



UTMACH

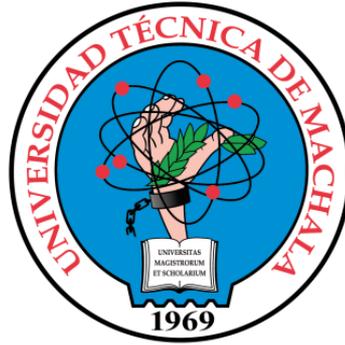
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO
BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN
LANGUAGE

CALVA OJEDA DIONICIO STALIN

MACHALA
2016



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

**CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS**

**HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO
BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN
LANGUAGE**

CALVA OJEDA DIONICIO STALIN

**MACHALA
2016**

Nota de aceptación:

Quienes suscriben JIMENEZ BARRETO TANIA DEL ROCIO, CHAMBA ZAMBRANO JOHN MARCELO y CHAMAIDAN ROMERO MARIA CECILIA, en nuestra condición de evaluadores del trabajo de titulación denominado HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN LANGUAGE, hacemos constar que luego de haber revisado el manuscrito del precitado trabajo, consideramos que reúne las condiciones académicas para continuar con la fase de evaluación correspondiente.



JIMENEZ BARRETO TANIA DEL ROCIO

0701906299

ESPECIALISTA 1



CHAMBA ZAMBRANO JOHN MARCELO

0702018177

ESPECIALISTA 2



CHAMAIDAN ROMERO MARIA CECILIA

0703774034

ESPECIALISTA 3



ZALDUA MORAN EDDY MARSHEL

0702640103

ESPECIALISTA SUPLENTE

Urkund Analysis Result

Analysed Document: CALVA OJEDA DIONICIO STALIN.pdf (D21116954)
Submitted: 2016-07-19 09:12:00
Submitted By: stalindco2009@hotmail.com
Significance: 7 %

Sources included in the report:

revisado capitulo I.docx (D14982058)
Final_Report_on_Communication_Skills_.doc (D6488171)

Instances where selected sources appear:

2

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

El que suscribe, CALVA OJEDA DIONICIO STALIN, en calidad de autor del siguiente trabajo escrito titulado HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN LANGUAGE, otorga a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tiene potestad para otorgar los derechos contenidos en esta licencia.

El autor declara que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

El autor como garante de la autoría de la obra y en relación a la misma, declara que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que él asume la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

Machala, 22 de septiembre de 2016



CALVA OJEDA DIONICIO STALIN
0705882264

ABSTRACT

MANAGING STRATEGIES FOR TEACHING ENGLISH TO BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN LANGUAGE

This research is focus on how the teachers manage their skills to teach English to beginner learners. Sometimes teachers ask themselves “why my students do not get what I teach” or “Why my students are not good at listening or speaking” and the answer is in the way they teach. Some teachers do not speak in English when they explain their class, in order to students do not practice listening neither speaking. student can learn English in a natural way, I mean the same way they have learn their native language. when the children start to speak their native language they learn some words and short phrases, it teaches us the best way to learn a second language. when the teachers just teach English grammar some students get bored. The English teachers can improve their skills for teaching English teacher, looking for techniques, games, warms up and teach in context asking questions, in order to the students feel forced to answer our questions. Changing the way of the English class teachers will see their students get a better English. Teachers have the task to motivate their students as a daily tool for working to promote the development of each class. Many people talk about students’ motivation but people do not think who need to be motivated, I mean the teacher. The teachers need to be motivated to motivate their students.

Key words: teacher, manage, students, listening, speaking, skills, teaching, techniques, motivation.

INDEX

| | |
|---------------------------------------------------------------------------------------------------------------------------|----|
| ABSTRACT | 1 |
| 1. INTRODUCTION | 4 |
| 2. HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN LANGUAGE | 5 |
| 2.1 Motivation | 6 |
| 2.2 Teachers' motivation | 6 |
| 3. REASON ABOUT UNMOTIVATED TEACHERS | 7 |
| 3.1 Salary | 7 |
| 3.2 No planning | 7 |
| 3.3 Vocation | 7 |
| 3.4 Students' motivation | 7 |
| 3.5 Why are students unmotivated? | 9 |
| 4. STRATEGIES FOR LEARNING AND TEACHING | 10 |
| 4.1 Technology | 10 |
| 4.2 Communicative approach | 13 |
| 4.3 Language games | 14 |
| 4.4 Music | 15 |
| CONCLUSIONS | 16 |
| Bibliografía | 17 |

TABLE INDEX

Table 1. The most common words use for beginner learners English language.. _____ 11

1. INTRODUCTION

In a large number of countries (now running into scores), including some where most of the people have other language as their first language, English is used for most printed books, magazines, newspaper, and public notices; for most radio and television broadcasting; for many or most films script, plays, poetry, and other literary art; for speeches, lectures, political addresses, proclamation, official ceremonies, advertisements, and other general announcements (Rodney Huddleston & Geoffrey K. Pullum, 2002, pg 4). It means that English is the most spoken language around the world. In order to students as professionals need English to perform as professionals wherever they are.

