is why the teacher must develop a determined format to follow when giving feedback to students, such as taking notes, while students perform and giving them feedback only when they have finished. It is not advisable to always give students feedback on their faults; since they will find it less enjoyable to perform oral activities. Students want and need to know what they are doing right, and in doing so, constitutes a benefit for them; that will make them become motivated, and put more effort to improve their speaking. However, teachers ought to be observers at all times, even if they are controlling or organizing, so that they become aware of how students are, and what are their needs and interests. Harmer says: *“we need to be able to work and observe simultaneously, listening, watching and absorbing so that we can create the best kind of rapport between ourselves and our students”*.⁷² Observing is relevant to giving students feedback, but, it is also important to evaluate the material and the lessons that are used in class. If the teacher finds that these are not useful, boring or dated, they can modify the activities and include new material on their lessons, to be able help students accomplish their learning objectives. Related to this manner, Harmer states: *“one area of teacher development involves just such*

⁷² Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

*observation, built into an action research cycle, where we pose questions about what we do in the classroom and use observation to answer such questions.”*⁷³

In conclusion, the roles that a teacher can play are various and distinct, due to different student needs they may encounter, throughout the teaching process. All the previously mentioned roles can be applied in a learner centered classroom except the controller role, because here the teacher is always the center of the class.

*“The role that we take on is dependent, as we have seen, on what it is we wish the students to achieve”.*⁷⁴ Certainly, teachers have to learn to change from time to time in order to create a different environment and feeling in the classroom, and of course, this change must be done to suit the purposes of the activities performed in class. There might be times, when the teacher must use more than a role at a time in a certain circumstance; however, this can be easily accomplished, if the teacher knows and differentiates the various types of roles that can be used to teach.

Harmer, also refers to the teacher as a performer, quoting an example based on a research conducted by Christopher Crouch in the 1980s, who observed his students in their teaching practice. He referred to one as W, this individual was eager to start teaching, very energetic, aggressively questioning students, and wanting them to come to the front and take part in the class. He referred to another as X, this individual was more relaxed and at ease, though used non-verbal gestures exaggeratedly. Crouch realized that some teachers are a mixture of both W and X. However, he also realized that these teachers do not behave in this manner outside the classroom; it is only in the classroom that they would enter into this “performance mode”. Besides, various teachers were asked if they were a different person in the classroom than they were outside of it, and some replied that they thought of themselves as more energetic, humorous and creative in the classroom, and others even described themselves frequently as actors in class.

Everyone acts or performs differently according to what they have to do, and who they have to speak to, day by day. The same happens with teachers, they also have to perform differently depending on the situation that they confront in the classroom. This is clearly explained in the following chart, where Harmer described some teacher performance styles together with determined activities that can be often performed in class:

⁷³ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

⁷⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

Activity	How the teacher should perform
1. Team game	<i>Energetically, encouragingly, clearly, fairly</i>
2. Role-play	<i>Encouragingly, clearly, retiringly, supportively</i>
3. Teacher reading aloud	<i>Commandingly, dramatically, interestingly</i>
4. Whole-class listening	<i>Efficiently, clearly, supportively</i>

perform differently depending on the type of activity that is carried out in class. A teacher is energetic, encouraging, clear and fair when a game is being played in class, opposite to what a teacher is during a reading activity. Here, the teacher should aim to give comprehensive output to the students while reading, so the teacher performs commandingly, dramatically and interestingly.

Harmer, argues “*what seems to be clear is that while we certainly need to be aware of the roles we described above, and while we also need to be able to use each of these different roles, it is also vitally important to consider how we actually behave during their performance.*”⁷⁵

The teacher is capable of performing in many different ways, due to the talents and skills a teacher might have. If he/she does not have natural talents or skills, he/she should develop them. These talents or skills can enable teachers to provide comprehensible input to their students, through the use of mimic, gesture and language models. Mimic and gestures have turned out to be useful when teaching L2, as they convey meaning, though not all teachers have the ability to explain new words to the class using body language. Teachers ought to keep in mind that gestures do not have universal meanings, these convey different meanings depending on where they are being used; what might be acceptable in a country might be unacceptable or rude in another. For instance, in Italy, to touch one’s forehead with the palm is offensive towards whom the gesture is directed to, and means, you are crazy. In contrast, to this, in our country to put one’s palm on the forehead is not offensive,

⁷⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

and means, I have a headache. So, if teaching English in Italy, the teacher ought to be aware of the different meanings certain gestures have in this country.

However, gestures and mimicry can also be used to describe verb contractions and can also be used to explain how to stress, when pronouncing while reading or speaking, through clapping or snapping fingers to mark stress.

Pointing is another typical gesture seen in class, which can be very practical and quick, in order to have students take part in the class. Students are not always willing to participate on their own, though; pointing can be seen as an aggressive approach by students, especially to those that are more sensitive. A student might think that the teacher is unable to recall their names for some reason, and would consider this as a lack of respect to their identity. A result can be that, it may be perceived negatively by the students and may affect the flow of the class.

It is imperative for students to have access to language models, while learning L2 so that they can use it as a guide. Students can have access through textbooks, workbooks, readings, audio activities, videos and now even DVD's. Students can access these whenever they need to do so such as to have a basis to write or to practice and enhance L2 knowledge. Nevertheless, the teacher is also perfectly capable of providing language models to the students, reading aloud a paragraph or an article is a clear example of such, though it has been lately diminished. Regarding this situation, Harmer says: "*teachers have tended to ignore. Yet the reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class, especially when students have been encouraged to predict what they are going to hear. Poems, too*".⁷⁶ Harmer also adds that whoever doubts the power of this type of activities has to only take in account the effectiveness of primary school reading circles, where children happily approach the teacher to listen to a new story. Activities that make children feel enthusiastic and joyful, assures unconscious acquisition which is supported by the affective filter theory, previously stated in detail in the second part of this study.

Story telling can even work with adults, although content and presentation should be considerably different. Adults will not need to be given many details throughout the reading to enable comprehension, adults would only need clear, concrete indications at

⁷⁶ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

the beginning, so that they know what to do and expect from the activity that will be performed. When this type of activity is held in class, the teacher has to be clever enough to present it in a very interesting and original way. To do such is important, to catch and maintain student's attention while reading; giving the students the opportunity to pause and think about what might come next, or what would they do, if they were in the place of the main character of the story. Mainly, the idea here is to make them part of the whole process, by being active participants rather than only listeners. However, the teacher must avoid over using it in class, because students will end up disliking it, if it is often used.

In addition, depending on student level, they can be more involved in this type of activity by performing the storytelling themselves. They can either tell some existing story or fable, or they can write their own stories to share them with the class. But, as the objective of this activity is to set proper language models for the students, the teacher has to make sure that:

1. They prepare in advance to do the task.
2. They aid the students as an assessor. To assure that they use good language models.
3. They allow their classmates to acquire listening skills, while they share their stories.

*"An issue that confronts many teachers in classrooms is how much they themselves should talk, and what kind of talk this should be. Of course there are times when teachers have to take the roll or ask for quiet, or suggest that students should get into pairs and groups. But there are also times when teachers imply talk to groups, engage in conversation with them, discuss the topic under consideration or ask them about their weekend, etc."*⁷⁷

Some teachers definitely do talk too much in class, and this is not necessarily beneficial for students, especially when teachers are boring and not interesting enough. Nevertheless, the students need to be exposed to the language, so it is helpful for the students to listen regardless of the experience. Teachers must be aware of the importance of students' verbal communication also. Consequently, a teacher must

⁷⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

realize that a combination of both is important for the students L2 acquisition, because they also need to practice the language themselves in class, as they might have limited opportunities to talk in class.

