INCREASING CHILDREN MOTIVATION AS A WAY TO FOSTER ENGLISH LANGUAGE LEARNING: A CASE STUDY IN AN ELEMENTARY SCHOOL IN BOGOTÁ.

A Proposal

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By

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Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition (Oroujlou & Vahedi, 2011). This paper is an innovation proposal which follows an action research strategy to implement a solution to a problem presented in the educational context of a public school in Bogotá. During one semester I did my practicum at an elementary school teaching English to second-grade students, and after some observation, I realized students had low motivation to learn English. For this reason, I proposed a strategy to implement in the classroom to increase children’s motivation. These were, using Spanish as a medium of instruction, using audiovisuals, and using Total Physical Response (TPR) method. After implementation evidence suggested that audiovisuals and TPR were very appropriate in the educational context and help increase students’ motivation to learn English in the classroom.
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CHAPTER 1

INTRODUCTION

Professional internship as a degree option

This report paper aims to provide an overview of my experience in the Teaching Practical Job teaching English to students of five different sections of the second grade at The School Enrique Olaya Herrera Institución Educativa Distrital (EOH) through one semester. In the undergraduate program of Languages and Sociocultural studies at Universidad de Los Andes, Teaching Practical Job (TPJ) is a requirement for students in the pedagogy emphasis. The purpose of this TPJ aims to provide students an experience of real-life teaching environment to analyze and confront theories in language teaching with real learning contexts. In addition, students can apply the knowledge they have acquired during the major. For example, analyzing with the theory the context they will develop the internship, planning lessons, and choosing the material their students will be working with. Through this experience, practitioners have the opportunity to acquire experience in real educational contexts and apply the knowledge they acquired through the years in the faculty. The paper is structured as follows: Chapter 1 provides information about the institution where the practice was carried out; documents that informed the creation of the curricula and chapter 2 explains the problematic situation and the proposal innovation. Chapter 3 presents the study, methodology, and instruments. Chapter 4 features the findings. Chapter 5 discusses the implications, success, and failures in the implementation of the innovation, and chapter 6 concludes the paper with the main deductions and with some lines for future research.
A brief description of the institution

*The Enrique Olaya Herrera Institución Educativa Distrital* is located in Localidad 18, Rafael Uribe Uribe of Bogotá, D.C. It is a mixed gender official institution which offers education in the levels of preschool, elementary, middle school and high school, in the morning and afternoon sessions. It has calendar A. That means in Colombia national education is divided into two calendars A and B: the "A" calendar begins in the month of February and ends in November, and the "B" calendar begins in September completing activities in the month of June. Currently, all official services activities are in the "A" calendar. The socioeconomic status of the students attending this school ranges from 2nd and 3rd. As a public school, it has to implement local educational policies which nowadays is *Plan de Desarrollo: Bogota Mejor para Todos*, which establishes in its articles 14th and 15th that the enjoyment of the right to a quality education in the city will provide children and adolescents more and better opportunities for learning for life (Secretaría distrital de planeación, 2016).

The objective of the "*Calidad educativa para todos*” program is to reduce the inequality gaps that affect educational conditions necessary for the optimum educational service such as access and permanence at all levels of basic and secondary education. Thus, the *Enrique Olaya Herrera I.E.D School*, in its organization, establishes four (4) hours of time extension for elementary students within the school day (PEI, 2013). In addition to local education policies, all official institutions must follow the *Colombia Bilingue* policy which is the national educational policy for foreign languages. This program aims to improve communication skills in English as a foreign language in all educational sectors. Given its importance as a universal language, the Ministry of Education has established within its policy to improve the quality of English’s teaching, allowing better levels of performance in this language. So, it is
intended that students upon graduation from the school system achieve a level of competence in English B1 (Pre-intermediate).

**A Brief Description of the Syllabus and the class**

According to the syllabus, which is based on *Colombia Bilingue* policy, from preschool to fifth grade of elementary school English teaching should serve as an introduction to the levels that in middle school and high school students should achieve. For instance, for 6th grade to 11th-grade students should start from A1 and end in B1 it is divided in the following order: 6th A1, 7th and 8th A2, 9th, 10th, and 11th B1. Therefore, the suggested curriculum for preschool and elementary proposes the development of a pre-A1 preparatory level of the language from preschool to third grade, and initial work in the beginner level A1.1 in the fourth and fifth grades. In this context, second-grade students are in preparatory pre-A1. This means that during these grades, the tasks and projects to be carried out will allow the development of communicative bases (linguistic, pragmatic, and sociolinguistic) with processes of preparation in the four language skills, so that students can be prepared to start the process proposed by the curriculum of grades sixth to eleventh (Ministerio de Educación Nacional, 2016).

