

Which is the influence on students' intrinsic and extrinsic motivation of applying skill-integrating teaching techniques in English classes in primary school?

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Abstract

The goal of this research is to identify the integration of the four language skills in English lessons of fifth year primary school students by observing the way classes are given there, and to determine whether a skill- integrated lesson class can affect student's motivation towards the lesson.

In order to achieve this, observation of lessons will be conducted, gathering data and arranging them based on previously assigned categories aimed at describing teacher's performance, students' performance, lessons design and motivational focus in the classroom.

Also, surveys regarding English classes as a whole will be handed to students, who will be asked to answer anonymously in order not to change their answers. In order to establish a relationship between the two variables, an artisanal analysis will be made out of the data collected in both the observations and the surveys.

Keywords: skills-integration, motivation, primary school.

Resumen

El objetivo de esta investigación es identificar la integración de las cuatro habilidades lingüísticas en las clases de inglés de los alumnos de quinto año de la escuela primaria observando cómo se imparten las clases allí y determinar si un plan de clase integrando las cuatro habilidades puede afectar la motivación del alumno hacia la clase.

Para lograr esto, observación de las lecciones se llevará a cabo, reuniendo datos y organizándolos en base a categorías previamente asignadas destinadas a describir el desempeño del maestro, el rendimiento de los estudiantes, el diseño de las lecciones y el enfoque motivacional en el aula.

Además, un cuestionario acerca de las clases de inglés en general se entregará a los estudiantes, a quienes se les pedirá que respondan de forma anónima con el fin de no cambiar sus respuestas. Para establecer una relación entre las dos variables, se realizará un análisis artesanal a partir de los datos recopilados tanto en las observaciones como en las encuestas.

Palabras claves: habilidades lingüísticas, motivación, escuela primaria.

Introduction

English language has become over the years a vehicle for communication among people worldwide. All over the world English is used by both native and non-native English speakers in order to communicate with each other in an international context, be it an intercultural exchange setting or a business situation, having English language now a role of *lingua franca* and being part of the more general phenomenon of '*English as an international language*' (Seidlhofer, 2005).

Facing such context of internalization of the English language, English teaching has become more and more important worldwide, and governments have become aware of it. Efforts to establish English teaching as a government policy have been made ever since worldwide, but even this could not be enough; evidence suggests that governments around the world are introducing English as a compulsory subject at younger and younger ages, often without adequate funding, teacher education for elementary school teachers, or the development of curricula and materials for younger learner (Nunan, 2003).

The European Union in its educational programs and which the members stated have adopted has included foreign language teaching as a policy and an educational goal, since they have recognized the importance of learning a language apart from the native one. In its 1995's white paper it is stated as a general objective that, everyone, irrespective of his/her academic training should gain proficiency in two languages apart from their mother tongue so that they can communicate in those languages; Contact with another language is not only compatible with becoming proficient in one's mother tongue, it also makes it easier. It opens the mind, stimulates intellectual agility and, of course, expands people's cultural horizon (EU Commission, 1995).

In Colombia, Teaching of English as a second language has been gaining more and more importance in recent years due to recent government's policies of internalization working to locate it in the worldwide economical context. Recently, the ministry of education has launched the program "Colombia Bilingue 2014-2018" making it a priority to form students so they can higher their level up to B1 from 2% to 8% of students and from 7% to 35% of students in A2 level by the end of eleventh grade; However, there are some elements which constitute a barrier for reaching this goal; one of them is the short space English classes take in the class planning for primary school given the expectation proposed by the government. In fact, based on the Suggested Curriculum Structure for Transition To 5th Grade, students are expected to be given at least 2 hours per week during 36 hours a year, which accumulates 72 hours per year; the problem is that the minimum rate of hours invested for achieving the suggested level at each year is the double. (Ministerio de Educacion, 2016).

Justification

In face of such a challenge regarding English teaching, different strategies must be put in action in order to overcome the necessities of English teaching needs in Colombian education system.

According to Rebecca Oxford, PhD professor of the University of Maryland, a way of improving and triggering English language is by means of integrating the four language skills as a whole in the process of learning as it comes in a natural way just as in the native language.

Moreover, authors as (Dornyei, 1994) state that motivation, in all its possible variations, plays a key role in the process of a foreign language learning, having a role both teachers and students in the learning process, being both responsible of having success in such process. As there are different types of motivation, different ways of addressing them must be developed and studied.

Both approaches have proven to provide elements for achieving the goal of teaching English effectively in any governmental education program; even though worldwide efforts regarding the approaches mentioned back have been applied, our country has still a long way to travel in order to overcome the several challenges it faces for the future and to achieve the proposed goal.

Research regarding different methods of addressing language teaching in our country is still little, reason why it is worth to inquiry about the way English teaching is currently developed.

Also, by addressing the skill-integrated approach and the motivational approach mentioned back new perspectives about Colombian English teaching context can be obtained out of research and new perspectives about how to face the difficulties in English classes can be obtained as well.

This study will try to primarily measure the impact of such techniques on students and therefore help creating a different perspective about the country's teaching situation.

Chapter 1. Problem Statement

English teaching as a foreign language has gained a major focus in Colombian curricula through the years; Colombian ministry of education aims that by 2019, students who finish eleventh grade get an intermediate level of English proficiency, corresponding to B1 level according to the European framework of reference of language (EFRL). In order to achieve such goal, the ministry has stated that English instruction must start in primary school in first year, which constitutes a challenge for teachers and institutions; according to the common European framework of reference, there is a suggested number of hours to spend in order to reach certain level of domain of the language. (Ministerio de Educacion, 2016)

Unfortunately, in our context such thing does not happen at all. Primary students in Colombian public schools go between the first and fifth grade, and they are between 5 and 11 years old; they have as well between 2 and 4 hours of English class per week, which is not enough for achieving the national goals perspectives of bilingualism in Colombia. Moreover, in a country where English is not the dominant language, teachers and institutions must find different ways to address students' educational needs, teacher's training level and student's context.

Other problematics found by the British council in Latin America, was that the population believes that study a foreign language is very expensive and parents decide not to spend too much money in this part of children education. In Colombia a huge part of the community also think that English is something hard and no necessary for their life, or they accuse the government for the lack of inversion in this area. In this sense, there is a common perspective from society towards second language learning which makes it harder to reach the goal of being a bilingual country.

On the other hand, a 2015 study found that Colombian adults might feel motivated about learning a second language by factors such as employment prospects and traveling abroad possibilities (British Council, 2015).

In this sense, demotivation in School-Age children about English language learning is something to address if the goal of bilingualism is to be achieved. One way of solving this is by implementing a communicative approach in the classroom since it involves real life context which triggers students interest to the language and hence, boosts the acquisition of the language. Moreover, A communicative approach should then involve the integration of the four skills when acquiring the language since all of them are necessary and each one complement the other.

Sub Questions

- Do teachers facilitate a balanced development in the acquisition of English language in students?
- Do teachers integrate the four skills in the communicative competence in English classes in Colombian public schools?
- In which degree can a skill-integrating technique of teaching English motivate students in the classroom?

Research Question

Which is the influence on students' intrinsic and extrinsic motivation of applying skill-integrating teaching techniques in English classes in primary school?

Chapter 2. Objectives

The Purpose of the study is to witness and analyze the teaching practices of teachers in primary school, determine the level of motivation from the students towards the classroom and the change upon it applying a skill-integrating-teaching technique in English classes.

This study will give some insights about the current situation of English teaching in public schools for teachers and public in general to rethink the way English is being taught. Therefore, teacher's community is the first audience this study is made for regarding the coming challenges in the education arena.

In this project we will try to determine:

- What is the student's opinion regarding the English classes?
- Do teachers integrate the four skills in the communicative competence in English classes in Colombian public schools?
- Do teachers plan classes which motivate students to learn English?
- In which degree can a skill-integrating technique of teaching English motivate students in the classroom?
- Is there any change in student's perspective of the English class after applying a skill-integrating teaching technique?

General Objective

To Identify the influence on students' intrinsic and extrinsic motivation of applying skill-integrating- teaching techniques in English classes on primary school students

Specific Objectives

1. To determine students' intrinsic and extrinsic motivation in the current English classes applying interviews to students and class observations
2. to Apply a skill-integrated teaching technique in the English classes in primary school and observe whether is there any change in student's behavior
3. take an interview with every student about their perspective of the English class compared to that found at the beginning of the study

Chapter 3. Theoretical Framework

Research Review

Skill-Integrated Approach

Teaching is not something anyone can do, and those who can, do it in different ways regarding their experience and formation. Throughout history, several theorists have worked about teaching methods and techniques used by professors along time in order to comprehend a better way to help students learn; these techniques and methodologies apply to all fields of knowledge since teachers must deal with every topic given at school, but regarding diversity of teaching methods, one of the fields that has been more studied is language learning. Currently, the trending theory about language teaching is the communicative approach which deals with students as communicative actors and language as a social need. Experts consider that humans possess basic skills regarding language which are divided in productive skills, writing and speaking, and receptive skills, listening and reading. Taking into account these skills, students must develop all of them in order to acquire any given language, be it the mother tongue or a foreign one, being the former innately developed as our native language in childhood.

Regarding teaching theories of a second language, the communicative approach is the trend among teachers worldwide, and in order to address this approach, integration of the four language skills is crucial for the students' learning process. As said before, every teacher has their particular way of teaching, and regarding language teaching, techniques which deal with language in a communicative way appropriately must be taken into account.