*“It is certainly true that some teachers should talk too much and that this is not necessarily advantageous for their students, especially since those teachers are unlikely to be permanently interesting. However, it is widely accepted that a vital ingredient in the learning of any language is, of course, exposure to it.”*⁷⁸

The language that students should be exposed to is specific, depending on the needs and knowledge that they have of the language. This belief is simplified, by using Krashen’s formula (**i+ 1**), “i” stands for the previously acquired linguistic knowledge of the individual, and “+1” stands for the new language structure to be learned. Krashen’s input hypothesis attempts to explain how learners acquire the target language. In other words, this explains how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives a second language 'input', that is one step beyond his/her current stage of linguistic competence. (<http://www.sk.com.br/sk-krash.html>)

Krashen meant to establish that students need a certain type of language to be exposed to, so that it is meaningful to them. The best comprehensible input that students can receive is the one that they are capable of understanding, which must be slightly above their own production level, as stated with the formula. If this does not happen, students will barely comprehend when they are exposed to the language in the outside world; only during class the teacher can take into account student’s learning needs, so that the teacher assures that the students receive comprehensible input and acquire bit by bit. Students need someone to provide them with a language that is comprehensible. If students do not understand every word that is said, at least the students do understand the meaning of what is being taught. When the language input is significant for the students, the students acquire, applying i+1, according to Krashen’s perception.

Do students perform more than teachers do in class? Do teachers perform more than students in the class? To answer these questions, Student Talking Time (STT) and

⁷⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Education Limited, 3rd Edition, England, 2001.

Teacher Talking Time (TTT) are introduced. Teachers that tend to do a lot of pair and group work use STT. Teachers are willing to give their students more meaningful opportunities to use the language that they are learning. Harmer, points out that fortunately many teachers think and follow the belief that teachers do not need the language practice, but students do. Teachers that tend to do a lot of speaking in class, aim to describe and explain concepts use TTT. Classes are teacher centered, following the Deductive teaching method rather than the Inductive teaching method that is related to the STT.

Even when teachers make the effort to give students comprehensible language, when explaining concepts; students are not given the chance to practice or produce, while they are learning. Besides, they are not given other types of exposure to the L2, such as listening or reading activities, or through the use of L2 movies and TV programs.

Having this in mind, teachers need to be aware of how much speaking they do during class, giving students enough input, and also giving students the opportunity to produce and practice while learning.

It is very complex to be able to amuse and motivate students constantly, as it is complex to play with one's voice, gestures and expressions to demonstrate and describe meanings to students. But as hard as all this might be for the teachers to put in their every day classes, these should constitute the basic skills that all teachers must have in order to enable students understanding and acquisition.

V

Approaching Meaningful ESL Classroom Teaching

This chapter is dedicated to analyzing the results of the teaching survey conducted for this study. The survey attempts to establish:

- How teachers teach.
- How teachers plan their teaching.
- How teachers are.
- How teachers motivate their students to participate throughout the course.
- How teachers encourage students to practice, improve and learn the target language.

5.1 TEACHERS' ROLE AND PROFESSIONALISM

Kauchak and Eggen, authors of *Learning and Teaching*, state, that the teacher constitutes the most important variable in instructional planning and say “*Their beliefs about the role of schools and what children should learn, their own capacity to help students, and their general philosophical approach to living all affect the decisions they make*”.⁷⁹

Kauchak and Eggen, quote Good, to describe effective teachers and say “*Effective teachers believe that all students can learn and that teachers play an important role in the process*”. And they clarify, these type of teachers are more enthusiastic have higher expectations, and are better models; and add, if teachers trust the capacity of learners, they plan to teach more content and they also plan for student interaction and reasoning.

The teacher’s background is imperative, as it is directly related to the planning process. Research on teacher’s understanding of the content reveals that, the teacher’s content background influences lesson organization and clarity. Besides, a teacher who has a low content level, asks students useless questions, discouraging students to ask further questions.

Marrion Williams and Robert L. Burden, suggest, in their book, *Psychology for Language Teachers*, that: “*We only have to reflect on our own learning experiences in school to*

⁷⁹ Donald P. Kauchak and Paul D. Eggen, *Learning and Teaching*, A division of Simon & Schuster, Inc., USA, 1993.

*realize that teachers can affect learning in a range of ways that go far beyond the transmission of knowledge. Some of these ways would be likely to include teaching learners how to learn, boosting their confidence, motivating, displaying a personal interest, displaying a personal interest, enhancing self-esteem and organizing an appropriate learning environment”.*⁸⁰

Williams and Burden, dedicate a whole chapter to describe how to promote learning, and quote Feuerstein in their book to state the theory of mediation. Here, Feuerstein says, that right after birth a child’s learning is formed by the intervention of significant adults. He refers to these as *mediators or mediating adults*, and the experiences that these provide are known as *mediated learning experiences*. These significant figures are at first, parents and later on teachers. Both, however, select, organize, shape and present the stimuli that they consider most appropriate to promote the child’s learning. They also collaborate in shaping the child’s early attempts to respond to stimuli, by directing, encouraging and helping them differentiate appropriate from inappropriate responses. Interaction between adults and children is considered significant in the latter’s cognitive development. Besides, Feuerstein says, cognitive, social and emotional developments are inextricably linked, and establishing of an appropriate climate in the classroom, and at home can effectively foster what is being conveyed during the learning process.

The teacher can mediate in a number of different ways. Feuerstein identifies twelve features of mediation, to provide learning experiences which are task educational.

“Significance

The teacher needs to make learners aware of the significance of the learning task so that they can see the value of it to them personally, and in broader cultural context.

Purpose beyond here and now

In addition, learners must be aware of the way in which the learning experience will have wider relevance to them beyond the immediate time and place.

Shared Intention

In presenting a task, the teacher must have a clear intention, which is understood and reciprocated by the learners.

⁸⁰ Marrison Williams and Robert L. Burden, *Psychology for Language Teachers*, Cambridge University Press, United Kingdom, 1997.

A sense of competence

The feelings that they are capable of coping successfully with any particular task with which they are faced;

Control of own behavior

The ability to control and regulate their own learning, thinking and actions;

Goal setting

The ability to set realistic goals and to plan ways of achieving them;

Challenge

An internal need to respond to challenges, and to search for new challenges in life.

Awareness of change

An understanding that human beings are constantly changing, and the ability to recognize and assess changes in themselves;

A belief in positive outcomes

A belief that even when faced with an apparently intractable problem, there is always the possibility of finding a solution;

Sharing

Co-operation among learners, together with the recognition that some problems are better solved co-operatively;

Individuality

A recognition of their own individuality and uniqueness;

A sense of belonging

A sense of belonging to a community and a culture”.

Feuerstein gives mayor importance to the first three features, as he considers that these are essential to enhance the significance and strength of learning experiences. The following features are also considered as important, but they are optional, as they do not have to be applied in all tasks. Whether they are taken in account or not, in a certain task, depends on the situation and culture in which the learning is taking place.