The objectives in the curricular planning of the foreign language area are proposed from an integral perspective, from preschool levels to the 11th level. Hence, local and national policies and standards of the Ministry of Education have been taken as reference. The English syllabus for second grade is divided into modules of different thematic areas such as life and health, school coexisting and peace, environment and society, and a global village. Through these kinds of topics, children must learn the grammatical features of the language. The syllabus has five English objectives for second grade:
1. Understands and follows instructions related to basic school tasks, verbally and nonverbally.

2. Understands and makes simple statements using rehearsed expressions about his/her immediate environment (house and school).

3. Organizes the sequence of main events in a simple short story about topics he/she already knows, by using pictures, after reading or listening to it.

4. Answers simple questions about basic personal information such as name, age, family and classmates.

5. Describes some physical characteristics of self and others, using rehearsed words or phrases.

With these objectives in mind, students are graded based on a scale from 1 to 100 during the semester. The weighing is divided as follows: teachers can assign between 1 - 76 points to each student for classwork and homework, self-evaluation represents 1 - 4 points, competences evaluation represents 1 - 10 points, and parent support represents 1 - 10 points of the final grade. Lead teachers are in charge of the grading process. In the English area teachers assess considering the topics, and the vocabulary I teach to children.

My role in this institution as a trainee was to teach English as a foreign language to second-grade elementary students. For logistic reasons, I taught five hours a week to five different second level sections. I taught one hour of English and the lead teacher taught an additional hour completing two mandatory hours per week. I planned each lesson according to the school syllabus and the material I selected came from the National Education Ministry and their program Colombia Bilingue. Even though, I was in charge of the classroom while I was
teaching the lead teacher was always in the classroom, but never participated as a teacher in my class time.

My students’ age ranged from seven to eight years old. Their English level could be classified as pre-beginners, and there were sections where the level was not homogenous meaning there were children who were more advanced than their peers. The average students’ numbers in the classrooms were thirty. In all my five classrooms there were between 3 to 4 students whose level of interest and involvement was very low. According to the lead teacher, these students had attention deficit and were disobedient. Nevertheless, these isolated cases did not impede the normal teaching course.

**Problematic Situation**

From day one of my practicum they gave me the possibility to teach English to the students. I have had direct contact with the children, so I have observed how the students act, behave and interact in my own classes. At the beginning of the class, students were very interested in seeing a different teacher enter the classroom. However, when I was introducing a new topic some students started doing other things which were not related to the class, others started playing with other classmates, the undisciplined students began to disturb other students. This kind of environment made me difficult to give the class mostly on giving instructions. In some cases, I had to repeat the instructions several times.

Because of this environment, I adopted a strategy to first say out loud the instructions and then write them on the board. Nevertheless, I always had students standing by my side asking me what they had to do. This problematic situation is mainly related to the students’ motivation to learn English. To make students understand a new class is starting, I had to do warm-ups in
every class so the students could understand the English class was starting. In some sections, the literacy levels of students could interfere, and the students thought I was teaching Spanish and not English, so the motivation could be affected. Accordingly, I wanted to analyze how the use of the mother tongue helps in the acquisition of a foreign language (English) in this case and in the increase of the student’s motivation.

After being identified the problematic situation, it is important to formulate some questions to answer during the practicum. Some research questions that arose from the problematic situation were:

1. How does the use of Spanish contribute to the learning of English as a foreign language of kids?
2. How does the Total Physical Response (TPR) method increase students’ motivation to learn English?
3. What activities contribute to the increase of students’ motivation in the second-grade sections of EOH?

The next section will introduce solutions to answer these questions.

CHAPTER 2

INNOVATION PROPOSAL

The innovation

Motivation is one of the main determinants that influence success in learning a foreign language. Motivation provides the primary incentive to initiate learning the L2 and later the driving force to sustain the long learning process. Without enough motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students’ achievement
(Dörnyei, 1998). From my experience at EOH where second-grade students tend to get distracted by other things, such as playing with each other and painting for other classes, I assumed a lack of motivation was a common phenomenon among my students. The innovation addressed the poor students' motivation by using audiovisual tools to help students engage in class.

As English is a language my students had little to zero exposure, videos and songs were sources of quality and adequate English language which at the same time helps to gain the students' attention. As ÇAKIR, 2006 suggests, video is a great help for foreign language teachers in stimulating and facilitating the target language. Snyder, R., & Colon, I. (1988) explains this argument saying that audiovisuals eliminate the necessity to make direct connections between the word in the target language and the mental concept of it by verbal translation. For example, “strawberry” and “fresa” had to be equated to the concept of a strawberry. With audiovisuals, students could make the direct connection between “strawberry” and the mental concept of “fresa” simplifying the learning process, and thus motivating students in the learning process. In addition, most children enjoy singing songs, and they can welcome songs as a change from the routine of school life. Songs can play an important role in the development of language in young children learning a second language (Millington, 2011).