Concerning this situation, (Vernier, Basbuzza, Del Giusti, & Del Moral, 2008) have conducted a research focused on proving whether to apply task-based and content-based instruction promotes meaningful engagement with language skills development in the classroom. The challenge as they state is to provide ideal conditions for language learning through thematically organized materials and information so it addresses the students learning style and the student feels motivated to learn the target language. The goal is to get students be communicatively competent in the second language.

In order for second language teaching to be successful, the environment of the classroom should be made as open as possible to meaningful cultural learning, since they treat culture as a fifth element along the four traditional language skills; (Damen, 1997: 12) contends that language learning implies and embraces culture learning as well, so culture of the target language provides a context in which integration the four skills is presented in an appealing way for students to understand the cultural view of the target language (Damen, 1997 as cited in (Vernier, Basbuzza, Del Giusti, & Del Moral, 2008)). Course planning and course design should then integrate the language skills within a context of meaningful cultural learning in a communicative framework.

Moreover, this research draws a line between two the traditional approaches of English language teaching; segregated-skill instruction (SSI), which deals with treating language itself as the focus of the instruction and emphasizing excessively on rules and paradigms letting apart the communicative use of language. In this approach, skills are developed separately by students, avoiding the fact that in communication we usually make use of all of them for being proficient enough. On the other hand, integrated-skill instruction (ISI), the one we will focus further in this document, is a trending approach for language teaching since it addresses the communicative purpose of language in the classroom by emphasizing what learners can do with the language,

rather than using the forms of language; by means of ISI, instructors can incorporate any or all of the language skills that are relevant into the classroom.

The study reflects on how teachers, in order to apply a skill-integrated approach, must select a proper method to implement such approach in their classes. There are Five models of integrated-skill approaches which are commonly used for this: Content-Based Language Instruction (CBI), Task- Based Instruction (TBI), Theme-Based Teaching, Experiential Learning and the Episode Hypothesis (Brown, 1994: 219 as cited in (Vernier, Basbuzza, Del Giusti, & Del Moral, 2008)). As said before, only Content-Based Instruction and Task- Based Instruction were taken into account in this paper. The paper also evokes the importance of integrating culture in EFL classes since it makes use of both the culture of the learner and the culture of the target language.

Finally, the whole article concludes how the four language skills can be best implemented in integration by using both the Content-Based and Task- Based Instruction on the classroom. It is important to note that, even though the study was done in Argentina and its context, the importance of the results taken form it can be applied in the Colombian Public Education situation. the way culture is portrayed in the research as a fifth skill provides an interesting way of teaching English by means of talking about culture of the target language, helping schools to address globalization to children, one of the most important focuses of Colombian ministry of education for the coming years. Nonetheless, culture, from different experts' standpoints is just taken as the context in which the language development is placed; this remarking importance of culture in language development. Moreover, Colombia is going through a process in which English teaching is getting more and more importance in schools, reason why it is vital to find new ways to teach English appropriately and effectively, and the skill-integrated approach can bring all the tools needed for doing so.

Colombian Education Setting

Colombian public school had had many changes troughs the XXI century, the evolution of the public education of the country had grown up at a rhythm never seen. Although, at the end the xx century the Colombian public education did not have enough expansion across the country even though low level of quality and efficacy was a trouble for Colombian Education. However, primary school education system was starting to be molded for the future.

In Colombia, with the implementation of 2004's "plan nacional de bilinguismo", and later on with "Colombia Bilingue 2014-2019", Colombian government made a serious attempt to promote English language teaching in all primary and secondary public education institutions in the country. Standardized curricula were delivered for every institution and every education bureau should then coordinate with institutions the guidelines for the implementation of the project. Nevertheless, the challenge now was how to reach he goal of bilingualism in our country.

According to (Mariño, 2014), The need to learn English in Colombia has transformed bilingual education into the first option for learning English. Furthermore, because bilingualism has many definitions, each bilingual institution has a different approach to educate bilingual students.

In (Mariño, 2014) it makes emphasis in the use of CLIL as way to teach English in public and private schools as a way to achieve bilingualism, nevertheless it states as well that there are other methods to achieve such goal. In Colombia.

The study concludes that, even though CLIL might contribute to the development of English teaching in Colombia to achieve bilingualism, both content and language should be integrated, and, aspects such as culture and communication must be taken into account as well.

The plan of the national development 2014-2018 “Todos Por Un Nuevo Pais” has the objective to build a country of peace, equality and education. The construction of these objectives are important for the improvement of the primary education; In this sense, apart from CLIL, the four language-skill integration approach is that of a new one in the country, an approach that could as well contribute to the development of English teaching setting in the country and help reaching the goal of becoming a bilingual country as stated by the government.

Motivation in The Classroom

Learning is a process that, among many things, requires effort and attention from the learner. Any learning process involves some effort and dedication from both the teacher and the student, unless the process is self-didactic, case in which all the responsibility relies on one person. At school, the greater responsibility relies on the teachers who must reach students by means of the teaching style and an appealing content design; In the case of primary school, their responsibility is bigger since they must catch children attention and motivate them to participate in class and learn. In order to motivate students, teachers have to their disposition a wide range of tools to use in the classroom, and it is up to the teacher to find the most appropriate one to use regarding the chosen topic. In (Aguirre, Bustinza, & Garvich, 2016), the researchers use songs as a tool for triggering motivation on primary school students in English classes.

The study was made with students between 7 and 9 years old, and it was both quantitative and qualitative; observation was the main source of information for the researchers but children were given also questionnaires after every class. For the qualitative part, researchers took into account three dimensions of students' behavior such as participation, interest, and attention; on the other hand, for the quantitative part questionnaires were handed after classes with and without use of songs, and children were monitored while responding the given question about each class.

Given the age of students and their personalities, qualitative results were not concrete for favoring songs as a key element in class motivation; however, due to the observation from the researchers, they assert that songs did play a motivating factor for children as they noticed that students were more willing to participate when the teacher used a song. Nevertheless, they concluded that Students showed a greater willingness to study English as a second language in classes with songs while in classes with no music, students did not pay much attention, they did not seem to be interested in the class topic and got distracted very easily.

The results of this study demonstrate that students can have a positive aptitude to learn English as a second language if teachers use appropriate songs in their classes. The reason for this is that songs create a favorable environment in the classroom and encourage students to be more committed to class activities. However, songs are not the only possible tool to use for boosting motivation on students.

The communicative approach allows teachers to use several different tools and techniques for having students motivated in their classes. The study demonstrates the importance of motivation in children when learning English in the classroom, and the importance to apply such focus in

Colombian primary school context, where lack of teaching hours and sometimes lack of training from teachers creates great barriers for children's learning process.

Literature Review

Colombian English Teaching Scenario

Education in Colombia has faced several changes through time, and in our time the most shocking change started with 1991s constitution when education was separated from catholic church which had controlled the education system since the times of the independency. In Colombia, the teaching of English as a foreign language was included in 1991 in the National Constitution as a right and an obligation. Later on, in 1994 the General Education Law was executed as stated, a necessity for the acquisition of communicative elements in at least two foreign language (colombia, congreso de la republica de, 1991) and the first attempted to structure it was in 1998 with the “Lineamientos Curriculares de Idiomas Extranjeros” (Gomez Zapata, 2007).

In 2004 Colombian Government in alliance with the British council created “El Plan Nacional de Bilinguismo” , this plan was implemented in schools and universities of the whole country and was adopt for 10 years , when the government modify this plan and create a new program named “Colombia very well” this program was not well receive by the educators that were against this new program and after just five months of implementation in the territory, the ministry of education decides to change in a new program called “Colombia Bilingue 2014-2019” (Bonilla Carvajal & Tejada Sanchez, 2016)

Since then, the country’s administrations have given English language a special focus by promoting English as a foreign language teaching in public schools; the justification for this

effort lies on the country's economic development situation in face of worldwide cultural exchange in which Colombia is taking part of

In order to give teachers and institutions tools for achieving the goals proposed in the national development plan for 2014-2018 "Todos por un nuevo país". A core issue of the program is the goal of get students reach a level of English proficiency that allows them to communicate, interact and share knowledge as well as empower their human and professional capacities (Ministerio de Educacion, 2016).

Given so, the national ministry of education (MEN) expects that by 2019, students who finish high school must have reached an intermediate English proficiency level, corresponding to B1 level according to the Common European Framework of Reference for Languages, CEFR. (Ministerio de Educacion, 2016).

such efforts in supporting English teaching in the country has its basis in several factors. one of the most important elements is economy; English is now considered an international language of reference for many subjects, including worldwide businesses. English proficiency has become a necessity for both independent traders as well as big companies in order to succeed in the global economic scenario; economic powers such as the united states and china negotiate in English and their companies look for employees who have domain of this language. The economic future of a country will be marked by how proficient a country is regarding English language compared to its neighbors, as (Graddol, 2005) noted:

It might even be that the universal teaching of English to primary students makes it easier for those children to break into other languages later...then we are a major step closer to

creating a world in which English is expected of every global citizen and those without English will form a new social class, socially and economically excluded.