Donald P. Kauchak and Paul D. Eggen, authors of *Learning and Teaching*, where they describe various Teacher Effectiveness Researches, that focused on teacher's actions in the classroom, attempting to find a link between student learning and teacher's actions. On a first research conducted by Gage and Giaconia, they centered on the interactions teachers had with students, identifying samples of teachers, whose students scored higher than expected; as well as, samples of teachers whose students scored as expected or below. They also videotaped hundreds of classes, to determine any pattern between the different samples of teachers. These studies were labeled Process-Product Research. The teacher behaviors were the processes and the student outcomes were the products. Finally, researchers gave great importance to what teachers did, as they believed that what they did made a difference in what students learned. At first, the process-product research was correlational; as the teacher's actions and the students 'outcomes were related, though the researchers did not know if these results were caused by the teachers' actions. Kauchak and Eggen, quote Gage and Giaconia, to explain this. They described this problem as Teacher Disapproval, and found an inverse relationship between teacher disapproval and student achievement. Teachers who were negative in their classrooms had students who achieved at inferior levels, opposite to teachers who were more positive. Nevertheless, whether the expression of disapproval was the result of low achievement; or whether it was related to a different variable as classroom management problems, was not clear.

Another research conducted by Stallings, focused on a concept called student- engaged time, it referred to the amount of time that students dedicated to study a subject, rather than talking and interacting among each other. The teachers in this study taught secondary basic reading classes. These teachers were trained to increase student engagement, through activities such as group discussions and teacher feedback to student responses. Then, the researchers went to the classrooms to observe the prepared teachers. Afterwards, the students were tested and compared to a control group of students, taught by teachers that were not trained. In the end, the investigators found that the experimental students were more engaged in their work, besides they have learned more than the students of the control group. (Kauchak and Eggen)

Effective teachers are easily identified, by their proficiency and ability to answer questions and doubts, and these are also reflected on the quality of their instruction. The true teacher is a master of teaching.

Effective teachers can be seen, heard, and sensed. The effective teacher engages in dialogue with students, colleagues, parents and administrators and consistently demonstrates respect, accessibility, and expertise.

According to Strong, a professional teacher must perform the following procedures

- *“Practices honest, two-way communication between teachers and administrators.*
- *Reflects on teaching, personally and with pairs.*
- *Focuses on students.*
- *Performs assigned duties.*
- *Volunteers to assist others.*
- *Treats colleagues with respect and collegiality.*
- *Attends professional development opportunities (e.g., conferences, graduate classes, workshops).*
- *Provides constructive feedback during meetings.*
- *Supports school initiatives.*
- *Mentors new teachers.*
- *Submits lesson plans and documents on time.*
- *Maintains a calendar of report deadlines.*
- *Keeps an accurate and complete grade book.”* ⁸¹

Professionalism can be recognized on every teacher’s duty. Whether the teachers can accurately deal with any issue related to their practice, reflects their level of preparation, as well as their teaching experience.

5.2 THE FEATURES OF A TEACHER

Not anyone can be a teacher, whoever attempts to be a teacher must possess certain characteristics that enable a teacher to be creative, patient, perseverant, tolerant, responsible, polite, accurate and friendly. The teacher will have to confront many different issues within the process of teaching.

⁸¹ James H. Strong, Qualities of Effective Teachers.

According to James H. Strong, the author of *Qualities of Effective Teachers*, the teacher is a person who possesses certain qualities that are now stated:

- *“Assumes ownership for the classroom and students’ success.*
- *Uses personal experiences to provide real-world examples in teaching.*
- *Understands students’ feelings.*
- *Admits mistakes and corrects them immediately.*
- *Thinks about and reflects on practice.*
- *Displays a sense of humor.*
- *Maintains confidential trust and respect.*
- *Is instructed, yet flexible and spontaneous.*
- *Is responsive to situations and students’ needs.*
- *Enjoys teaching and expects students to enjoy learning.*
- *Finds the win-win solution in conflict situations.*
- *Listens attentively to student questions, comments and concerns.*
- *Responds to students with respect, even in difficult situations.*
- *Communicates high expectations consistently.*
- *Conducts one to one conversations with students.*
- *Treats students equally and fairly*
- *Engages in positive dialogue and interaction with students outside the classroom.*
- *Addresses students by name.*
- *Speaks in an appropriate tone and volume.*
- *Works actively with students.*
- *Provides tutoring to students before and after school.”⁸²*

As Strong establishes, teachers require constructive aspects that enable them to aid students at different levels. Also, students are human beings with feelings and problems. Therefore, the teacher must be aware of students’ humanity, as there will be times when the students will not be able to follow the class, due to a sentimental or family issue, principally if our students are teenagers. Teachers must be able to recognize this situation and listen and guide them, so that they can go back to the learning mode.

“A teacher who exudes enthusiasm and competence for a content may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students experience in the class. The teacher’s personality is one of the first sets of

⁸² James H. Strong, *Qualities of Effective Teachers*.

characteristics to look for in an effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality."⁸³

5.3 CLASS ORGANIZATION

Even though, teachers were not inquired about class organization in the survey. It is described and analyzed in this chapter, as it also collaborates greatly to accomplish accurate teaching and learning.

As well as the qualities a teacher should have, Strong also emphasizes on class organization. Due to the importance that proper class organization has, it assures the flow of the class, making the best of each activity. Planned class organization must take in account the space, the furniture and the objects, to distribute them around the class according to the needs of the teaching objectives. In this way the students and the teacher can make use of the class as a whole while interacting. This type of organization aims to have better student and teacher interaction at all times. Strong says: *"A classroom reveals telltale signs of its user's style. Typically, a well-ordered classroom has various instructional organizers, such as rules posted on walls. Books and supplies are arranged so that frequently used ones are easily accessible. The furniture arrangement and classroom displays often reveal how the teacher uses the space. The teacher's plan for the environment, related to the organization of both the classroom and the students allows the classroom to run itself amid to background noises of student and teacher interaction."*

⁸⁴

According to Strong a teacher must execute and prepare many class tools, to organize class well, such as:

- *"Establishes instructional and non instructional procedures starting on the first day of school.*
- *Positions chairs in groups or around tables to promote interaction.*
- *Manages classroom procedures to facilitate smooth transitions, instructional groups, procurement of materials and supplies, and supervision of volunteers and paraprofessionals in the classroom.*

⁸³ James H. Strong, *Qualities of Effective Teachers*.

⁸⁴ James H. Strong, the author of *Qualities of Effective Teachers*.

- *Manages student behavior through clear expectations and firm and consistent responses to student actions.*
- *Maintains a physical environment where instructional materials and equipment are in good repair.*
- *Covers walls with student work, student made signs, memos, and calendars of students events.*
- *Has students welcome visitors and observes and explain activities to them.*
- *Emphasizes students addressing one another in a positive and respectful manner.*
- *Encourages interactions and allows low hum of conversations about activities or tasks.*
- *Maximizes the physical aspect of the environment.*
- *Arranges classroom so that all the students can see and hear instruction.*
- *Provides easy access to instructional materials.*
- *Manages emergency situations as they occur.*
- *Maintains acceptable personal work space.*
- *Establishes procedures for running the classroom and handling routine student needs (bathroom visits, pencil sharpening, throwing away trash).*
- *Provides positive reinforcement and specific, timely feedback.*
- *Notes positive interactions among students.*
- *Disciplines students with dignity and respect.*
- *Shows evidence of established student routines for responsibilities and student leadership.*
- *Exhibits consistency and fairness in management style.*
- *Uses proximity to students to manage behavior.*
- *Involves students in formulating classroom rules.*
- *Posts classroom appropriate safety procedures.*⁸⁵

We can tell that a teacher is well organized, by only popping into the classroom and looking around. The posters, signs and pictures displayed on the walls, tell us that the teacher has been working hard, as he/she is willing to aid the students' learning. Indeed, appropriate class organization, based on the needs and the interests of the students can help in various levels, from positive reinforcement to working space for students.