**Theoretical Paradigms of Innovation**

From my experience at EOH students’ lack of motivation was evident during class time. At the beginning of the class, students were glad to see a different teacher, but later they started doing other things, and even call of attention did not work. I had to plan classes from two main sources. One is the institution’s syllabus and the other is the Ministry of Education’s guidelines for teaching English as a foreign language. The latter is meant to teach English to children in the public sector which is called “Aprendamos Inglés con las Aventuras de Bunny Bonita”. In this
guide, the ministry proposes Spanish as a tool for teaching English to kids. According to the guideline, the use of Spanish by the teacher and the students increases the confidence since the students understand the procedures of the classroom. In addition, Maturana (2011) considers that “the knowledge of the mother tongue facilitates the foreign language process and that in some situations the mother tongue may be used as a resource for teaching English” (p. 80). However, just Spanish seemed not enough to encourage children to engage with the class and increase their motivation to learn English.

Furthermore, in the same guideline, Total Physical Response (TPR) is the methodology proposed because it is based on the idea that a language can be taught using physical movement as a way of reacting to a verbal impulse. That physical movement denotes to the teacher that the learner has understood, and therefore the learning has occurred. TPR allows students to react without having to think too much, facilitates long-term retention and reduces anxiety and stress in students and teachers (Forero, 2008). In the Enrique Olaya Herrera (EOH) context, it seemed reasonable to use both approaches TPR and Spanish as a medium of instruction because the English exposure has been low.

In addition to audiovisual tools, the total physical response (TPR) method can help motivate students in the English classrooms as they understand by command what is being learned. This method introduces some language skills while the teacher serves three roles: an order taker, a model provider, and an activity monitor, and students’ role are models and action performers. Also, TPR attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. As the practicum was developing, the communicative approach was needed in the classroom activities since the objectives of the syllabus and the national policy is to promote listening and speaking skills in the first grades.
The communicative approach is based on the idea that learning language effectively derives through having to communicate real meaning. This approach prepares the child for real communication with other children and with adults. Students can use the language in a specific context in order to communicate effectively. For this reason, Total Physical Response aims to emphasize the development of comprehension skills before oral production, importance is placed on the meaning more than in form and try to minimize the stress of the learning process through the physical actions and the game.

One of the methodologies that are part of the communicative approach is Total Physical Response TPR (Total Physical Response) created by James J. Asher professor of psychology at the University of San Jose in California. This approach tries to contextualize the language making it comprehensible by using the language of the environment through the manipulation of objects in the classroom in a game form. This kind of activity allows physical contact with the objects and therefore the visual, tactile and auditory memory plays a very important role (Forero, 2008). James Asher argues that second language teaching and learning should reflect the naturalistic processes of first language learning. The option offered by this method is to give instruction while the students remain silent and then ask them to imitate exactly the acts of the teacher. The goal of this is for students to have the opportunity to experience concrete facts that are meaningful to them. For example: raise your hand and say, "raise your hand", put your hand in your mouth and say, "please be quiet", put a hand in the head and say, "this is my head", etc.

**Application Protocol**

The application protocol of audiovisual and TPR for the second grade was as follows: first, on each lesson plan, I choose one video to introduce the topic. Second, I gave the instructions in Spanish to guarantee students understood what they had to do. Here, after
watching the video I gave the students the worksheet and explained the instruction in Spanish. Third, I used TPR to teach new vocabulary saying the word in English and expressing myself with movements to ensure children understand. For example, if I said big, I moved my arms to the sides to explain what big means something of considerable size. Four, after each class, I wrote what worked well to keep doing it, what went wrong to improve on my teaching journal. Fifth, I planned the following classes taking into consideration what worked well and what did not. Finally, I collected data regarding the class with students and teachers to analyze the innovation.

**Expected Results**

General expected results were the following: applying audiovisuals, keeping using Spanish, and TPR will boost students’ motivation to learn English and achieve the syllabus’ goals. First, I hope audiovisuals will help gain the students’ attention and let them change disposition from subject class to English class. Second, the use of Spanish will help students understand instructions, the sequence of the class, and increase students’ confidence in the class. Third, Total physical response method will help students to learn new vocabulary and follow instructions when they are not in Spanish.

a) As a result of using audiovisuals:

I hope that using audiovisuals I will not have to deal with the lack of attention of my students because they will get concentrated on the new class easily. Also, I hope students will understand the new topic better or recycle knowledge and I will not have to repeat the instruction several times. In addition, audiovisuals will benefit students in the learning process because students will get familiar with new vocabulary easily, and students will have the opportunity to practice listening skills with an original and quality resource.
b) As a result of the TPR method

By explaining vocabulary and class commands with TPR, students will be developing comprehension through body movement. Also, I expect students will understand instructions in English and let them internalize the language more naturally. For example, I will not have to say “levanten la mano” rather I will say raise your hand and they will understand it and do it.

c) As a result of using Spanish

I hope that using Spanish as a medium of instruction will enhance students learning of English by helping students internalize the foreign language. For example, helping the understanding of a new idea by explaining it in their mother tongue. Also, students will ask their questions in Spanish allowing them to be critical with their learning process and not keep their questions because they are not encouraged to ask.