Nevertheless, the country is far from achieving such goals, at least in primary school, as teachers are unprepared for English classes and the amount of English classes does not fulfill the requirements for achieving each level of proficiency. A 2015 study made by Education First (EF), an international company specialized in English teaching, concluded that despite efforts from the government to improve English level in official institutions, Colombia still had a deficient level regarding English language proficiency and ranked the country in the 57th place from 70 countries evaluated (Revista Semana, 2015)

The current administration through the national ministry of education (MEN) has launched the “Programa Nacional de Bilinguismo (2015-2025)”. The “PNB” is a project implemented by the ministry of national education for the development of the educative policies in basic, middle and high levels as an strategy for the competition of the Colombian citizens, considering as a main factor the proper use of a second language has importance for the creation of commercial link in a global world besides, the exchange of cultural, economic, academic and technological aspects, as well as the development of communicative issues for the surge of new opportunities for the citizens (Fandiño Parra, Bermudez Jimenez, & Lugo Vásquez, 2012)

There are still years to come while the national program of bilingualism is implemented throughout the country and the results are available to check its efficacy, but for now is up to educators and institutions to change the way things have been done in order to achieve the goals they have proposed. There is the need for a change in the way English classes are being imparted in classrooms; There might be several factors concerning English teaching in the country for us

to analyze, but concerning this paper, one aspect will be focused, the integration of the four skills in EFL teaching.

Motivational Factor

There are many ways in which motivation can be defined but there is little consensus for a concrete term.

The expectancy approach (Nadler & Lawler, 1983) tries to define motivation as the mere relationship between performance and expectancy of reward. The more valuable the reward may be for the individual, the more the individual will perform in any task.

In addition, in the Dynamic Achievement Motivation Theory (Atkinson And Birch, 1970) postulate an interaction of personality (i.e., motive to achieve success and motive to avoid failure) and dynamic motivational forces that affects task difficulty choices in an ongoing stream of behavior. (Atkinson And Birch, 1970 as cited in (Allen Slade & Rush, 1991)). In this theory, the individual is caught between two inner tendencies, in one side the motivation or necessity of success of a goal (action tendency) and in the other side the motivation of the necessity to avoid failure or being ridiculed (negation tendency). (Allen Slade & Rush, 1991).

Moreover, as stated by Reeve (1994), motivation serves as a force which impulses people forward, a force that can be internal (intrinsic) and external (extrinsic). (Reeve, 1994 as cited in (Soriano, 2001)). Intrinsic motivation is the one that brings, puts, eject, and activates the people when we want to achieve a goal, it does not depend of any external factor. On the other hand, Extrinsic motivation deals with the place of provenience, external, is provoked out of the person,

by the environment and people, it is defined by external factor; for the accomplishment of many environmental conditions or if there is someone with the disposition and well capable to create this motivation. (Soriano, 2001)

In the socio-educational model, motivation to learn the second language is viewed as requiring three elements. First, the motivated individual expends effort to learn the language, (effort). Second, the motivated individual Wants to achieve the goal (desire). And third, the motivated individual will enjoy the task of learning the language (positive affect). (Gardner, 2001)

Motivation mainly it deals with three things, to have an objective, achieve a goal and keep the effort to achieve the goal. For example, if someone decide to learn a new language not only for the desire but LEARNING “have an objective”, sign in a language course “decide to achieve the goal” keep working and learn “keep the goal”. Motivation is a complex process that implies many and it is hard to express it by only one definition.

On the basis of a new model of motivation, concerning (Skinner & Belmont, 1993), there are three different dimensions (involvement, structure, and autonomy support). Correlational and path analyses revealed that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure predicted children's motivation across the school year. Reciprocal effects of student motivation on teacher behavior were also found. Students who showed higher initial behavioral engagement received

In second language learning, the motivation plays a very important role because on the influence that this have in the learning process. One of the most important reason for the desertion of students of language classes is the few motivations they have in classes. One of the reason is of this poor motivation caused by the non-equivalence of skills the students is not strong. Although,

the role of the teacher creates demotivation in the student because he does not give a clear goal or just a reward which in this case is learning to create interest in the students in class.

The motivation uses in the linguistic process to achieve a second language must be intrinsic and extrinsic during the language learning process. It is considered to be intrinsic when the student feels motivated to achieve the goal and he visualize this goal in the future, creating also confidence, the student decides to get more information by himself create a and process in which the student achieve the goal. processes to achieve it. On the other hand, it is extrinsic by role of the teacher who is the external factor of the motivation and he should have characteristics as be always well prepare, have good knowledge, have communication with the student and the different methodologies he has, it means that both kinds of motivation should work together.

Language Skill-Integrating Approach

When dealing with second language teaching, teachers must take into account that every student might have different language abilities so the level will not be the same in the classroom; but what can be said about people's language abilities? Skill is defined as the ability to do something well (Oxford Dictionaries, 2017). applied to language, it is stated as the ability to use the language correctly.

There are four basic communication skills present in any language, necessary for effective communication in any environment. In order to fully master the language, individuals must be competent in these four skills. In recent years, language skills development has become the focus

of several studies regarding second language teaching. Independently of the different approaches of current language teaching methodologies, most of them turn around the use and development of language skills.

The four skills are the pinnacles of language which will take you to greater heights... They are separate yet bound together with an inseparable bond. (Sadiku, 2015). The language skills are usually divided according to the type of the communicative process into receptive (listening and reading) and productive (speaking and writing) (Klimov, 2015).

Different language teaching approaches have taken into account the four primary language skills as a goal or as a means for achieving language proficiency.

An example of one of these is that of Rebecca Oxford's (Oxford, *Integrated Skills in the ESL/EFL Classroom*, 2001) in which English as a second language teaching (ESLT) is pictured as that of a tapestry... woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages. In addition to the four strands mentioned above, other important strands exist in the tapestry. one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing. These four skills also include associated skills, such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction.

Another example of language teaching has to do with Communicative competences; these have been classified several times for different authors, but as it is structured in Uso-Juan & Martinez-Flor, 2006 (as cited in (Klimov, 2015)) They are usually divided into five basic competences: linguistic competence, pragmatic competence, intercultural competence, strategic competence,

and discourse competence; being the last one the center of all of them and with the help of four basic language skills carry out the rest. In this model, the language skills are then a means used in ELT in the activities and exercises aimed at the acquisition of language means (vocabulary, grammar, pronunciations, orthography), or in activities and exercises which are primarily aimed at the development of a language skill or skills (Klimov, 2015).

As for the development of the four language skills regarding English language teaching, there are two different perspectives of using language skills in instruction: segregated-skill instruction and integrated-skill instruction. According to Mohan's 1986 work (as cited in Oxford, 2001), in the segregated-skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning. In past decades, EFL classes gave prominence to one or two of the four traditional skills discretely, sometimes precluding the other three; each skill did not support or interact with each other (Vernier, Basbuzza, Del Giusti, & Del Moral, 2008).

Such idea goes contrary to what everybody goes through in the native language acquisition process in which the four skills are developed in a balanced way; Listening and speaking are two skills which are highly interrelated and work simultaneously in real life situations; and reading and writing form a strong relationship with each other as skills as they are tools for achieving an effective written communication (Sadiku, 2015).

In contrast, the skill-integrated approach encompasses everything needed for a successful language teaching. As its name says, the aim is to integrate the four language skills in the instruction. Relating to this approach, Sebestova, Najvar, & Janiks, 2011 (as cited in (Klimov, 2015)) claim that in teaching it seems desirable for the teacher to use with their pupils such

activities and exercises in which pupils can use more language skills at the same time. In fact, Sadiku states that when a teacher makes use of activities specially designed to incorporate several language skills simultaneously, they provide students with situations that allow for well-rounded development and progress in all areas of language learning.

The skill-integrated approach goes by the hand with the communicative approach of language teaching which is trend nowadays in the teaching filed. The current English language teaching (ELT) is based on the communicative principle whose aim is not only the acquisition of language knowledge but mainly the acquisition of the ability to make oneself understood in everyday situation (Klimov, 2015).

Experts have realized that by emphasizing what learners can do with the language, EFL instructors can incorporate any or all of the language skills into the classroom (Vernier, Basbuzza, Del Giusti, & Del Moral, 2008). Given so, the integration of the four language skills for achieving this goal is important as by means of the four language skills, students can get to master the language in a communicative way by developing them in a real context in which of all of them are bound and work together.

Deficiencies in The Evidence.

Colombian English teaching setting is as rich as it could be regarding the diversity of culture, traditions and regions. With “Colombia bilingue” program, new opportunities have been created for the future, nevertheless little research has been conducted on the matter; the language-skill integration approach is one of the current approaches worldwide, still there are not many studies about its development in the country. Also, even though motivation in the classroom has been addressed before, the language-skill integration approach is a brand-new perspective in motivation to test and check in our context. That being said, concerning teaching techniques among teachers’ community, skill-integrated approach is still to be applied and reviewed all across the country in the coming years as little research has been conducted so far.

Chapter 4. Methodology

Motivation is an intrinsic factor in human behavior and achievement in everything we try to do. Studies have shown how motivation plays a key role in human activity, be it because of a necessity, a desire or a basic instinct, the more motivated a person is towards a goal, the more possible is for the person to achieve something. Several studies have been conducted (Aguirre, Bustinza, & Garvich, 2016), (Skinner & Belmont, 1993) in order to determine how to boost motivation in people, especially in children; The former is a case apart, since children find motivation in different ways from teens or grown adults, different strategies are required when working with children. For English as a foreign language teaching, social research must be conducted when dealing with human factors, like motivation, since it is susceptible to changes due to every individual's personality and attitude. If forced to choose the best way to research about the degree of motivation in children towards EFL classes and ways to improve it.