5.4 PLANNING CLASSES

⁸⁵ James H. Strong, Qualities of Effective Teachers.

Regardless of where and how teachers plan and organize for instruction, the evidence is seen in the classroom.

A lesson plan is not a final product; it is merely a description of what should be occurring in the classroom. Thus a good plan doesn't guarantee high value instruction, but a poor plan most certainly contributes to unsuccessful teaching.

Positive Characteristics of good planning:

- *“Writes lessons plans for every school day.*
- *Uses student assessment and diagnostic data in instructional planning.*
- *Considers student work samples when writing lesson plans.*
- *Includes use of available materials in lesson plans.*
- *Incorporates technology in lessons plans.*
- *Integrates other content areas when appropriate.*
- *Indicates start and ending times for activities in lesson plans.*
- *Includes activities and strategies to engage students of various ability levels in lesson plans.*
- *Writes lesson plans that address review of materials or remediation and enrichment.*
- *Incorporates effective questioning into lesson plans.*
- *Addresses different learning modalities and styles in lesson plans.*
- *Develops lesson plans that anticipate student misconceptions and prior knowledge and identifies strategies for addressing these.*
- *Posts state standards or essential questions in classroom.*
- *Makes lesson plans for a substitute or an emergency that contain all necessary information in an easily accessible area of the classroom”.*⁸⁶

Planning does not focus only on lessons design to teach. It also focuses on, material research and preparation, incorporation of innovative ideas, class observation, student follow up and approach selection and usage.

5.4.1 FAMILIAR ACTIVITIES AND LIMITED VARIETY IN TEACHING

⁸⁶ James H. Strong, Qualities of Effective Teachers.

These types of lessons aim to maintain students' involvement and interest. Students have sufficient activity variety in a class, though; variety is presented only until a certain extent, to avoid lessons from becoming confusing and unsettling. Sometimes, students and teachers need a particular routine to feel secure, to prevent the teacher from treating the students' security. Even though, variety is good and important when teaching, it might become a little overwhelming for the students. If the students are not accustomed to this type of lessons, these could raise their anxiety level.

Harmin says on limited variety *"remember that the first few times you use a new teaching strategy, students may appear anxious because they're not quite sure what you're doing. Eventually they will become familiar and comfortable with the strategies and quickly move from one activity to another."* However, Harmin also adds that despite students' anxiety, the teacher can help the students feel secure enough to handle the variety of strategies establishing and maintaining some general routines, therefore the author suggests to change topics often but within familiar structures and to change the lesson sequences avoiding to abandon familiar elements. Making students become familiar with different types of strategies, allows the teacher to work with variety, but these must be used over and over until students become familiar with all the variety that is seen in class.

Here students can return to topics from time to time. Besides, the threat of losing student involvement is minimized. This strategy aims to take pressure off students, for instant learning, allowing them to learn at a more natural pace.

"Focusing on one topic for a long period of time isn't necessary the best way to help students achieve mastery. I've found that returning briefly but frequently to a topic often better helps students learn it fully and deeply".⁸⁷

To teach in layers helps students learn content, the same way people learn their mother tongue or second language, which is using it, and listening to it constantly, so that the subjects master the language consequently.

5.5 IMPLEMENTING INSTRUCTION

⁸⁷ Merrill Harmin, Inspiring Active Learning, ASCD, USA, 1994.

Effective teaching combines good classroom management, organization, valuable planning, as well as the teacher's personal characteristics, which directly influence the instruction.

In the case of the classroom, each student is achieving instructional goals in a positive classroom environment that is supportive, challenging and nurturing of those goals. *"The best lesson plan is of little use if the classroom management component is lacking or the teacher lacks rapport with the students. Implementing instruction is like opening night at a theater, where all behind the scenes work is hidden and only the magic is seen by the audience. Effective teachers seem to achieve classroom magic effortlessly".*⁸⁸

- *"Uses students' questions and prior knowledge to guide the lesson.*
- *Responds spontaneously to students questions.*
- *Delivers instruction in a logical, sequential manner.*
- *Makes subject matter relevant to students.*
- *Develops elements of an effective lesson.*
- *Uses a variety of activities and methods to actively engage students.*
- *Adjusts the delivery and pacing of the lesson in response to students cues.*
- *Effectively uses the entire classroom (e.g., moves through the room).*
- *Plans for student centered classroom rather than teacher centered classroom".*⁸⁹

Overall, it is vital that the students make an authentic connection to the material presented. And, this depends on the way the material is presented to the students by the teacher, who teaches student centered classes, and takes in account the students' background knowledge, as well as their interests to implement lesson plans.

5.5.1 LESSONS' FLOW AND PACE

A lesson that flows, is planned so the class proceeds interestingly and effortlessly, with high student involvement.

⁸⁸ James H. Strong, Qualities of Effective Teachers.

⁸⁹ James H. Strong, Qualities of Effective Teachers.

It aims to get enough action going, so students naturally get involved in learning without needing threats or rewards.

A typical action flow lesson moves at quick pace. The teacher hardly ever slows down, even when students have not yet mastered the material introduced. Action flow lessons frequently overlap subject matter from day to day, so students have several opportunities to master the material. An action flow lesson has plenty variety. In other words, in a lesson students can find some of this and some of that, so if *this* does not capture students' attention, perhaps *that* will. (Harmin)

The following lesson aims to demonstrate how an action flow lesson should be. It was taken from Harmin's book , *Inspiring Active Learning*:

1. The teacher has to pose a question to the students, related to a determinant topic, such as: *What do you know about the solar system?* Then the teacher asks the students to respond to the question by making some quick notes. If the teacher sees that not all of them have written something it's OK. When the teacher sees that three or four students have written the teacher must announce to the students to finish writing that last thought to keep the pace of the activity.
2. The teacher tells the students to share their ideas among their pairs and soon invites the students to share their thoughts, in order to start a debate. When the students' involvement is decreasing, it's time to start with the third activity.
3. The students are asked to pair up with someone nearby and share their thoughts and notes. When the teacher realizes that two or more pairs are done the teacher announces to the students to end with the task.
4. The teacher asks the students to share and discuss what they have done in pairs. After the discussion, a reading about the main topic of the class will be done.
5. The teacher asks the students to write again notes of their thoughts related to the main topic. In addition, the teacher can invite the students to share their new thoughts with everyone if these are willing to do so.
6. In this last step the teacher asks the students to write down what they have concluded about the principal topic and write several phrases on the board, to help them express their feelings on the topic discussed, such as:
 - I learned
 - I was surprised....

- I'm beginning to wonder
- I rediscovered...
- I feel....
- I think I will....

If the teacher feels it is appropriate, the teacher may ask the students to share their conclusions with the class and read them out loud.

While performing this type of activity, Harmin advises, that the teacher ought to speak confidently, avoid frowning, and avoid repeating information. If teachers decide to share their ideas it has to be brief to avoid losing students complete attention. The teachers have to quickly move on to something new, when they sense that the attention of the students is about to drop.