Now, what is the problem? The problem is that there are teachers who do not have good strategies for teaching. we see that students do not speak English, for example if someone ask to any student something so easy, using English these students do not understand, it means that there are some problems in teaching, this is demonstrated in students' bad grades.

When we were in the high school we had English teachers and we saw that they sometimes did not have strategies for teaching us and when we graduate we did not speak English and now when students graduate from high school do not speak English, but why do not they speak English? why are not they motivated to learn English?.

Maybe today the teachers teach in the same way they learnt or teach like their teachers taught them. Based on these comments, this research has as objectives to introduce some strategies for teaching English as a second language to beginner learners in the classroom.

Allen A. Skinner and Michael J. Belmont (1993) explain us about the importance of motivation of the students, "highly motivated children are easy to identify: they are enthusiastic, interested, involve, and curious; they try hard and persist; and they actively cope with challenges and setbacks". when talking about motivation of students is more important to talk about teacher's motivation. Why? Because when students are not motivated, it means that the teacher is not motivated, Too.

It is clear that when the teachers are not motivated, students are not motivated to learn a new language, if the teachers do not know strategies for teaching, students will not speak, write, listen, read and think in English.

Now, we will see some definitions and some ideas or recommendations to get teachers' target. What the teachers need to know, now they have a big responsibility as teachers in a classroom. Here we will find some reason about why students are not learning or why the teachers are not doing a good job with their students.

2. HOW TO MANAGE STRATEGIES FOR TEACHING ENGLISH TO BEGINNER LEARNERS IN THE CLASSROOM AS A FOREIGN LANGUAGE

El Ministerio de Educación del Ecuador consider that English teachers should have a good level for teaching English. These levels are aligned to the international standard in this case B2 of common European framework of references for languages. (Solutions)

According to (Juan del Valle Rojas, 2014) a teacher must understand the main ideas of complex written and spoken texts on concrete and abstract topics, including technical discussions in their field. Interact with a degree of fluency and spontaneity that allows interaction with native English speakers. Oral texts and produce clear, detailed writing on a wide range of subjects and explain their views.

Something that the teachers should apply in their classes are:

What to teach, when to teach, how to teach, how, when, why, it means that the teacher must have objectives to teach. When teachers have objectives they are motivated because they want to get it.

Teachers at front of the class ask themselves what to do, now. They are not English training teachers, yet. They are not students, now they are teachers. They have to teach what they have learnt in the university.

When teachers evaluate to their students and the students have a low level of knowledge, it means that something is going wrong, there are problems in learning or in teaching, and the teachers ask themselves why? Is there any problem? This research will talk about this topic.

Let's talk about teachers' motivation, students' motivation and strategies for teaching and learning.

2.1 Motivation

Motivation is the fuel the people need to do something, the motivation is composing of desires, needs and expectation, when someone wants something needs motivation. Motivation is the base of our actions in any field. when someone needs something needs motivation. When someone is motivated. when someone is motivated nobody can stop that person, because they know what they want and that is important to be motivated.

Students need to be motivated to learn and the teachers need to motivated to teach, because sometimes we find unmotivated students and unmotivated teachers in many schools and when we were in the high school we had unmotivated classmates and unmotivated teachers but we do not notice the reason or we do not ask by ourselves, why? But now as teachers are interested to find the reason and find solutions of this big problem.

2.2 Teachers' motivation

Let's start talking about teachers' motivation, why they are not motivated. Motivation is the most important thing in our lives in any field such as in education, in the relationship, in sports, at work.

There are many reasons that affect our students in the classroom but when there are unmotivated teachers is impossible to keep our student motivated. There are many reason but this is the worst.

3. REASON ABOUT UNMOTIVATED TEACHERS

3.1 Salary

When teachers do not have a good salary, they are not motivated to teach, it is just because the teachers do not have money. Actually this is not a problem in Ecuador because the teachers have a good salary in public schools.