Type of Research

As said before, today's situation challenges EFL teachers to find ways to motivate students towards the class; such ask can only be achievable by design methods and then applying them, since only field work can give a clear view of how such techniques might work overall. regarding this, field research must be conducted with real people and which, consequently, will lead to apply any action on them to trigger a change or reaction that can be observable and then studied. for these reasons, action research suits the necessity of the research.

Action research is defined as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000). Action

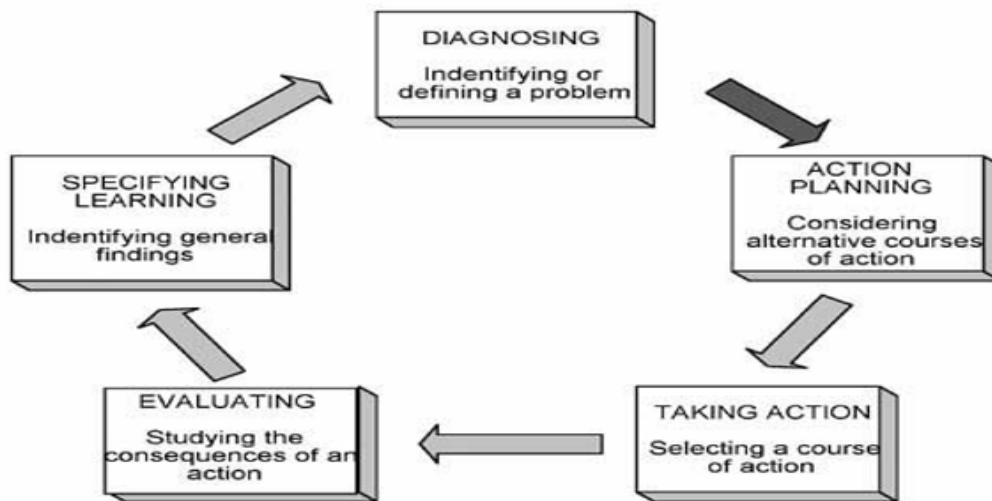
research is used then principally in the education field, where teachers find a problem and want to apply possible solutions for it. In fact, action research does not work as a problem-solving tool but as a quest for knowledge about how to improve a situation and help improve people skills, techniques, and strategies (Ferrance, 2000).

Research Design

Given the research situation in which students lack of motivation towards English classes in primary school, action research has been chosen as the methodology to apply in it; given that Action Research implies the application of an action aimed to provoke a change in the setting of study, and therefore contribute to the researchers' overall knowledge as well as the educational field itself. Moreover, an even more narrowed approach to action research is that of Individual Teacher Research, since the problem is that of students' motivation inside the classroom towards English classes, that constitutes a single issue in the classroom for testing and improving.

Research Approach

Different models of action research have been proposed throughout time, but for this case, Gerald Susman's Action Research Cycle model of five steps has been chosen to conduct the action research; this research is mostly aimed in giving answer to the next question: which is the influence on students' intrinsic and extrinsic motivation of applying skill-integrating teaching techniques in English classes in primary school?



Detailed Action Research Model

(adapted from Susman 1983)

Data Collection

In any kind of research, given the nature of the study itself and the type of information it will treat, different techniques can suit the need of gathering data by using different instruments and materials; Because (data collection) techniques are tied neither to paradigms nor to methods, combinations at the technique level permit innovative uses of a range of techniques for a variety of purposes. (Sandelowski, 2000). This study will deal with local participants who are to be observed and interviewed throughout its application, reason why observations formats and questionnaires will be used as tools for gathering data and analyze it as a whole.

In order to have a richer analysis of the case study, a mixed-method approach has been selected based on the differences and advantages of both quantitative and qualitative methods. As

(Patton, 1990) stated, while quantitative data techniques are designed under this criterion involve probability sampling to permit statistical inferences to be made, qualitative data techniques typically involve purposeful sampling to enhance understanding of the information-rich case, that is to say, to gather richer and more complete information from a specific case study (Patton, 1990 as cited in (Sandelowski, 2000)).

Setting

In order to apply this project to the real context and observe students attitude throughout the application of the research, a local primary school has been chosen for such goal; the Eudoro Granada School is located in the Granada neighborhood in Armenia, Quindío. This is a public school in which most students belong to the surrounding neighborhoods such as “Las Palmas”, “Las 60 casas”, “el Granada”, “Los Alamos” and “La Arboleda” respectively. it is considered that such neighborhoods belong to a middle-low socioeconomic status range from 1 to 3.

as for the participants, a group of 32 students from fifth grade was chosen as subjects of the project, having 14 females and 18 males.

Instruments

given the mixed nature of the data intended to collect, two different instruments have been designed for this purpose. each one of them will be used in a different stage of the project and the both of them will eventually give different kind of data, quantitative and qualitative. in the qualitative part, attitude and behavior of students are to be observed, and for the quantitative part, opinions of students are to be registered by means of interviews before and after the project had been applied.

Observation Protocol

Sometimes data must be obtained from a target population, but without altering the setting of the research; in this case direct communication cannot be used for the sake of unbiased data collection. For such purposes, a way for gathering information from the subjects of a study without them noticing is by means of observation. In order to keep a structured and specific way of gathering information from an observation a previously designed rubric is used throughout the observation phase. A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. The rubrics designed for this research is useful to know the motivation given by different roles that are present in the English class (view Appendix 1). In this case three different categories are used to identify different factors, “the role of the teacher, the role of the students and the lesson design” which constitute a central part for the research; such categories are intended to determine the different factors that are involved in constructing motivation for learning a second language and in which degree the integration of the four languages skills play a role in students.

Interview Protocol

In order to know about the opinion of the subject of a study, the most used way to do is by means of direct interviews. interviews are a method of gathering information from individuals; These have a variety of purposes and can be conducted in many ways. the purpose of this survey is to different attitudes of students towards the English class and therefore being able to identify any change in students' attitude after the action plan has been applied. For this purpose, an interview format has been designed (view appendix 2). previous to the actual implementation of the instrument, parents will be asked to sign an act of agreement to conduct the research, making clear that anonymity of the information and students will be respected as it will only serve academic purposes only.

the interview format will have some questions about English classes in general and five possible answers will be provided for each question, being those “totalmente de desacuerdo”, “en desacuerdo”, “posición neutral”, “de acuerdo”, and “totalmente de acuerdo”.

Microteaching Design Protocol

Having chosen an Action Research approach, an intervention has to be conducted; this kind of approach gives the researcher the opportunity to test a theory, in this case, if motivation can be boost by applying an instrument in a classroom. After gathering data from the first observation moment, it is time to design a microteaching aimed to involve the four language skills in the class. It is a core issue that it involves the four language skills in a way that suits students' needs

regarding their age and grade. This is an important moment of the study since it the second observation moment occurs during its application and the interviewing moment will come right after it finishes.

Data Analysis Protocol

For the purpose of this study, a qualitative method of analysis was chosen based n the nature of the data and the case study. An artisanal model of data analysis was used for treating the data as no computing system of analysis was considered to be in accordance with the purpose of the project. Before starting gathering data from the subjects of the research, some categories and sub-categories were predisposed and stated in the observation format (see appendix 1) in order to facilitate the researchers´ work when gathering data during the class. There were two moments in which data as collected by means of the observation, researcher took notes of everything he witnessed and assigned each piece of information to any category given in the format as he considered it. Then, researchers analyze and narrow down even more data into in order to observe any change among the two moments in terms of the categories. After data is organized and explained, a comparison of the information gathered from the two observations was made in order to identify any subtle change.

Moreover, a survey was conducted with students in order to identify their opinions regarding English classes (see appendix 2). This data was used in order to make a correlation between the class observation data and students opinions. Both elements (observations and survey) allow researches to know about students intrinsic and extrinsic motivation in the classroom.

Procedure

In order to apply such methodology, researchers must use a series of steps in order to analyze the problem, find its cause, create a possible solution, apply it and test the results. These basic steps are the core of this kind of research since it becomes a cycle that repeats itself based on feedback and reflection on results.

Firstly, identifying or defining the problem in the context of study is crucial to give direction to the research. In order to do so, teachers must see by first-hand what the problem is and the factors concerning such situation; they may use different types of instruments for gathering information taking into account the type of data they want to work with. As motivation deals with intrinsic and extrinsic factors, data must be mixed having both qualitative and quantitative values. Observation works best as a tool for defining the setting and identifying factors of everyday reality as well as unique situations that happen once in a while. Also, interviews with students allow researchers to measure different aspects of students' perspectives towards the classroom in a general way.

Secondly, it is the turn for action planning based on the findings of the previous step. Once the previous step is completed, researchers must then analyze the data, organize it and act upon it; this means to state the possible solutions for applying the context and finally choose the most appropriate for applying. This step requires serious reflection on the information acquired in order to design a correct and pertinent action. In the case of studying the effects of applying a certain microteaching for boosting motivation, the design of the microteaching will be directly affected for the data gathered from observation and other sources.

Next, it is time for taking action and apply what we have designed in the context of study. The result of the application of the action will be later analyzed in detail and it will represent the value of the research itself. Another important event occurs during the application of the action, and it is to observe the effect of it in the classroom as it happens; the data gathered at this point represents the first act of reflection upon the action designed previously, and it will help understand whether the action and analysis was well constructed or not.