CHAPTER 3

METHODOLOGY

Observation and data collection

The innovation followed the principles of action research which is seen as a means towards creating meaning and understanding in problematic social situations and improving the quality of human interactions and practices within those contexts (Burns, 2005). Action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement (Ferrance, 2000). One objective of the teaching practical job is to innovate in the teaching context in order to improve trainee teaching skills. The innovation, as stated above,
used audiovisuals, Spanish, and TPR to boost children motivation to learn English. The data was collected through two videotaped classes, lead teachers’ perceptions, students’ classwork, and perceptions. All these sources of information helped me identify what works well in the EOH contexts and what could be done better. Also, teachers and students’ perceptions were sources of quality information that allowed me to reflect on my practices as a teacher. To collect students’ perceptions, I conducted a focus group, and to collect teacher’s perceptions I created a mini questionnaire. After each class applying the innovation, I commented on my field notes what was successful in the class, how the students reacted to the videos, and what was not very successful and why.

**Instruments**

As mentioned previously, I gathered three types of data: questionnaires, focus groups, and students’ classwork. Questionnaires are tools that help with data-gathering in this context questionnaires were given to lead teachers to complete themselves. A second tool is a focus group with about eight students. Focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data (Morgan, 1996). Students classwork are worksheets I give to them to practice a topic. This kind of data is qualitative because it allows me to analyze students’ motivation in my class.

**Questionnaires**

Questionnaires are instruments used in survey research, a quantitative research method which aims to collect self-report data from individuals (Dörnyei, & Csizér, 2012). Surveys can target a wide variety of language-related issues and allow researchers to make inferences about L2 learning populations this facilitates decision making and analyzing what was already implemented in an L2 classroom. For this practicum, I implemented a questionnaire in Spanish
because lead teachers do not speak English. For this questionnaire, I created open-ended questions. This type of questions was chosen because it asks respondents to supply their own answer. No pre-defined answers are given, so respondents are free to write what they want. Every question had the purpose of giving me information to answer my research questions through teachers’ perceptions. For instance, I asked them about the innovation, the use of audiovisuals and how students reacted to them. (See Appendix D)

Focus group

Focus group is an instrument that aims to provide feedback about a certain service. In educational contexts, focus groups help to gather information about feelings and experiences regarding teaching procedures that students might have. This information helps the researcher to reflect on their own teaching practices in order to improve their teaching skills. The questions of the focus group were semi-structured and open-ended questions. (see Appendix E)

Classwork

This kind of data allows me to identify which type of activities and topics my students show more commitment and therefore more motivation to learn. Each class I introduce to the topic and to practice the topic I give to the students a worksheet. These worksheets are the classwork I collected in pictures to be analyzed. I collected three worksheets sets that represented three different moments of the practicum and showed how the class developed over time. I chose to develop every topic within three hours (three different classes) the first class was introductory, the second-class practice and the third wrap up class.
Analysis of the results obtained from the application of the innovation

After data gathering, the results are analyzed following qualitative approach with some percentages representation in the aspects of analyzing students and teachers’ perceptions and classwork. This methodology was chosen because it allows me to support teachers and students’ perceptions about the innovation with numbers. Also, to interpret the data I will follow what Ferrance, 2000 pointed out that data such as opinions, attitudes, or checklists, (qualitative data) may be summarized in table form. Two different data regarding students and teachers’ perception was analyzed in light of the research questions mentioned in chapter 1. I will analyze independently each data: focus group, questionnaires, and classwork

FOCUS GROUP’S ANALYSIS

The focus group was carried out with eight children chosen randomly of all five sections. They all agree they like the class and audiovisuals helped them learn English better. This was evident in the focus group where students told me audiovisuals were very funny and helped them to concentrate on the activity. Also, another student said that videos let them like English and now they think learn English is funny. Below I will analyze each question individually.

1) ¿Qué piensan de las clases de inglés con la nueva profesora?

Students answered the following regarding the question the first question “¿Qué piensan de la clase de inglés con la nueva profesora?

Student one: Chévere

Student two: Bien

Teacher: ¿y que es bien?

Student one: Chévere porque es muy rico estar con una profesora de inglés.

Student two: “Las preguntas que tú dices de inglés son divertidas”
Teacher: ¿Cuáles preguntas? ¿Las actividades?

Student two: “Si las preguntas que tú nos haces es mejor”

Student third: “Si a mí me gusta colorear las hojas que nos das”

2) ¿Cómo les pareció el uso de videos y canciones en las clases?

Regarding the question ¿Qué les pareció los videos y canciones que la profe les pone en la clase?