In order to have lessons flow, variety as well as creativity is needed. One of the aims of this study was to be brief and concise to give instructions, so that flow of the lesson wouldn't be affected. It also aimed to offer quick vocabulary aid, once again, so that flow of the lesson wouldn't be affected. In this way, the students were able to express their feelings and experiences in writing and in speaking. Nevertheless, the teacher also advised students to help each other with vocabulary spellings and meanings, if necessary, to avoid asking the teacher, as well as to avoid taking too much time away from tasks.

The pace seeks to maintain fast enough to keep all students actively involved. It aims to prevent students from wandering during class.

Students usually stay more involved when teachers move quicker while going through lessons. But a quick pace involves more than speaking quickly. Harmin, in his book, *Inspiring Active Learning*, says a common error that teachers make when attempting to teach with a quick pace is to over explain things, because students may become restless. Even though all students might not understand at first, those that did understand what was said can help their peers. To allow this to happen the teacher must pair them up to ask questions to each other. Regarding this issue Harmin says: "*when you already understand something, listening to repeated explanations of it is like waiting in a slow line, in a word, frustrating. Nothing dampens the learning energy of students more than*

*waiting around for something that interests them, something they can dig their mental teeth into. I have learned over the years to avoid asking any questions”.*⁹⁰

On one hand, the best pace to choose, especially with restless students is the quick pace Harmin explains: “*Quick pace lessons are composed of many short steps that involve a change in the procedure or the topic, and it is recommended to switch procedure as soon as the students’ involvement is diminished*”.⁹¹ Besides, “*the change is usually best done sooner, not later. Once students become disengaged, you’ll need to make an extra effort to get them fully involved,*” Harmin adds.

On the other hand, slower students, it’s advisable to use the power of expectation that is the teacher has to expect the students to speed up and adjust their pace, rather than slow down. To do so, Harmin advises “*step ahead at a pace that energizes student awareness and keeps as many students as positively actively involved in the lesson.*” However, teachers must be aware of the fact that it is important to go over the activities that have been seen in class, in particular with slower students, so that the students get the chance to master them in time.

Most of all when topics involve more thinking than usual, the teachers ought to have longer pauses and even share their thoughts with the class. Teachers must encourage students to do the same, and reflect and exchange thoughts. (Harmin)

5.6 MONITORING STUDENTS PROGRESS AND POTENTIAL

Effective teachers have a sense of how every student is doing in class, rather than a sense of how they teach. They use a variety of formal and informal measures to monitor and assess their pupil’s mastery of a concept or skill. When a student is having difficulty, teachers target the skill that is troubling the student, and solves the problem, providing whatever is necessary to fill in the gap.

An effective teacher can sense the students’ potential, encourages him/her to excel, and provides encouragement to motivate the student to constantly make efforts when needed. Monitoring student progress and potential need not be solely the responsibility of

⁹⁰ Merrill Harmin, *Inspiring Active Learning*, ASCD, USA, 1994.

⁹¹ Merrill Harmin, *Inspiring Active Learning*, ASCD, USA, 1994.

the teacher; indeed an effective teacher facilitates students' understanding of how to assess their own performance, as students' progress and performance need to be documented. (Strong)

Strong considers as positive and important for teachers to monitor students' progress, based on the following reasons:

- *“Provides methods for students to track their own performances*
- *Grades homework.*
- *Gives specific oral and written feedback.*
- *Circulates in the room to assist students and provide praise.*
- *Gives pre-test and post-tests and graphs results.*
- *Keeps a log of parent communication.*
- *Records team conference or teacher conference with students.*
- *Gives formal and informal assessment on a regular basis.*
- *Provides time and ways for students to self-asses.*
- *Exercises testing accommodations for students with special needs.*
- *Uses appropriate and clear language in communications”.*⁹²

Monitoring students during class performance, the teacher can become aware of the students L2 strengths and weaknesses; which will serve the teacher as a basis to correct students' frequent errors, and to build upon with new content, as well as to follow up their progress, throughout the course.

5.6.1 MOTIVATED OR UNMOTIVATED LEARNERS

Previously, class planning, instruction and organization have been stated, as well as, a detailed description of the role, the work and the responsibilities that a teacher has, as they all constitute significant variables, that influence directly the progress and the success of a L2 course.

⁹² James H. Strong, Qualities of Effective Teachers.

As motivation constitutes the most important feature of this study, it's once again mentioned here. But, this part aims to explain how subjects become motivated in everyday situations, though, the main objective, is to describe how learners become motivated at school.

William Glasser, is quoted in Richard Sagor's book, *Motivating Students and Teachers in an Era of Standards*. He researched adult and youth motivation and simplified motivation into an understandable metaphor. Glasser insists that humans are born with a photo album in their psyche, and in this album humans store all their life experiences. The events that provoke feelings of pleasure are kept in a certain section of this photo album, which Glasser calls *Quality World*. Glasser, also says, that as people grow they continue to seek opportunities to relive the type of events and experiences that appear in their Quality World part of the album. Based on this, he defined motivation as, a finite set of feelings and needs that all humans desire, and whenever a particular experience fulfills an individual, at least on one basic need, it is emotionally satisfying and worthy of addition to the Quality World photo album of the individual.

Richard Sagor, used Glasser's theory, to develop his own motivational theory. According to Richard Sagor, in his book, for one to be motivated, he/she needs to be satisfied in the areas of:

- Competence
- Belonging
- Usefulness
- Potency
- Optimism

Sagor answers the question of why some people are motivated by school and others are not, with these previous areas mentioned, and says: *"If being a student or being a teacher provides a person with regular doses of feelings of competence, belonging, usefulness and potency (CBUPs), then the person's Quality World will fill up with images of those needs being satisfied at school. As a result these students and teachers will look to school with optimism (O)".*⁹³

Sagor's CBUPO theory refers to why students and teachers feel motivated, due to the reception of regular doses of CBUPOs. It also explains, what needs to be done to motivate other students. When unmotivated students are exposed to CBUPOs their feelings about

⁹³ Richard Sagor, *Motivating Students and Teachers in an Era of Standards*, ASCD, USA, 2003.

school will change. Sadly, even when it might seem simple in theory, in practice it is not very easy to achieve.

All teachers must take Sagor's CBUPO theory in account, especially, if they are willing to succeed in teaching and transferring knowledge to students. Because, as Sagor says, students will become motivated while learning if their CBUPO needs are fulfilled on a daily basis at school. Even teachers will benefit from having happy and motivated students in class, as they will be able to enjoy the teaching process as well , which will also transfer into a better working environment, and finally will aid the students' acquisition.

Good students are motivated to perform competently in academic settings such as school. But, all human beings are motivated to do some things, and are not motivated to do others. Spaulding says "*Some teenagers I have met are motivated to ride skateboards competently. Some are motivated to buy a car. Yes, virtually all individuals are motivated, but not always to complete schoolwork.*"⁹⁴ So, here is where the teachers' responsibility starts, since they have to first engage their students' attention, before instructing them. Having their full or partial interest will assure their acquisition, according to Krashen's Affective Filter Theory, that is based on the students' level of anxiety, which can be lowered if they are relaxed, happy and involved in class.