3.2 No planning

When a teacher does not plan their classes, there is a huge problem, students notice when the teachers are not prepared to class and students get distracted easily. For this reason, is recommend to plan every activity. If the teachers do not plan, there are not objectives.

3.3 Vocation

Be a teacher means have vocation. If someone is doing something that she/he does not like, they cannot do a good job, just because this person does not have vocation to teach.

3.4 Students' motivation

In the classroom we can find some unmotivated students, caused for some factors that affect their grades. if we look at their grades of them we can see that students have a little or low interest, both students in learning the language and the teachers in teaching a language.

When a teacher does not plan their class or the teacher does not know to do, the students notice this situation get distracted easily.

Little children love to play and to learn. They are active, curious, and eager to engage their environments, and when they do they learn. To some extent adults also love to play and to learn.

Taking into account that the key elements that interact in the language classroom are the teacher, the students and the material used is one of the easiest and most objective ways to access the current state of language teaching in a given country (González, 2016)

In this case if you want to get good results, we can see that not only the teachers and the students are important, the materials are important, too. Good material has to be according to the topic in order to the new information students can get in an easy way.

A teacher said, there is not the best technique or method to teach English, the teachers have to know the technique they need to get students learn.

The term *dialogic teaching* is most directly associated with Alexander (2006), who states that spoken language should play a central role in teaching, since it provides an opportunity to influence students' thought processes through their involvement in classroom discourse. Questions in dialogic teaching are structured in such a manner so as to provoke thoughtful answers and these answers are supposed to provoke further new questions (Klara Sedova, 2016).

Teaching English in Spanish is not a good way to teach, because students are not using the target language, they will not speak if they do not listen English. Teachers have to say something easy to understand and students write down what they heard.

Students learn when teachers respond to their interests and learning styles. It means that teacher should teach in context. In order to they understand what they listen or the teacher is talking about, for example: love, weather, etc...

Teachers have to look for question to generate ideas for responding, ideas that help students to create the needing to learn to answer the question the teacher asks. An English author recommend teach phrases instead of a word because it is easier remembering a phrase because a phrases are related to more words that student can remember. Let see the following example.

Eat = comer

I eat a pizza.

Could be that students do not remember the word “eat” but if the teacher teaches the phrase “I eat pizza”, student know that the pizza is for eating. Students have learnt the words such as: **I, eat, a** and **pizza**.

3.5 Why are students unmotivated?

Mendler, A. (2015) tell us a psychological perspective, many who had a bad behavior or who give up are covering their concerns about being perceived as stupid. They are protecting themselves from the embarrassment of looking dumb in the eyes of their classmates, parents and selves. Some students find power and control in their refusal to work. They are often competent and capable, but need to be in control in so strong that they employ a self-defeating strategy to exert their independence. Depression among children as young as preschoolers is often overlooked as a cause of poor school motivation. When depression is adequately diagnosing, treatment through counseling and drug therapy can often be effective.

Discussions and debates should be a feature of the course. They should help towards “Clear Thinking”. The importance of “Listening” should be emphasized; a form of oral comprehension exercise may be devised for this purpose.

Oral work may act as a bridge leading to written work. (WILSON, 1953)

When students write what the teacher says, they are practicing listening and writing and using this way they are getting better their speaking because when you listen you speak and they are leaning in a natural way.

4. STRATEGIES FOR LEARNING AND TEACHING

4.1 Technology

“New technological systems and instruments are becoming more and more common and being used for the benefit of educational and instructional activities which is directly proportional with the development of educational technology” (Ince, 2013)

The technology is growing up every day, so the teachers have to use it when giving class, because on internet they can find many apps, games, worksheet to their students that build a new knowledge every moment. Today, it is difficult to find any CDs of audio, instead of it, we find DVDs that use audio and video.

According to some research, Juan del Valle Rojas (2014, page. 141) tell us that in the field of teaching and learning of English, we must know that there are four ideal conditions, to get a good learning environment. Here we have:

- The first has to do with the opportunities that are presented to students to interact and confirm the meanings of words with native speakers.
- The second suggests that students should be involved in the work of the exhibition and production of a diverse and creative language.
- The third condition aims to create opportunities for ideas and thoughts of intentional by the student.
- Finally, the fourth condition aims to create an atmosphere with adequate levels of anxiety and that the class is student-centered.

Many authors talk about teaching languages and they explain us, how children learn their native language. For example, a child's first word is "mom" or "dad", then could be "water", children ask for water and then they learn more phrases for speaking. When children go to school they learn grammar and writing. This example shows us the best way for learning a second language as a foreign language. Many students say that "grammar is bored, sometime difficult for learning and understanding, rules and more rules".