All students: “Bien, bonito, chèvre”

Teacher: ¿Les ayuda a aprender mejor inglés?

All students: “Si, Si señora”

Teacher: ¿Los videos los ayudó a mejorar su motivación para aprender inglés?

Student one: “Si porque a mí me gusta harto el inglés”

Student two: “Para aprender”

3) ¿Los videos les ayudó a aprender mejor los temas?

Si fue así ¿cómo?

One child said:

“Los videos son bonitos porque se tratan de inglés y tú los explicas”

The following table summarizes students’ answers.

<table>
<thead>
<tr>
<th>Student/question</th>
<th>q1: ¿Qué piensan de las clases de inglés con la nueva profesora?</th>
<th>q2: ¿Cómo les pareció el uso de videos y canciones en las clases?</th>
<th>q3: ¿Los videos les ayudó a aprender mejor los temas?</th>
</tr>
</thead>
</table>
In this table, it is possible to see that the first questions had five direct positive answers. Students 3, 6, and 7 answered something different to what was being asked, so it is not possible to infer what their perceptions are. Thus, five out of eight which represents 62.5% of students think positively towards the class in general. In the second question, only one student did not answer the rest of them answered their perceptions about the videos. Here seven out of eight represents 87.5% of students manifested the positive thinking about the videos. Students referred to the videos with verbs such as like, funny, pretty, and good. In the third question, 75% meanings six out eight children answered the question, and all answered similarly: “yes” videos let them learn English better because they could pay attention and learn.

QUESTIONNAIRE’S ANALYSIS

I could only get four out of five responses because the lead teacher of 205 was in a medical leave so she could not answer. The rest of the lead teachers answered the questionnaire by hand and by email. These were some of their answers: In the first question, four out of four
answered yes; they agree that audiovisuals influenced students’ motivation. The justification of this question was answered similarly: students were motivated, good learning, videos were enjoyable, and videos caused expectation of learning in the students. In the second question teachers expressed that in their lessons, students were more disciplined, students worked related topics easily, and students increased vocabulary. In the third question, about any changed in the students’ motivation teachers answered the following: they changed positively and showed interest for learning, students liked the English class in general, students were happy, and they changed their attitude towards the class. In question four, concerning the achievement of the innovation’s goal, they all four said the objective of increasing students’ motivation to learn English was accomplished. In summary, 80% of the teachers agreed that the innovation helped students increase their motivation and were happy with the results. This was evident with the following type of answers:

“Totalmente, sería maravilloso, que se participara en todos los grados de primaria, ya que los estudiantes tienen mucha expectativa con el idioma extraniero”.

“Si, los estudiantes estuvieron muy motivados, muy atentos participaban en clase.”

“Si, los estudiantes muestran más interés por la materia, les agrada el material audiovisual y el impreso que tienen en cada clase.”

“El objetivo propuesto se logró, agradecemos a la docente por su intervención en dicha asignatura”

CLASSWORK ANALYSIS

The first set of classwork is incomplete worksheets meaning students did not finish the activity or they lack color. This worksheet was a wrap-up activity where we finished the food
topic. Children had to fill in the gaps with the vocabulary they already knew (food and meals of the day) however, four out of fourteen meaning 28.5% percent of students did not finish the activity. The second set, which was a second class by which we practiced sports and outdoor activities and the grammatical structure (present simple yes/no questions do you like?) students had to identify the sport in the column and write in front of them if the liked or not and then practice in pair their answers. Here five out of fourteen meaning 35% did not finish the activity.

In the third set, which was an introductory activity children had to match picture with the correct word and then paint only the image I told them (in English) which were “I have breakfast and I take a shower” this time again with fourteen samples just one child did not follow well the instructions because he/she painted “I wake up picture.” Therefore, one in fourteen represented 7.1% supporting the thesis that audiovisuals, TPR and Spanish helped them increase their motivation in terms of finishing the whole activity and painting them as a demonstration of their interest. (See Appendix C.)

Figure 1. Set one
CHAPTER 4

RESULTS

Application of innovation

I realized students have lack of attention towards my class after my practicum began because their attitudes were not appropriate for a learning environment. My students preferred to do other things such as talking to each other, playing and doing other classes work. These characteristics showed me that students’ motivation to learn English was low. After identifying
the low motivation of my students and reading about some possible solutions, I began to apply a strategy to increase students’ motivation. First, as my students’ English level was low, I used Spanish as a medium of instruction in line with Colombia Bilingue method and my students’ needs. Second, to gain student’s attention, I began to use audiovisuals which were songs about the topic. For example, in the body’s part section, I showed them “head, shoulders, knees and toes” song which is related with the third part of the protocol TPR because after watching the video, students stand up a follow the movements as the song was playing.