*"We know from our own experience than that we are more motivated and we learn more in classes when the instructor involves us in the learning process".*⁹⁵

In addition, research on how learners process information confirms that when students are put in an active and motivating role, they transfer information into their long term memories more accurately and efficiently. For instance, involving a class with questioning is possible, but very difficult to accomplish. Involving small groups with questioning, and having students perform actively, is more effective and results in greater learning. (Kauchak and Eggen)

"Students exert a powerful influence on our instructional decisions. Many of these decisions occur during the planning process. The age of our students, their background

⁹⁴ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

⁹⁵ Donald P. Kauchak and Paul D. Eggen, *Learning and Teaching*, A division of Simon & Schuster, Inc., USA, 1993.

knowledge, motivational level, and interests all affect decisions we make as we plan for instruction".⁹⁶

Kauchak and Eggen, refer to four important student variables related to the planning process that are:

1. The age of the students, is considered a variable, as it is closely related to attention spans. Karen Passey, suggests, that a teacher should not plan any single learning activity longer than the age of his/her students.
2. Students' background knowledge, as it will affect students knowledge and understanding. Unless students previously learned skills such as paragraph writing, capitalization and punctuation, they will not be able to compose an essay.
3. Students' interests, as teachers can use this as a launch pad to boost students into lessons. For instance, children's attraction to different holidays is used to teach writing.
4. Students' motivational level, as student motivation occurs at two important levels: Global and Lesson Specific. The Global level refers to the students' past experiences, if these have been positive and successful, students will be eager to experience more similar experiences, but if opposite, students won't be amused by the thought of having to repeat unhappy and boring experiences. The Lesson Specific level is based on attracting student curiosity from the very beginning of the lesson, this way the teacher can maintain their attention throughout the whole class. *"Curiosity can be a powerful motivator for pulling students into the lesson. Teachers take student motivation into account when they play high-interest activities at the beginning of the lesson"*.⁹⁷

Just as students' interests play an important role in student motivation, students' self determination also plays an important role in student motivation.

⁹⁶ Donald P. Kauchak and Paul D. Eggen, Learning and Teaching, A division of Simon & Schuster, Inc., USA, 1993.

⁹⁷ Donald P. Kauchak and Paul D. Eggen, Learning and Teaching, A division of Simon & Schuster, Inc., USA, 1993.

*“We know that when students do not perceive themselves as being competent in a given educational environment, opportunities to be self-determining, lead only to decrements in their motivation”.*⁹⁸

Spaulding also says that teachers would do well to remember that self perceptions change gradually, sometimes even slowly, before implementing a range of redesigned instructional and management practices in an effort to enhance their students' intrinsic motivation.

A more realistic teaching purpose might be that all the students will experience at least some level of intrinsic motivation for some parts of the curriculum. In other words, the aim is to help students recognize that academic goals can lead to personal satisfaction, though, this might not always occur. (Spaulding)

Often students who have a low perception of their academic competence, unfortunately, have years of experiences in school that support their negative self-referent beliefs. Though, self perceptions are not static, they do change in response to environmental adaptations and new experiences, that must be carefully planned to oppose old impressions. Consequently, the teacher that seeks to motivate students must be a patient person, one who can maintain his or her efforts without the reward of immediate results. (Spaulding)

According to Spaulding, many teachers make a great effort to capture and hold students' attention, without putting on a show every day. They recommend high-involvement lessons. High-involvement lessons are exactly what the name implies: lessons that elicit a high level of student involvement, also known as student centered classes. Student High-involvement can be achieved, by using four basic strategies:

- Action flow lesson plan
- Quick pace
- Teaching in layers, not in pieces
- Limited variety

One will find that these four strategies work naturally together in the classroom. Besides, it's hard to separate one from the other and still use them effectively.

⁹⁸ Cheryl L. Spaulding, *Motivation in the Classroom*, McGraw-Hill, Inc, United States, 1992.

5.6.2 LEARNERS' PROGRESS

Don Dinkmeyer and Rudolf Dreikurs in their book, *Encouraging Children to learn*, mention many psychological and psychiatric techniques that can be applied to understand motivation. Though this research will focus on only one of these techniques, observation, as it explains the procedure that was followed to determine students motivation level, during the activities conducted during this study.

These authors say: *“Observation of students’ behavior can be a profitable technique if a frame of reference and a set of principles are chosen that make observation dynamically meaningful. Usually observation is used for descriptive rather than diagnostic purposes. It can provide vital information if the observer.*

1. *Knows the subjective field in which the behavior takes place. This requires seeing the situation through the eyes of the child rather in terms just of the educator’s values and experiences.*
2. *Knows what to look for. Instead of observing what the child does, and how he does it, one must see his purposes, the goals of his actions.*
3. *Records and observes all pertinent behavior, characteristic and routine as well as unusual since every movement of the child has meaning.*
4. *Recognizing that behavior is not merely a response to outside stimulation, but a creative act of the child in trying to find a place for himself.*
5. *Is aware of a teleo-analytic frame of reference in the interpretation of the observed behavior.*
6. *Looks for recurring patterns.*
7. *Is aware of the child’s stage of development”.*⁹⁹

“To obtain the greatest value in all observation, one needs to be aware of the meaning of behavior. To understand a child properly, one must realize that his every act is purposive and expresses his attitudes, his goals, and his expectations. For those who can accept this orientation, behavior has meaning and is not merely random. Personality becomes unified when the characteristic themes of all of the child’s actions are noted. To one who observes

⁹⁹ Don Dinkmeyer and Rudolf Dreikurs, *Encouraging Children to learn*, Philadelphia Brunner-Routledge, 2000.

*mere fragmentary bits of behavior, incidents appear unrelated, and an understanding of behavior is never achieved”.*¹⁰⁰

The essentials of observation include knowing the context of the situation, seeing the subjective meaning of it, observing various settings, seeking characteristic and unusual behavior, looking for persistent patterns, and seeing movement toward specific goals.

For instance, during a present perfect review, where students had to focus in defining and differentiating between *since and for*, they were randomly placed in groups ,so that each group would have different-level students. Those that had more knowledge would help the ones that had difficulties within the group. Students had written instructions to follow, and also were given the instructions orally. During the activity they were scored under two categories: Pros and Cons.

PROS	CONS
<ul style="list-style-type: none"> • If they are given only an activity sheet they are obliged to communicate and work together. 	<ul style="list-style-type: none"> • The group leader benefits more from the activity than anyone else.
<ul style="list-style-type: none"> • The teacher can observe and pay attention to the students' progress. 	<ul style="list-style-type: none"> • Some students just sit back and listen to the others; they seem to be shy or insecure.
<ul style="list-style-type: none"> • Peer correction is applied. 	<ul style="list-style-type: none"> • They barely use the target language, unless the teacher is around.
<ul style="list-style-type: none"> • They practice the four skills. (listening, speaking, reading and writing) 	<ul style="list-style-type: none"> • They tend to speak about topics non related to the class activity.
<ul style="list-style-type: none"> • Students are open, happy and comfortable among each other. 	<ul style="list-style-type: none"> • Advance level students have to wait for lower level students to catch up.

Activity details can be seen in the annex part.

In conclusion, the teacher does play a vital role in the student learning process, whether they are willing to learn a new language or they are willing to learn any new subject. The teacher

¹⁰⁰ Don Dinkmeyer and Rudolf Dreikurs, Encouraging Children to learn, Philadelphia Brunner-Routledge, 2000.

is aware of the issues that may appear during the teaching process, due to many different intrinsic and extrinsic variables.