The current education has been based on the grammar of the language, however proponents of the method as the natural approach, indicate that in the early stages of learning a second language is better respond or fulfill vocabulary rather than grammar.

"Multilinguals' use of grammar learning strategies may be characterized as an integral part of grammar processing rather than as a separate technique" (Kemp, 2010)

If the teacher work so hard teaching grammar but the students do not have a wide vocabulary, students and teachers do not get their objectives, for this reason teacher should work in teaching vocabulary to their students.

For this reason, one of the main objectives is to facilitate learning through the active participation of learners, designing activities which they find attractive and which imply active participation. In this way, these activities are the basis of the building of their knowledge, and children are considered as subjects and protagonists of the educational process, and not as mere «objects» to be educated. (MARGARITA PINO JUSTE, 2010).

It is recommended always teach something easy, because when students find somethings difficult, they get unmotivated, teachers have to show that English is easy and necessary for them as a tool to be successful.

Table 1. The most common words use for beginner learners English language..

| Rank | Word | Rank | Word | Rank | Word | Rank | Word | Rank | Word |
|------|---------------------|------|----------------------|------|-------|------|--------|------|---------|
| 1 | the | 21 | This | 41 | So | 61 | people | 81 | back |
| 2 | be | 22 | But | 42 | Up | 62 | into | 82 | after |
| 3 | To | 23 | His | 43 | out | 63 | year | 83 | use |
| 4 | Of | 24 | By | 44 | If | 64 | your | 84 | two |
| 5 | And | 25 | From | 45 | about | 65 | good | 85 | how |
| 6 | A | 26 | they | 46 | who | 66 | some | 86 | our |
| 7 | In | 27 | we | 47 | get | 67 | could | 87 | work |
| 8 | That | 28 | Say | 48 | which | 68 | them | 88 | first |
| 9 | Have | 29 | Her | 49 | Go | 69 | see | 89 | well |
| 10 | I | 30 | she | 50 | me | 70 | other | 90 | way |
| 11 | It | 31 | Or | 51 | when | 71 | than | 91 | even |
| 12 | For | 32 | An | 52 | make | 72 | then | 92 | new |
| 13 | Not | 33 | Will | 53 | can | 73 | now | 93 | want |
| 14 | On | 34 | My | 54 | like | 74 | look | 94 | because |

| | | | | | | | | | |
|----|---------------------|----|-----------------------|----|------|----|-------|-----|-------|
| 15 | With | 35 | One | 55 | time | 75 | only | 95 | any |
| 16 | he | 36 | All | 56 | No | 76 | come | 96 | these |
| 17 | As | 37 | would | 57 | just | 77 | its | 97 | give |
| 18 | you | 38 | there | 58 | him | 78 | over | 98 | day |
| 19 | Do | 39 | their | 59 | know | 79 | think | 99 | most |
| 20 | At | 40 | what | 60 | take | 80 | also | 100 | us |

(wikipedia, s.f.)

4.2 Communicative approach

The communicative approach (Communicative Approach) is a theory that relates to the way in which teachers focus the teaching of English in the classroom, which is related to the fashion conscious in which students communicate in room, taking into account their own experiences. (Rojas, Teaching of English language: native and non-native English teachers. Language joins them while strategies separate them., 2014)

Teachers have to look for real situation for students, in order to students find situations that they live every day, it is learning in context because students use phrases they use every day. It is not boring because It motivated to students to learn.

Now, teachers know that students learn to speak in the second language by interacting to another students or teacher. Communicative language teaching is based on real-life situation that require communication.

“Newspaper articles are among the most suitable materials to convey daily spoken language as well as cultural patterns and phrases/idioms. In order to teach speaking effectively daily news can be read and debated orally in the classroom” (Akdemir, 2012)

Real information teachers can use to talk with their students in class or discuss with their classmates, it is important that students understand what the information means, after that students are able to give an opinion about any topic. Teachers can use the pictures from the newspaper and show to their student in order to they give a new opinion or idea.

4.3 Language games

Language games, as all games have some rules and conventions, In the classroom, they are not just fun, a break from routine activities but should help energize or activate the process of teaching and learning communication oral in terms of accuracy and fluency, thus achieving the development of competition communicative learners. (Sandoval, 2012)

Games are the best tool when talking about learn a new language because games motivate students to learn and sometimes they do not notice they are learning a new language. Some teachers do not use games and their students are unmotivated and have had bad grades, but what is the objective of a teachers.