Spanish, as mentioned before, was my medium of instruction so I spoke in Spanish when I gave instructions, explained the topic, and introduced new vocabulary. Also, to present new vocabulary I wrote the words in red for English words and in black for the meaning in Spanish. Audiovisuals were used in very specific class time. For example, videos were used after warm-ups and topic introduction, but before class activities. Therefore, classes followed a strict structure to help students feel comfortable knowing in advance what will happen in the class. The class format was repetitive, so the students could predict what was next and be prepared for it. Regarding TPR, I only used it when it was appropriate. For instance, in the main activity when I needed them to participate in order, I said, “raise your hand” and raising my hand at the same time letting them know the meaning and doing it. Also, at the end of each class, I said goodbye to them by saying “bye, bye” and waving my hand, so they know what that means or saying “silence” and putting one finger in my mouth.

Findings

Regarding the use of audiovisuals, they helped me gain students’ attention and the motivation to learn the topic increased considerably. The classes where I used audiovisuals students were more active in the class and very few to none of them were doing other things.
This is evident with the third set of data were only 7.1% of students did not finish the activity (see Appendix E). Also, as my videos were songs children engage easily with the class and after watching the video several times, my students tried to sing the song which allowed to achieve the speaking goal of the syllabus. The latter is supported by teachers answers where they express students were more motivated and participated in class (see Appendix B). In addition, audiovisuals made students’ learning process enjoyable, interesting and understandable as 87.5% of students answered that videos were fun.

Regarding the use of Spanish, it allowed me to communicate with students in our mother tongue in order to make clear classroom procedures, students’ questions, and classroom management. In the focus groups, students manifested that it was very helpful when I explained the videos to them. This was because I let them watch the video once and then I replayed it but pausing in parts the explain or let them participate. Consequently, the aim of using Spanish was accomplished in the sense of making instructions clear and reducing students’ anxiety by letting them know what they have to do.

Regarding TPR

This method was used strategically, and it helped me to achieve the goal of introducing English naturalistic by speaking in English and waiting for students to respond. For example, when teaching body parts one of the activities using TPR was I say one part of the body in English and students have to point it out to their classmate body, and they did it pretty well. At the beginning they were shy but as I was modeling first, they followed it easily.
CHAPTER 5
IMPLICATIONS

Success and failure of the implementation of innovation

Certainly, children love learning with songs and Bunny Bonita videos. Children were excited every time I enter the room. They all watched the videos carefully and at the end of the videos, they asked for more videos. The audiovisuals were helpful to introduce the topic in a fun way to them and help change students’ attitudes toward the class and children were ready to complete worksheets. According to students’ answers, videos made the class more interesting and enjoyable to them. This can be seen in the answer of one student in the focus group by saying “Chévere porque es muy rico estar con una profesora de inglés.” Here the adjective “rico” means something pleasant. Therefore, it was pleasant for him to be in my classes. In addition, lead teachers answered in the questionnaire that the audiovisuals impacted positively in the students because they are now more interested in learning English.

Concerning failures, it would be that students did not have a balanced input. Thanks to the videos students had very good quality listening input, but speaking input was diminished. Students wanted to listen more than to practice what they hear. This can be explained because the videos focused more on presenting the vocabulary rather than encourage them to speak. Also, practice time was a little bit disconnected to the listening practice. Most times students had to paint without specific purpose. I corrected this disconnection, but it would be better to pay attention to the flow of the activities from the beginning.

Unexpected results of the innovation implementation

Some of the unexpected results are that children obtained better grades in the English class than in Spanish class. Lead teachers told me that the school implement averaging English
with Spanish into one big area which is Humanities, so children passed humanities because in the English subject they got better grades. Also, the children expressed that painting and drawing was part of the class they liked the most. Therefore, not only did audiovisuals helped them to increase motivation towards my class and learning a foreign language, but the worksheets helped them to engage in class. In addition, one lead teacher said that audiovisual influenced students’ behavior in class, and I think it was a positive side effect of the audiovisuals. Maybe motivation is related to how students behave in class and increasing motivation also improves students’ behavior in the classroom. Finally, the innovation not only influences positively in students’ behavior but also in teachers’ pedagogical practices because at the end they asked me to transfer my videos to their USB flash drives because they want to continue to teach English with audiovisuals.

**Limitations of the implementation of innovation**

Applying the innovation had some limitations. First, school suppliers were an obstacle because none of the five televisions had a remote control and some lack of cables to connect them. Also, setting up took me some time at the beginning of each class. However, with lead teachers’ help and some practice, I could overcome these limitations. Another limitation has to do with the social and political context in the country because the teachers’ associations (FECODE) had at least one strike per month. That means I missed class many times which in the practicum context means wasted time. Concerning, methodological aspects, one limitation as mentioned before in the failures is that focusing on motivating students, oral output was not

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1 Federación Colombiana de trabajadores de la educación.
taking into much consideration even though it is very important in the learning process. Also, students were more comfortable by listening than by speaking, so maybe it would be better to take into consideration the output ad not only input. I think the innovation was more in the level of enriching input. Data collection was somehow difficult because one out of five teachers had a medical excuse so she could not participate, and I only got four different perceptions. With children because of their age sometimes, they did not understand very well the question, or they did not have much vocabulary to express their ideas, so the answers were very general, and it limited my analysis.