Although the learners' background, characteristics, needs and interests, also constitute a significant feature in the learning process, if the students' personalities and knowledge are not taken into account when developing the lesson plan, any attempt in organizing the classroom and setting class pace will not succeed.

Students are mostly forced to attend school, so their feelings towards school are mostly negative. This wouldn't happen if the teachers help students constantly, throughout the learning process: motivating and encouraging them, highlighting their best assets, and giving them the tools that they need to work, as well as learning strategies to build upon their life experiences.

Motivation is crucial to achieve better student understanding and acquisition. Most of all, if students feel happy, capable, inspired, positive and comfortable, they will be enthusiastic to learn and work in class. Students learn more when they are at ease in a friendly and relaxed environment, that favors their affective filter, keeping it low, which allows students' acquisition to take place. Just as Krashen said, the lower the affective filter the better acquisition the students achieve.

Students become motivated when their needs are fulfilled throughout the learning process with needs such as: competence, belonging, usefulness, potency and optimism, as well as growth, independence, and joy. Furthermore, the teachers benefit from having motivated and encouraged students. They will be able to be happy themselves, and also will be able to give their best to their students, making the teaching process more manageable and enjoyable for them. This positive attitude will also be reflected in the classroom environment and will enable students' acquisition.

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CONCLUSIONS AND RECOMMENDATIONS

- To evaluate the exact acquisition stage that the students have is very important. This enables the teacher to have a better idea of the students' level in order to use the appropriate items of the target language.
- Just as young children move from stage to stage acquiring their first language, going from babbling to uttering full sentences, students move through various stages while learning a language.
- Interaction and correction lead to language acquisition, when the skilled students are being instructed properly by the teacher.
- Students that work in a group can also benefit from peer correction, while interacting with their classmates.
- Motivation should be used by teachers, to encourage students to improve their English grammar knowledge. This proved to be successful, as students became more and more involved in the activities by asking many questions related to vocabulary spelling and meaning, to expand their own English vocabulary.
- Special materials should be created for required subjects such as: History, Science, Technology, etc.
- Currently, teaching trends are being developed based on natural approaches, where children are taught with the Natural Approach, through the Direct Method. This method puts together different types of activities that involve writing, listening, reading, speaking and movement, and it is also based on content.
- The subjects showed effort, dedication and inspiration while working on topics that were interesting. This was possible, because their interests were taken into account in an English learning environment.
- The students realized, on their own, that it was much easier to avoid making mistakes in their writings, when working together. This interaction leads to happiness, and happiness to self motivation.
- Students get to experience real communication with one another through Communicative Language Teaching, as it aims to use authentic language in the classroom.
- Total Physical Response is suitable to teach all types of learners. Here, it was used mostly for descriptions and explanations to assure the students' understanding.

- Total Physical Response is very useful to play games that aim to represent actions, through gestures and mimicry.
- The Grammar Translation Method was only used when students found it difficult to understand instructions or explanations.
- Communicative Based Language Theory lessons aim to enable subjects' communication, through real production with proper guidance. Therefore, teachers should present all activities with clear instructions, to lead and enable the students' production.
- Exposing students to real life situations, allowed students to relate the vocabulary and grammar from class to familiar situations.
- Kinesthetic learning which involves physical movement, together with proper L2 instruction, aid acquisition, as it allows the subjects to make brain connections throughout the learning process.
- Accurate exposure to L2, allows students to learn and retain expressions and phrases.
- Images must be used to aid the students' understanding.
- Grammar instruction must be viewed from a different perspective, making use of everyday surroundings and real circumstances.
- Every grammar topic must be practiced, reinforced and reminded to the students, as many times as necessary. The number of times that a grammar topic must be reutilized will vary from classroom to classroom, according to students' learning pace.
- Constant preparation is necessary for teachers to have fresh ideas for the classroom. Teachers must also take notice of what type of learners they have in their classroom to appropriately plan lessons.
- If teachers fail to enable language acquisition, students will continuously have doubts in relating to the grammar taught in the class.
- Teaching grammar must take into account: the need of communicating accurately, the language, its components and its use, and how, where and when to use the grammar seen in class.
- Motivation influences students differently. Student backgrounds and experiences influence them to feel motivated toward certain activities.
- Individuals will always assess their inner motivation to follow their set objectives; and the effort they put into accomplishing these will depend on the importance the individuals place on the objectives that they wish to achieve.

- Motivation is crucial to learn anything, as it constitutes the inner force that enables students to do their best while learning, seeking always to enhance their knowledge.
- There are various teacher roles that correspond to the students' needs throughout the teaching process. A teacher does not have to follow only a certain role when interacting with the students in class, the teacher must be flexible due to the variety of aims and issues that are present during class.
- Teachers have to change roles often to create a different environment to support the objectives of the classroom activities.
- Teachers must have the talent to perform appropriately for different classrooms. Teachers should work to develop these skills, as these will enable the teacher to provide comprehensible input to them.
- It is imperative for students to have access to language models. While learning L2, so that they can use it as a guide. Resources for this include: textbooks, workbooks, readings, audio activities and videos.
- Teachers need to be aware of how much they speak during class. They have to give students enough input, but they also have to give students the opportunity to produce and practice while learning.
- It is complex to be able to amuse and motivate students constantly, in order to describe meanings to students. But as hard as this might be. Skills such as: mimic and gestures should constitute basic skills that all teachers must have in order to enable students' acquisition.
- The teacher's background is directly related to the planning process. Research reveals that the teacher's content background influences lesson organization and clarity.
- Effective teachers are easily identified, by their proficiency and ability to answer questions and doubts.
- Effective teachers can be seen, heard, and sensed. An effective teacher speaks with students, colleagues, parents and administrators and demonstrates respect, accessibility, and expertise.
- The posters, signs and pictures displayed on the walls, tell us that the teacher is well organized and works hard for the students.
- A lesson plan is not a final product; it is a description of what should be occurring in the classroom. Thus a good plan doesn't guarantee high value instruction.

- Planning does not center only on lesson design. It also focuses on material research and preparation, incorporation of innovative ideas, class observation, student follow up and approach selection and usage.
- To teach in layers helps students learn content, the same way people learn their mother tongue, using and listening to it constantly, so that they can master the language in time.
- Effective teaching combines good classroom management, organization, valuable planning, and the teacher's positive personal characteristics.
- It is vital that the students make an authentic connection to the material presented. And, this depends on the way the material is presented. Therefore, the teacher must teach student centered classes, taking into account the students' background knowledge, and their interests to implement lesson plans.
- In order to have lessons flow, variety and creativity is needed. It is recommended to be brief and concise when giving instructions, so that flow of the lesson won't be affected.
- When topics involve more thinking than usual, the teachers ought to have longer pauses, allowing students to analyze and reflect. Teachers should even share their thoughts with the class, so that students receive valuable input directed to the class topic.
- Effective teachers use a variety of formal and informal measures to monitor and assess their pupil's mastery of a concept. And, whenever a student is having difficulty, teachers target what is troubling the student, and solves the problem, providing whatever is necessary to fill in the gap.
- An effective teacher can sense the students' potential, and encourage and motivate them to excel while learning.
- Monitoring students during class performance, helps the teacher become aware of the students L2 strengths and weaknesses; which will serve the teacher as a basis to correct students' frequent errors, and to build upon with new content.
- A key element is for students to succeed in L2 acquisition, is to have genuine interest in the L2. Students' interest in the culture and the language, attract the students' attention towards the language. Afterwards, it is the teacher's work to maintain the students' attention during the learning process.
- If the students are really interested in the language, from the very beginning, the students will contribute to their educational process, and as a result their learning efforts will lead to acquisition.