Consequently, evaluating the results of the application of the microteaching will close the process and will give us a perspective of the effectiveness of the action in the classroom. Such evaluation will require, like in the beginning of the research, gathering both quantitative and qualitative data by means of observation and interviewing students about the classroom and the microteaching itself.

Finally, the last step of the process is to identify the findings of the research, was it worth it? Were the results as expected? What can we learn from it? Those questions will be answered by analyzing the data collected throughout this process and will give us information for further action, be it in the setting or any other alike. At the end, the research will help understanding how a skill-integrating microteaching designed based on students' interest can help boosting motivation towards the EFL class.

Chapter 5. Implementation

Data collection

Class Observation, first moment

To begin with the first moment of the research, the first observation class, the previously designed chart (see appendix 1) was used during the observation. The chart is designed to classify the data collected by observations into 4 different categories. It is up to the researcher to determine the information that belongs to each category and write down every aspect of the class corresponding to a category. Also, each category has sub-categories within it in order to narrow down even more the data collected.

The categories are:

- Teachers performance
- Students performance
- Lessons design
- Motivational focus

Next, information is collected and classified per each category. The researcher in charge of observing took several notes within the format as well as other notes as needed.

Teachers performance:

Class management:

Students are arranged in five lines in the classroom which allows teacher to monitor most students; Teacher continuously speaks to students in English and tries to pay attention to most of their questions and demands. When students chatting and being noisy teacher uses the command “hocus pocus” to get their attention, then they answer to his command by saying “everybody focus!” which seems to serve to the purpose of getting back their attention, Head teacher helps him to manage misbehavior as she sits back in the classroom and monitors students

Teaching enthusiasm:

Teacher performs with enthusiasm throughout the class, smiles and speaks aloud when addressing students.

Knowledge about the topic:

Lesson’s topic was the numbers, teacher knows and pronounces all of the numbers correctly.

Use of foreign language

Teacher uses code switching, gives commands in English first and repeats them in L1 after it. Also, teacher uses L1 to ask “que numero es este”, next, he uses L2 to say aloud the number in English with the students

Use of materials

Teacher makes great use of the board teacher uses a worksheet to work with students, at the end of the lesson teacher also uses flashcards with the numbers and their spelling on them.

Proposal of activities

First, teacher tells students the class' topic is the numbers; he asks students to count aloud the numbers they know. Secondly, teacher start displaying flashcards with numbers on them so students start saying aloud the numbers they see; first he displays flashcards in order, then he randomly displays them. Thirdly, teacher start writing on the board numbers, ask students “¿que numero es este?” (students must answer in English) and then he writes down their spelling, Teacher ask students to write down on their notebooks the numbers he writes down on the board. Finally, he delivers a worksheet to students and ask them to do it. He writes down some numbers from the worksheet on the board, He uses the game “hot potato” with students in order to have students go to the board and write down the answers from the worksheet;

Correction and reinforcement

Teacher monitors students work. He uses words such as “great”, “perfect”, “excellent”, “well done” when they do well and get it right. When some student misspells pronunciation, he says “repeat after me” and repeats the correct pronunciation until they get it. He never uses negative words. He spends a minute repeating “one thousand”, Teacher mostly focus on three lines, the ones closer to the window and entrance. The fourth line receives a little attention, and the fifth line does not receive much attention at all. When he has students go to the board, several students get up and go ask the teacher to let them write down on the board, the others keep on their sits to chat or do other things. At this moment Teacher cannot pay attention to every students at the time.

Student's performance:

Participation in the class

Students feel excited about participating in the class. When teacher ask about a pronunciation, the majority of students say aloud the number at unison. Some students volunteer to go to the board and write down the spelling of the numbers. Students from the first three lines often volunteer to give the right answer or o to the board. Students of the fifth line seem uninterested about participating in the class.

Attention to the lesson

Students are arranged in five lines, but the line which is farther from the teacher against the wall are the less responsive towards the lesson. in the fifth line keep chatting, doing other things throughout the lesson and only respond when the head teacher pass by them.

Use of foreign language

Most students use L2 when saying the numbers aloud. They chat with each other in L1, some few students ask some things to the teacher in L1, most of it is asking for the way some words are said in English. Some few students speak to the teacher in L2 to demand things like “can I go to the bathroom please”.

Participation in the activities

Four out of five lines participate actively in the lesson, the line located against the wall does not participate actively in the oral activity, they only do the worksheet that is delivered to them.

Lesson's Design:

Integration of multiple skills

The lesson allows students to participate orally as well as listen to instruction in English; teacher speaks on English most of the class and students are able to repeat with him, Teacher displays spelling of the numbers on the board, and students write them down on their notebooks.

Listening comprehension only comes from teacher's performance.

Dominant skill throughout the lesson

Speaking and listening are the dominant skills throughout the lesson. Not all students participate orally in the lesson though.

Clarity and appeal of the lesson

Students seems to know the dynamic of the lesson, they repeat the numbers in English after the teacher, the know the game "hot potato", Some students participate actively in the classroom, some students chat with each other and I can her them say "yo me se todos los numeros" "me gusta mucho el ingles" when they work in the worksheet, some of them really enjoy the game "hot potato", some others try to avoid being selected by the game, those who want to be selected are the ones who want to volunteer, the ones who do not are the less attentive to the lesson.

Motivational focus

Rewarding or incentives used in the class

At the beginning of the class teacher explains my presence in the classroom, he says I am going to observe the class. They ask if it is going to be graded and teacher replies “yes, please behave while he is here”. teacher does not use any physical way of rewarding at the moment and keeps using words such as “good”, “excellent”, “correct” for praising students.

Self-work and co-work proposal in the class

Some students regulate others regarding noise and misbehavior during the class, some others go to the board and ask teacher to correct them. When students are given the worksheet, they work on it independently and concentrated on doing it.

Context and appealing of content

During the lesson it seemed that the topic had already been taught to students as most of them replied and answered correctly; the last line of students does not participate as actively as the other students, reason why it was not possible to know if they knew the topic well or not.

Data Analysis

After the first observation, and information was collected and categorized based on the observation chart, some conclusions were obtained out of the data. It was considered useful to make the analysis of the findings per each category as information was molded this way

Teachers performance

Teacher used class management techniques in order to catch student's attention and avoid having them distracted, he performed with enthusiasm during the lesson, praised students actively and invited students to participate in the class by showing a positive attitude towards it. Moreover, he used code switching during the lesson and relied mostly in visual and written material such as worksheets and flashcards; teacher disposed of varied activities during the lesson and the management of time is fair enough. Nevertheless, the use of audio materials was non-existent, listening comprehension came only from teachers speaking input and oral production only comes as repetition drills; teacher tried to give some input in L2 but oral production from students was little, the four languages skills were not used in integration during the class.

Teacher monitoring on students covered only 4 out of 5 lines in which the students are arranged in; the fifth line was positioned against the teacher's position during the class, in the farther position. At the end of the lesson students lost attention towards the lesson as the teacher focuses on some few students. Even though teacher's performance invited confidence and joy towards the lesson, monitoring and assessment throughout the lesson was not enough, not all students

could be assessed which led to a loose of attention to the lesson. Teachers role of an external agent of motivation was not enough for some students.

Students performance

At the beginning of the lesson students were excited about participating on the class, some students volunteered to participate and go to the board, Students in the farther line lost interest really quick and started doing other things. As teacher did not assessed students in this line, they did not participate in oral drills, only in the worksheet teacher delivered.

Lessons design

The lesson did not integrate the four language skills at all as it was mostly based on repetition drills and listening to the teacher; reading and writing occupies little time during the lesson, the use of the game “hot potato” allowed some students to participate going to the board; some others tried to avoid going to the board as they do not seem attentive to the lesson. The game “hot potato” did not allow all of the students to participate, and there was no other activity which was aimed at it.

Motivational focus

Teacher explained my presence to the students and asks them to behave as it will be graded, some students regulated others and ask them to pay attention or to stop misbehaving during the lesson. Teacher used praising words all along the lesson, but he did not use any other way of rewarding towards students who participated. There is no motivational focus as he did not give any kind of grade or verification mark to student at the moment.

Class Observation, Second Moment

At this part, observation was made on the lesson previously designed, the teachers and students performance, preserving the previous categories stated. In this sense, data was classified the same way. Nevertheless, researchers directly observed and pointed out differences and changes among the two moments regarding the categories previously given.

Teachers Performance

Teacher again used class management techniques which serve their purpose, as well as preserving a cheerful attitude in the classroom and praising students when they do it well. Also, teacher tries to monitor every student, but still those students in the corner and the line opposite to his position remain less assessed than the others. Teacher makes great use of visual and audio aids in the lesson; his performance in the song impressed students and made them more focused on him. The rest of his performance preserved its elements of the last class.

Students Performance

Students were more responsive towards the lesson, they tried to sing with the teacher, participated when guessing the emojis and worked as proposed by the teacher. However, students who were at the back corner and in the fifth line remained less assessed; these students showed little participation and attention than those in the other lines. Nevertheless, there was some improvement in terms of participation in the students at front in the fifth line. Students in the front of the fifth line participated more than before and acted more responsive towards the lesson. Students seemed to be arranged in the same seats and distribution, no change of position seemed to have been made, which means that students were in the same spot that in the last class.

Lessons Design

Teacher tried to integrate the four-language skills in the lesson, by means of songs, pronunciation drills, reading spelling of some concepts and a dictation. The four skills were worked in the class but the last activity had no relation with the topic but it was a review or a continuation of the last topic. Material wee appealing to the students and catch their attention.