CHAPTER 6

CONCLUSIONS

As stated above, this research at the Enrique Olaya Herrera (EOH) began after some time observing and giving class to five sections of second-grade students. A lack of motivation was evident, so I planned to implement an innovation, following action research, in order to increase students’ motivation to learn English. At the beginning of the practicum, classes were problematic for me because I had to make so much effort trying to get students attention and made them understand the instructions. This type of environment was not appropriate for my students and me as a teacher in training. Thinking to improve my skills as a language teacher and to ensure my students’ learning process, I proposed to use Spanish as a medium of instruction, TPR methodology and using audiovisuals. With these tools, the strategy aimed to increase students’ motivation by gaining their attention, engaging them with the class activities, and improving my class management skills.
The changes were implemented from lesson planning to in-class interaction, and after each session. In each lesson plan, I selected one video to introduce the topic. These videos were suggestions from MEN materials, and they were songs with cartoons about the vocabulary mostly. In class interaction, I gave the instructions in Spanish to guarantee students understood what they had to do, and I used TPR to teach new vocabulary saying the word in English and expressing myself with movements to ensure children understood without the necessity to translate it to their mother tongue. These innovations allowed me to improve the quality of my classes and my performance as a teacher. With the quality of the classes, I mean class management, class discipline, and students’ engagement with the class. This is supported by teachers’ perceptions because they said class improved in their behavior.

The results of the innovation, roughly, were the following: in EOH school the use of audiovisuals helped increase students’ motivation for several reasons. First, as some students had attention deficit, playing songs with videos let them change attitudes and disposition to start a new class. Second, as ÇAKIR says children enjoy singing songs, and they can welcome songs as a change from the routine of school life. My students manifested that feeling when they saw me arrived at school, they were very happy and asked me if they had a class with me because I played them songs on the television. In addition, TPR was helpful to achieve the syllabus’ goal of promoting listening skills and an understating of the foreign language because at the end of the practicum, I could always say goodbye in English and my students responded me in English, too. Every time I said raise the hand, they did it without having to say it in Spanish. These changes in the class improved the input that I provided because it was more useful and meaningful to them. As my students were children pictures, sounds and movements are attractive
to them, so I got their attention easily and their behavior changed positively. The use of Spanish allowed me to have a structured class reducing uncertainty and students’ anxiety.

This adjustment brought me a lot of learnings for my future performance as a teacher. First, I learned that the context is very important and should be taken into consideration in order to implement solutions to problematic situations. Second, in every educational context, there is always something that could be done better. As learning is a constant process, it cannot remain the same, but rather let my classes evolve from the students’ needs and capabilities. Third, theory plays an important role in our profession as teachers because it helps us to make decisions that benefit students supported by research. Finally, thanks to this experience I could discover my teaching style and forge teaching abilities such as adjusting the voice’ tone, giving feedback, class management, and writing on the board. These abilities can only be developed through the performance of teaching itself.

For further research, it would be important to find a balance in terms of not only focusing on input but also paying attention to the output. How children can benefit from rich input in their output. For example, in my case students were more encouraged to listen and understand rather than processing the new knowledge by speaking. Even though I had some activities that implied oral practices in pairs it was difficult to make all students participate actively. This was due to the latter affirmation about output and because of the size of the classroom, not all children knew each other and did not want to practice with kids they were not comfortable with. On the other hand, when pairs were with friends, they started to do other things like playing rather than practice, so I had to be very careful standing by their side to make sure they were practicing the
speaking activity. Consequently, they did not have sufficient input to be encouraged to practice their oral skills.

REFERENCES


APPENDIX

APENDIX A: INFORMED CONSENTS

1. FORMATO DE CONSENTIMENTO INFORMADO PARA LOS PADRES

CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES

Práctica docente de inglés

Introducción de investigador(a):
Buen día, mi nombre es Ángela Geraldine Rozo Matiz y soy estudiante de pregrado de Lenguajes y Estudios Socioculturales. Actualmente estoy realizando mi practica docente en el área de inglés con el grado segundo jornada tarde. Esta práctica hace parte del pregrado del departamento de Lenguas y Cultura de la Universidad de los Andes. La información que usted nos brinde durante este proceso contribuirá a mi reporte de práctica.

El objetivo de la participación de los estudiantes del grado 201 del colegio Enrique Olaya Herrera, jordana tarde, en el estudio es ser grabado en video durante dos clases. Durante la grabación se dictará una clase normal acerca de los alimentos y los estudiantes participarán como estudiantes.