- Motivation is crucial to achieve better understanding and acquisition from students. If students feel happy, capable, secure and at ease; they will be enthusiastic to learn and work in class.
- Students learn more, when they are in a friendly and relaxed environment, that favors their affective filter, keeping it low, and allowing their acquisition.
- Students become motivated when their needs are being fulfilled, such as: growth, independence and joy. In addition, the teachers will benefit from having motivated students, as they will be able to be glad themselves, and also will be able to give their best to their students, making the teaching process more manageable and enjoyable for them and the students.
- The teacher plays a vital role in the learning process of students, whether the students are willing to learn a new language or they are willing to learn a new sport or theme.
- The learners' background, characteristics, needs and interests, constitute considerable features in the process of L2 learning, because they will contribute to the content, as well as, the planning, the class organization and the pace and the flow of the class.
- Students' feelings towards school are generally negative. To avoid this from happening, teachers must help them constantly, during the L2 learning process, motivating them, highlighting their best assets, and giving them the tools and the strategies that they need to work and improve.
- Students must be taught to respect their classmates and their teachers from the very beginning of the course, to enable a comfortable and respectful environment in the classroom, where acquisition can take place.
- The teacher must be aware of the fact that every day brings always a new challenge, as well as the fact that no class is similar to another one, therefore the teachers must prepare themselves constantly for whatever may come during the process of teaching.

TEST I

Name:

Date:

A. GRAMMAR

1. Correct the following questions, replacing the question word with another, and rewrite the sentence below.

Where is that noise? It is the dog, it always barks at night.

When is your office? It is on Park Avenue in the Clifton building 5th floor.

What are you playing tennis? I am playing tennis on Wednesdays.

What do you prefer the blue or the green? I prefer the blue sweater.

2. Write a question for each of the following answers.

? There is a phone at the coffee shop.

? I live on Portman street in Brooklyn.

? I study German on Fridays.

? I am fine thank you and you.

3. Talk about your daily routine in the afternoon after work. (GIVE AT LEAST 3 SENTENCES)

4. Fill in the blanks with said or told.

He His wife not to take him to the hospital.

They That they couldn't help us recover our Money.

Tom He was very ill.

Alex her that she didn't have any Money.

They That they supported all the decisions of the Service Manager.

Marge Him to bring all the material for the scientific Project.

5. Complete the conversations with since or for.

A: What happened? I´ve been waiting for you 7:00 am.

B: My train broke down. I sat in the tunnel for an hour.

A: How long have you lived in San Francisco?

B:I was born. How about you?

A: I´ve only been here a few months.

A: When did you and Alan meet?

B: I´ve known Alan ages. We went to elementary school together.

6. Fill in the blanks of the ingredients of a fruit salad recipe, identifying singular and plural items, and use quantitative adjectives or singular determinators where needed.

Fruit Salad

Ingredients:

..... orange

..... lime

..... apple

..... mango

..... strawberries

..... grapes

7. Imagine you are interviewing a job applicant and you have to ask general information questions, write 5 questions you would ask the job applicant.

8. Match the following sentences with the right verb using a line, remember that some sentences have more than an option.

I very tired.

She in the office in the morning.

Were

They coming to visit us tomorrow.

Is

You at the library yesterday.

Are

We organizing a party for Maria.

Was

It damaged.

Am

9. Decide which conditional is best for the following sentences and put the words in brackets into the correct form:

1. That was a bad decision. If I (be) you, I would do something as soon as possible.

2. If you take dancing lessons. You (improve) your dancing.

10. Order the following sentences to form conditionals.

To Germany I study could If I German go in live.

If I work in the very good with numbers were accounting business I would.

11. Use the following pictures to complete the sentences and the questions with demonstrative adjectives.



..... Cap is`nt mine, it`s yours.



Are apples fresh?



Are pencils yours or mine?



..... magazine must be new.

B. READING AND WRITING

1. Read the next text and use the options given below to put the correct subtitle to each paragraph of the text.

- a) The accident
- b) His childhood
- c) His life
- d) His education and big opportunity

A REAL SUPERMAN

Everyone knows the fictional *Superman*. This is the story of a real one.

1. _____

Christopher Reeve was born in New York on September 25, 1952. As a boy he loved sports. He also liked the theater and movies.

2. _____

He graduated from Cornell University, and then studied drama at the Julliard School in New York. For several years, he acted in plays and television soap operas. His big break in the movies came in 1975. He was chosen from more than 200 actors to play Superman.

3. _____

Christopher became a big movie star. As a hobby, he began riding horses, and became good at it. He was competing in a jumping event on May 27, 1995, when he fell and hit his head. He was paralyzed from the neck down.

4. _____

At first, he didn't want to live. But then he began to make a great effort to accept life in a wheelchair. He can't move his body, but he is very active now. He still acts, and is a director, too. He also travels a lot representing paralyzed people in the U.S. In 1996, he established the Christopher Reeve Foundation to promote research on paralysis.

1. Give your personal opinion about the life of this extraordinary man. Make sure you use the grammar you have seen during the course in your response.

ANSWER KEY

SECTION A

Question words

"1/2 point each"

1.

What

Where

When

Which

2. *Simple Present Question writing*

"1 point each"

Where is there a phone?/ Is there a phone?/Where can I find a phone?

Where do you live?

When do you study German?

How are you?

3. *Simple Present Tense*

"1 point each"

- There isn't an answer key for this part, because they can be various options to complete this activity, it depends on what the subject does every afternoon after work, however they should write the sentences using the right tense which is the Simple Present that can be used to express routines.

4. *Reported Speech*

" ½ point each"

Told

Said

Said

Told

Said

Told

5. *Present Perfect and comprehension of expressions*

"1 point each"

Since

Since

For

For

6. Quantitative adjectives and singular determiners

“½ point each”

An

A

An

A

Some/ a few/ a lot of

Some/ a few/ a lot of

7. General information questions

“1 point each”

What is your name?

How old are you?

Are you married or single?/ Where do you live?

What do you do?/ What is your profession?/ What career do you have?

What experience do you have?

- This is an open question, therefore it can be answered with a great variety of questions that might be asked in a job interview, however the ones written above are the most common general information questions and might be mostly used to answer this section, though if not other answers will be also taken in account no matter what tense they have, but these must be grammatically correct.

8. Verb to be

“½ point each”

Am/was

Was/is

Are

Were

Were/are

Is/was

- Either answer constitutes ½ point, there`s no need to match an option to two other options, and if two options are taken in account it will also be graded with ½ point.

9. Real and unreal Conditionals "1 point each"

Were
Will/can

10. Real and unreal Conditionals "1 point each"

If I study German I could go to live in Germany.
If I were good with numbers I would work in the accounting business.

11. Demonstrative adjectives "½ point each"

That/this
These/those
Those/these
This/that

SECTION B

1. Reading and vocabulary comprehension "1 point each"

B

D

C

A

- The personal opinion of a subject can be either written in the Simple Present or Past as the students will be told that the article that was chosen isn't update. When grading this part grammar, connectors and vocabulary will be taken in account.