Motivational Focus

Teacher did not use any kind of reward for their work, also he did not explain the presence of the observer in the classroom. An important point that was noticed this time was that, even though there were more students willing to be volunteers to go to the front and to the board, teacher was not able to give every one of them the chance to participate. Some of these students, specially two from fifth line, were heard complaining about not being heard or attended by the teacher. Students on the fifth line and at the corner back remained less assessed than the others.

Interviews

As a second instrument of data collection, an interview format was designed in order to pose a series of statements to students and having them choose one out of five options provided according to their belief (see appendix 2). 29 out of 32 students participated in this step as three of them were missing that day at school. The surveys were delivered after the second class was over, teacher left the classroom and the observer explained in L1 the questions and how to answer it. Also, the observer made emphasis that students should answered based on their experience with the teacher and his classes. The results of these surveys according to each question were as following:

Graphic 1: survey data table

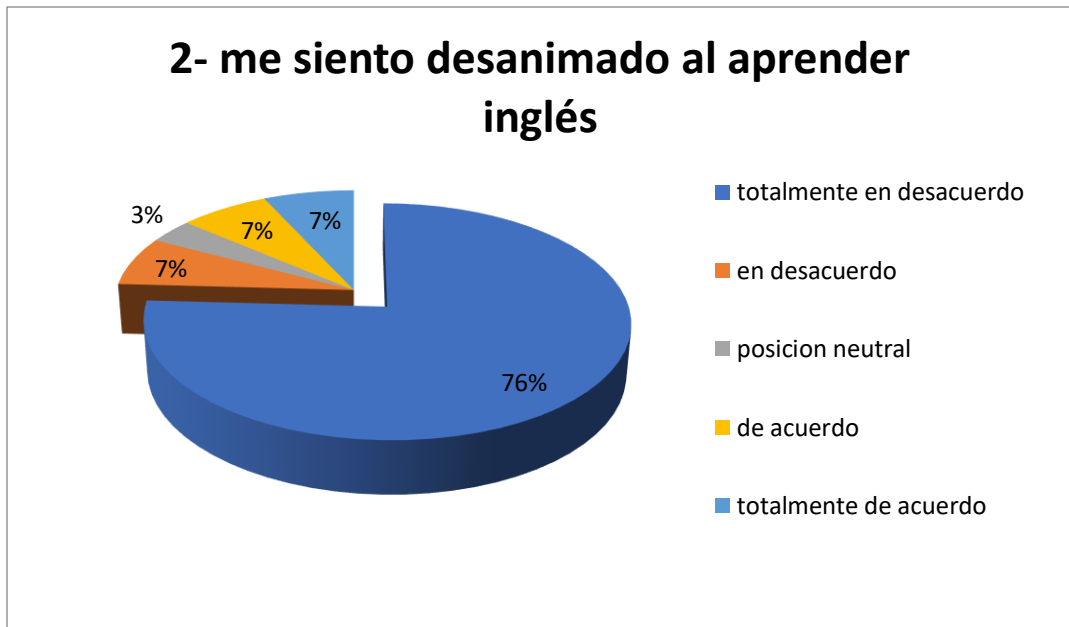
Pregunta	totalmente en desacuerdo	en desacuerdo	posición neutral	de acuerdo	Totalmente de acuerdo
Estudiar inglés es una pérdida de tiempo	28	0	0	0	1
Me siento desanimado al aprender ingles	22	2	1	2	2
Aprender inglés es importante para mi	1	1	1	3	22
Siento que he aprendido más ingles con las clases	1	0	2	7	19
El profesor me motiva a aprender ingles	1	0	0	3	25
Las clases de inglés me han ayudado a comprender cosas de mi cotidianidad	1	1	2	7	18
Prender ingles me ayuda a comprender otras culturas	1	2	3	5	18
Es fácil aprender inglés para mi	1	0	10	4	14
Me siento cómodo al hablar en inglés con mis compañeros	2	0	2	10	15
Es importante para mí tener buenas notas en la clase de inglés	2	2	0	2	23

Graphic2: Question 1: Estudiar es una pérdida de tiempo.



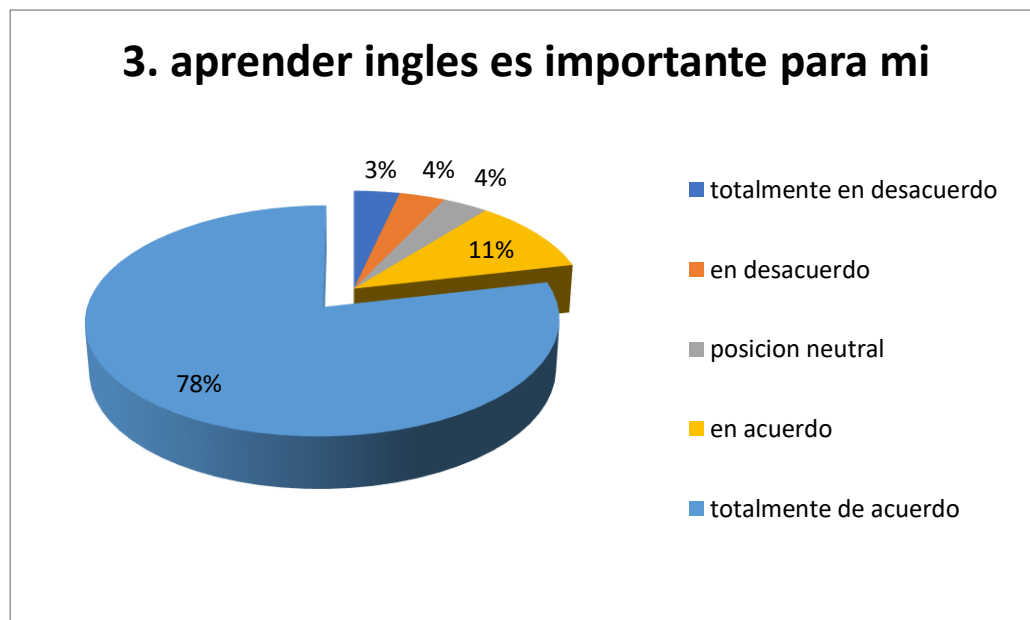
The graphic shows most student did not consider studying English as a waste of time. This hints at an internal positive predisposition towards English learning, in accordance with most student attitude witnessed in the observations.

Graphic3: Question 2: me siento desanimado al aprender ingles

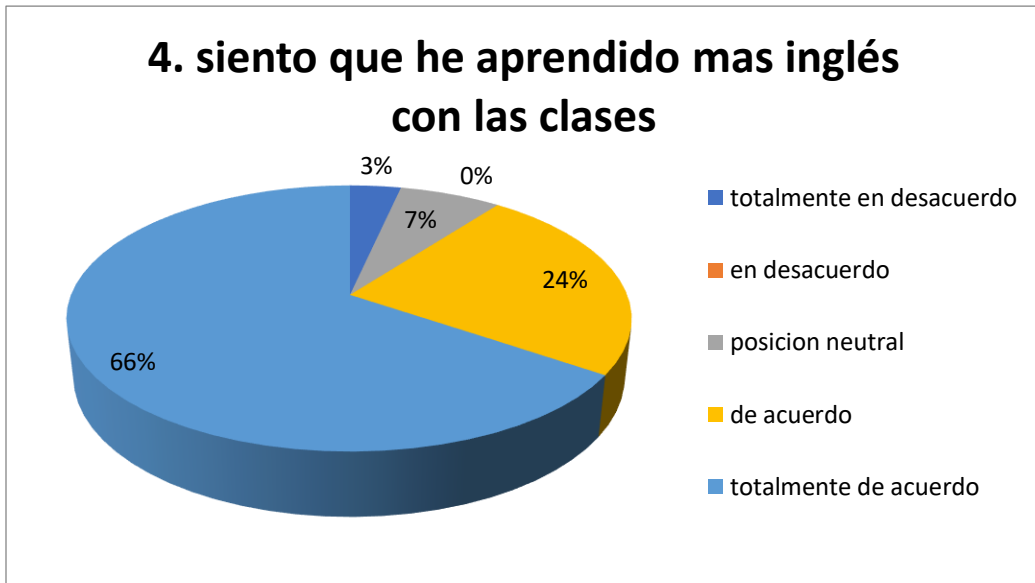


Around 80 percent of students answered that they do not feel unencouraged to learn English, which hints too at an internal factor of motivation towards English learning, which benefits the L2 learning process.

Graphic4: Question 3: aprender inglés es importante para mí.