Games can help people break down their learning barriers. For example, take the case of a person who is shy in a normal classroom situation and who is afraid or embarrassed to participate in class, but, in a game he/she can be creative and free to express his/her opinions without any problem. (Lacera).

When teachers use games students do not notice they learning but it is successful because it is not a boring way. Teachers should have a wide knowledge of games to apply in their classes because it means motivation for students

4.4 Music

Songs are considered as a good tool to learn a new language, using the student can learn grammar and phrases to speak just because most of the people like to sing. The students are having fun while they are learning using the target language.

CONCLUSIONS

Something is wrong when teaching, the teachers are not using the language that they are teaching and this is a big problem. Teachers have to teach in the target language, because the students notice that the teacher does not need English to teach.

The teachers are not giving them the opportunity to speak English, but the teacher could tell that they always give them that opportunity to speak English, now, when the teachers accept their students speak Spanish, the students always speak Spanish, they ask question to the English teacher in Spanish. The English teachers have to imagine themselves that do not understand Spanish and ask them ask questions using the target language.

Games for teaching is one of the best technique to learn a language just because games are motivating and the students do not notice that they are learning, they do not get bored, they are having fun and they get to love English classes.

Teach in context, what the students need to know. It should be something interesting according topics they like, it means to teach in context, words that they use every day. The teachers have to be motivated to motivate their student and get they learn; teachers have to show that English easy to learn.

The teachers have to be most focused on listening and speaking because teaching grammar and more grammar students get bored.

Songs are considered as a good tool to learn any language.

Bibliografía

(s.f.).

- Akdemir, A. S. (2012). *www.sciencedirect.com*. Obtenido de Broadsheet English: teaching speaking through newspaper articles:
<http://www.sciencedirect.com/science/article/pii/S1877042812019167>
- Deci, E. L. (1975). intrinsic motivation. Obtenido de <http://scholar.google.com.ec>
- González, R. (2016). *ERIC*. Obtenido de Innovative resources based on ICTs and authentic materials to improve EFL students' communicative needs:
<http://files.eric.ed.gov/fulltext/ED565811.pdf>
- Ince, M. (2013). *www.sciencedirect.com*. Obtenido de The Investigation of Instructors' Views on Using Technology in english language teaching:
<http://www.sciencedirect.com/science/article/pii/S1877042814035411>
- Kayi, H. (12 de december de 2012). *google academico*. Obtenido de Teaching Speaking: Activities to Promote Speaking in a Second Language:
http://www.rusnauka.com/9_NND_2012/Pedagogica/2_104902.doc.htm
- Kemp, C. (17 de Diciembre de 2010). *taylor & francis Group*. Obtenido de Strategic Processing in Grammar Learning: Do Multilinguals Use More Strategies:
<http://dx.di.org/10.2167/ijm099.0>
- Klara Sedova, M. S. (2016). Teacher professional development as a means of transforming student. *Teaching and Teacher Education*, 14-25. Obtenido de <http://www.sciencedirect.com/>
- Lacera, N. I. (s.f.). THE FUN APPROACH TO ENGLISH LEARNING. 9-11.
- MARGARITA PINO JUSTE, B. R. (2010). A Study on English Learning Dynamics in Preprimary. *PORTA LINGUARUM*, 29-43.
- Nancy Idaly camargo V., B. L. (s.f.). The fun approach to english learning. 9-11.
- Nunan, D. (1991). *Language teaching methodology*. New York.
- PADILLA, W. C. (2013). THE BEST WAY TO TEACH ENGLISH. En W. C. PADILLA, *THE BEST WAY TO TEACH ENGLISH* (págs. 1-4). Barraquilla.
- Rojas, J. d. (2014). Teaching of English language: native and non-native English teachers. Language joins them while strategies separate them. *Revista de estudios cotidianos - NESOP*, 141.
- Rojas, J. d. (2014). Teaching of English language: native and non-native English teachers. Language joins them while strategies separate them. *Revista de Estudios Cotidianos – NESOP*, 141.
- Sandoval, I. G. (2012). El juego lingüístico: una herramienta pedagógica. *Revista de Lingüística y Lenguas Aplicadas*, 97-102.

Solutions, E. (s.f.). *EduSol*. Obtenido de EduSol web site: <http://www.edusol.com/content/capacitacion-de-docentes>

wikipedia. (s.f.). Obtenido de Wikipedia, the free encyclopedia:
https://en.wikipedia.org/wiki/Most_common_words_in_English

WILSON, T. (1953). The teaching of english to technical students. 51.