Luego de haber sido informado(a) sobre las condiciones de mi participación en la grabación, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad entiendo que:

Mi participación en este video o los resultados obtenidos por la docente-practicante no tendrán repercusiones o consecuencias en las actividades escolares, evaluaciones o calificaciones de mi hijo (o estudiante de que soy acudiente). Mi participación en el video no generará ningún gasto, ni recibiré remuneración alguna por ella. No habrá ninguna sanción para mi hijo(a) en caso de que no esté de acuerdo en participar.

Confidencialidad:
Toda la información que usted comparta en esta grabación es confidencial. En ningún momento se revelará su nombre o identidad, así como tampoco se revelarán los datos individuales, pues éstos serán usados solamente para la investigación y serán usados de manera anónima en escritos académicos.

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Participación Voluntaria:
Usted no está obligado a participar en el estudio. Si usted decide no participar, esto no le generará ningún perjuicio. Aunque decida participar o no, su relación con el/la investigador(a) no se verá afectada por este estudio.

Atendiendo a la normatividad vigente sobre consentimiento informado (Ley 1581 de 2012 y Decreto 1277 de 2012), y de forma consiente y voluntaria.

Yo_________________________, mayor de edad, padre, madre o acudiente del estudiante______________________________, he sido informado acerca de la grabación del video de practica educativa.

[ ] DOY EL CONSENTIMIENTO  [ ] NO DOY EL CONSENTIMIENTO

Para que mi participación en la actividad de practica educativa sea grabada en las instalaciones del Colegio Enrique Olaya Herrera donde estudia mi hijo(a) o el estudiante del que soy acudiente.

APPENDIX B: TEACHER’S QUESTIONNAIRE

[Image of a questionnaire]
1) ¿Cree que los audiovisuales utilizados por la practicante influyeron en la motivación de los estudiantes para aprender inglés?

2) ¿Cómo se reflejó, en sus clases, lo que los estudiantes aprendieron con los audiovisuales?

3) ¿Hubo algún cambio en la motivación de los estudiantes?

4) ¿Cree que se logró el objetivo principal de este proyecto, aumentar la motivación en el aula?
First set

Meals of the day

Fill in the blanks with the correct word

1. 7:00 AM
   He likes to have cereal for breakfast

2. 12:00 PM
   Garfield is having a sandwich for lunch

3. 2:30 PM
   He likes to have a slice of watermelon for snack

4. 7:00 PM
   Jockey Smurf is having pizza for dinner
Meals of the day

Fill in the blanks with the correct word

1. 7:00 AM
He likes to have **cereal** for **breakfast**

2. 12:00 PM
Garfield is having a **sandwich** for **lunch**

3. 2:30 PM
He likes to have a slice of **pizza** for **dinner**

4. 7:00 PM
Jockey Smurf is having a **pizza** for **dinner**
Second set

Name: Ashly Dayana

WHICH SPORT DO YOU LIKE?
football, tennis, running, swimming, jogging, bowling, sumo, baseball, basketball, judo, golf, gymnastics

- I like football.
- I don't like running.
- I don't like tennis.
- I don't like bowling.
- I don't like swimming.
- I don't like jogging.
- I don't like baseball.
- I don't like golf.
- I don't like basketball.
- I don't like gymnastics.

I like _____.
I don't like ____.
WHICH SPORT DO YOU LIKE?
football, tennis, running swimming, jogging, bowling, sumo, baseball, basketball, judo, golf, gymnastics

- I like football.
- I don't like running.
- I don't like bowling.
- I don't like sumo.
- I like baseball.
- I don't like basketball.
- I don't like judo.
- I don't like golf.
- I don't like gymnastics.

I like _____. X I don't like _____. 
Third set

Lesson 1  My Daily Routine

Match

What do you do everyday?

I watch TV

I go to school

I wake up at 7:00

I go to sleep

I have breakfast

I take a shower
APENDIX D: QUESTIONNAIRE QUESTIONS

1) ¿Cree que los audiovisuales utilizados por la practicante influyeron en la motivación de los estudiantes para aprender inglés?

Si es así, ¿cómo influyó en los estudiantes?

2) ¿Cómo se reflejó, en sus clases, lo que los estudiantes aprendieron con los audiovisuales?

3) ¿Hubo algún cambio en la motivación de los estudiantes?

En caso afirmativo, ¿qué cambió en los estudiantes durante la intervención?
4) ¿Cree que se logró el objetivo principal de este proyecto, aumentar la motivación en el aula?

APPENDIX E: FOCUS GROUP QUESTIONS

1) ¿Qué piensan de las clases de inglés con la nueva profesora?

2) ¿Cómo les pareció el uso de videos y canciones en las clases?

3) ¿Los videos les ayudó a aprender mejor los temas?

Si fue así ¿cómo?

APPENDIX F: CLASS PHOTOS