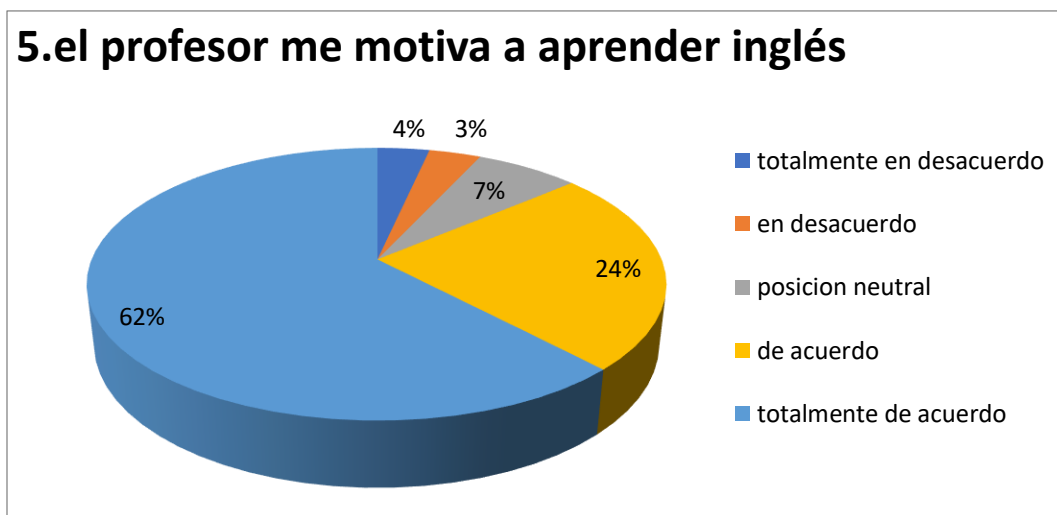
This statement was posed to students in order to determine whether learning English was something important from them; at the beginning of the survey, students were told that it would not be graded nor revised by the teacher but by the one observer only, with the goal of taking apart any reward that could be considered and answered from their perspectives. Results show that most students do consider English learning as important, although the reasons were not considered for this paper.



Graphic5: Question 4: Siento que he aprendido ingles en las clases

Most students considered that English classes have helped them to learn more English, showing some completely in agreement with this statement and some others fairly convinced about it.

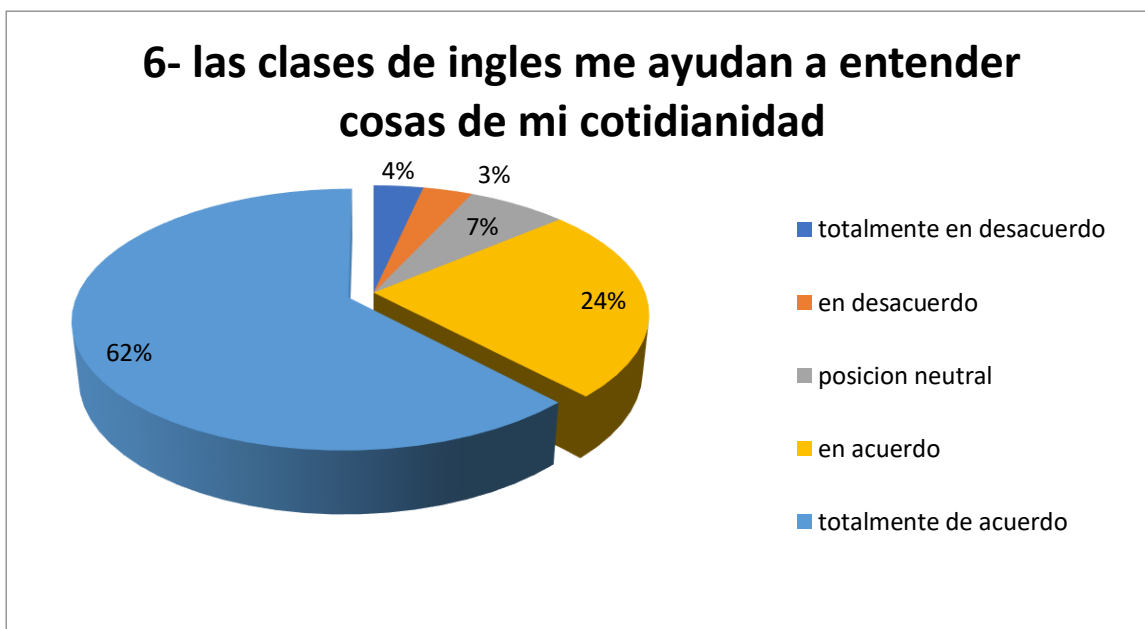
Graphic6: Question 5: El profesor me motiva a aprender inglés.



This graphic shows that most students consider the teacher as a factor of motivation on them towards the English classes. Nevertheless, it shows also that a minority of students do not feel internal nor external motivation within the classroom towards English classes

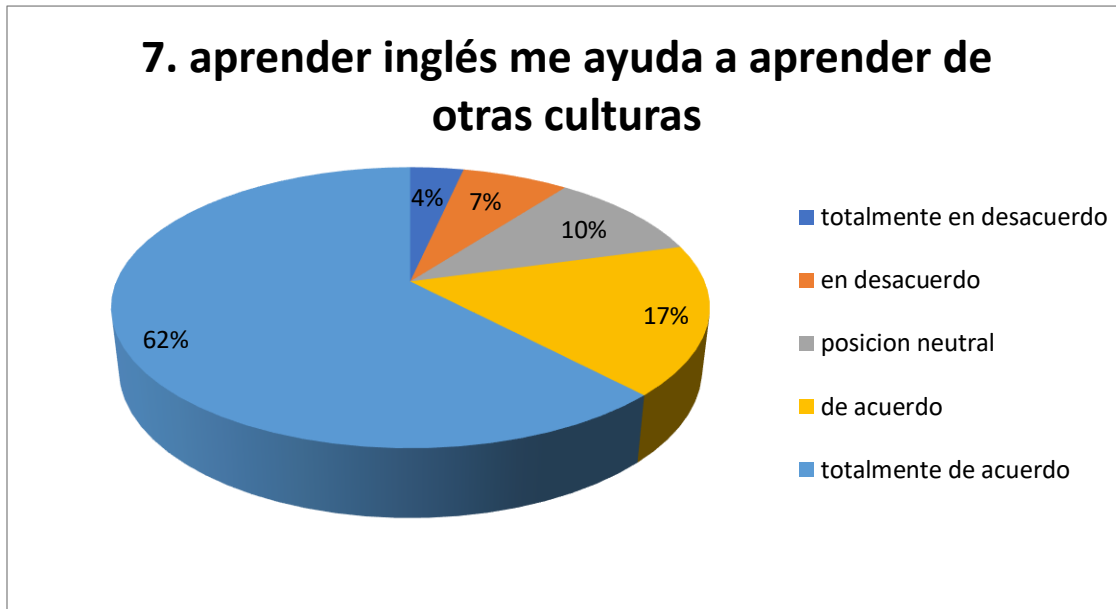
Observations allowed the research to identify some students who might be related to this result, but as the survey was taken anonymously it would not be fair to assign any answer to a specific student based only on the researcher perspective.

Graphic7: Question 6: las clases de inglés me ayudan a entender cosas de mi cotidianidad.



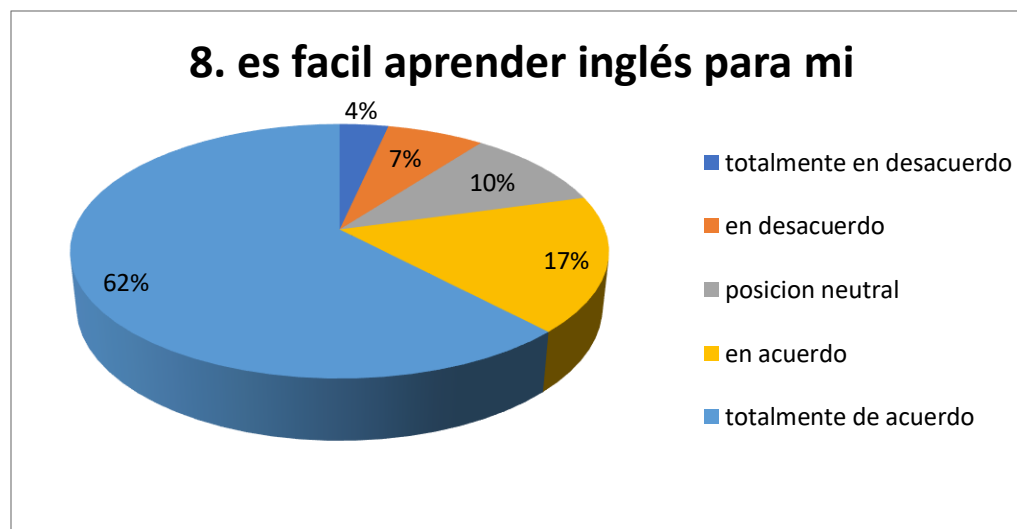
This statement was made with the purpose of knowing whether the students considered English as useful in their daily lives; the communicative approach makes emphasis that usefulness of the language must be pointed out in EFL classes in order to make learning meaningful for students. In fact, most students showed a link between English learning and their daily lives.

Graphic8: Question 7: Aprender inglés me ayuda a aprender de otras culturas



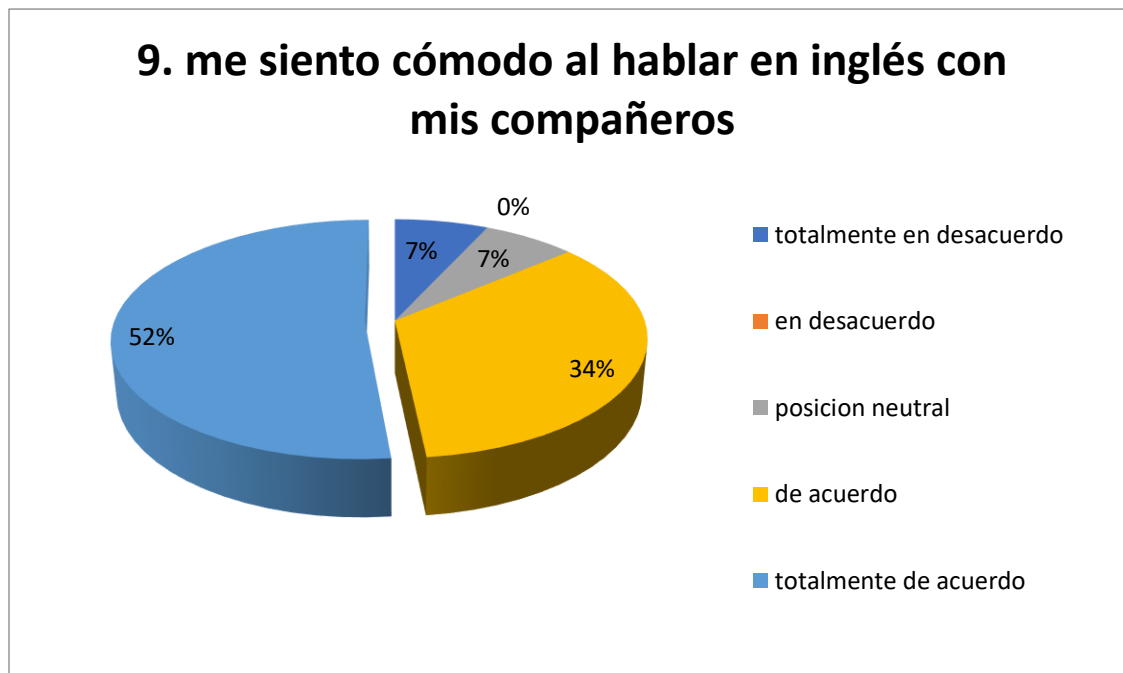
About 75 percent of students answered that English helps them understand other countries; by means of the observation, researcher could hear students chatting among them about this specific question and relating the U.S. to “other cultures”.

Graphic 9: Question 8: Es fácil aprender inglés para mí.



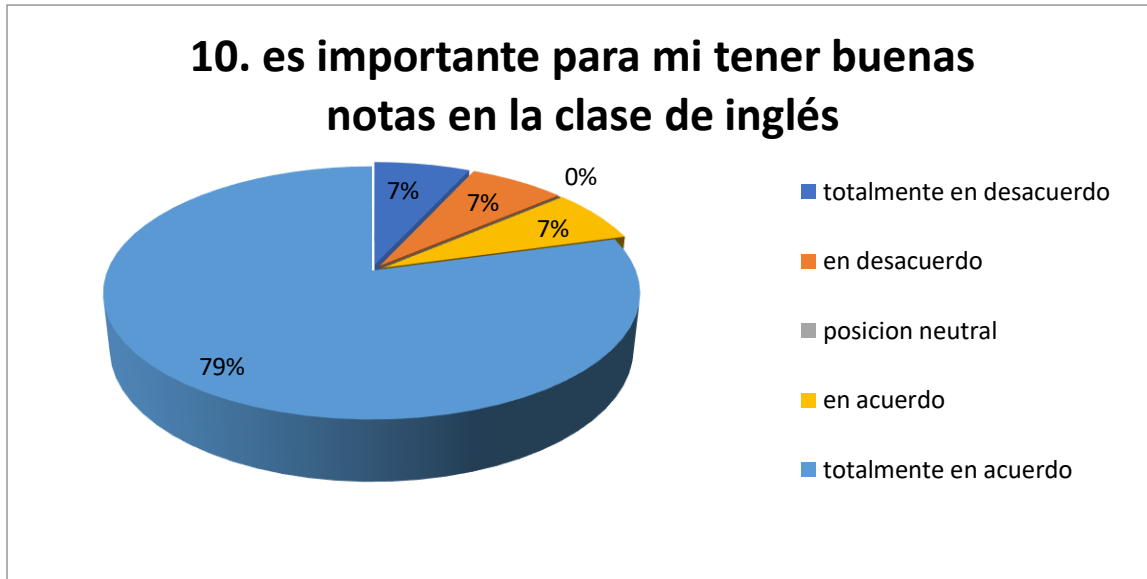
Most students answered that they considered English learning easy for them, as well as some students did not take any position regarding this question. Assessment and monitoring plays a role at this statement since making students feel successful at English could trigger inner motivation towards English classes.

Graphic 10: Question 9: Me siento cómodo al hablar en inglés con mis compañeros.



Most students answered that they are confident when talking to their partners in English, while a minority did not take any position or answered negatively. Assessment again plays a role in making students feel confident and boosts their attitude and willingness to speak in L2.

Graphic 11: Question 10: es importante para mí tener buenas notas en la clase de inglés.



Finally, this statement was aimed at determining whether an external factor as grades played a role in students' motivation towards English classes. It showed that good grades are important for students, but again a minority keeps a negative attitude regarding English classes. This hints at the possibility that some students do not show any interest in the classes or approving it. Again, in the observation, researcher could identify some students to whom these results could be related but it is not sure nor ethical to point out at them.

Conclusions

The main purpose of this research was to identify whether or not a language-skill-integrated lesson planning could affect student's motivation towards the English class of fifth grade at primary school. As this was only a case study, its finding cannot be taken as a generalization, being more research on the context necessary to increase evidence on the topic.

It was observed that the use of songs as a way of integrating listening and speaking in the lesson does affect motivation in students, it catches their attention and makes them want to participate more actively in the class. Praising students also seemed to work, but the absence of any other way of encouraging or rewarding students poses the question whether other mechanisms of reward could be as effective if not more effective with students or not.

Reading and writing were introduced by means of dictation and reading word-spelling on the board, but dictation in the second observation moment was not part of the class topic which could make the lesson be portrayed as not integrating the four skills within its class topic. It is not clear if continuity within a topic of a lesson affects students disposition and attentiveness towards the lesson.

Moreover, in accordance with the results of the survey, most students display a pre-disposed positive attitude regarding English classes and its usefulness. Nevertheless, there is a minority of students that expresses a negative attitude towards English in all of the statements.

Furthermore, the most interesting subject of observation was monitoring and assessment from to teacher towards students. As it was stated before, students were arranged in five lines and teacher

tried to monitor most students, not being able to assess effectively students arranged in the last line and in the back of the classroom.

Concluding, the purpose of the study proposes, the activities with skill-integrating teaching increase the motivation towards students, because they can develop more level in skills that are not well build trough their learning experience of the L2. the importance of the English hours per week in the current Colombian public schools should be more meaningful to increase the metacognition trough the L2 not only in the English classes but in other aspect of their education. They also feel more comfortable and motivated by learning and have tools and knowledge to permit the improvement by an extrinsic motivation created by the teacher and giving tool to the children to improve their skill as an internal factor in this case an intrinsic motivation. Among many other factors as emotional, cognitive and social ones.

Emerging categories

Based on the findings of both the observations, there were some aspects which could be considered to need more study.

Use of songs in the integration of listening and speaking

A language-skill-integrated lesson planning should make use of different strategies and activities to integrate all of the four language skills, but some techniques could be more effective than others. In the lesson plan designed for the research's purpose, teacher performed a song to students, to which they reacted very positively in terms of attention and participation.

(Lieberstein, 1996) expresses that songs have to promote participation among students and that the approach used will depend on the song and the linguistic objective.; nevertheless, it is not sure if such effect could be triggered if the song had been played in a computer or any other device instead of performed live, so a research comparing both ways of sing songs could be matter of more study regarding motivation in students.

Arrangement of students in a classroom

The observation made possible to witness how students sit in front of the classroom were more responsive towards the class as well as being more assessed, while students at the back and the last line opposite to the teacher's position remained less assessed and behaved less motivated throughout the lesson. These students seemed to have kept their sets in both classes that were observed and in accordance to the observation, most of these students behaved the same.

(Emmer, 2011) consider classroom management to be an enduring concept with two distinct

purposes, to establish an appropriate environment so that learners can achieve meaningful learning, and to enhance learners' moral and social growth. There is then the question if the arrangement of students in the classroom affects their level of attention and participation in the lesson; a research of the matter where students are changed of position in different classes is worth doing.

Teacher's Monitoring and assessment in the classroom

The observation made clear that teacher monitoring on students work and demands as well as assessment on their performance was an important part of the teacher's performance as an external motivational factor. Besides, it seemed that students who received less attention from the teacher shown in return less attention towards the lesson, as this could not be the only one reason for this, having also internal motivational factors on students. As (Cotton, 1988) stated, careful monitoring of student progress is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones. Therefore, it could be matter of research of how active and passive monitoring and assessment play a role in EFL classes and students motivation.

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Appendix Index

Appendix 1.

1-Rubrics

Class Observation Chart	
Aspects to observe	Comments, Evidence
Teacher's performance	
Class Management	
Teaching Enthusiasm	
Knowledge about the topic	
Use of Foreign Language	
Use of Materials	
Proposal of Activities	
Correction and Reinforcement	
Student's performance	
Participation in the class	
Attention to the lesson	
Use of foreign language	
Participation in the activities	
Lesson's design	
Integration of multiple skills	
Dominant skill throughout the lesson	
Clarity and appeal of the lesson	
Motivational Focus	
Rewarding or incentives used in the class	
Self-work and co-work proposal in the class	
Context and appealing of content	

More observations: _____

Appendix 2.

2-Survey

ENCUESTA ESTUDIANTES

En la siguiente encuesta se le darán una serie de afirmaciones a las cuales usted contestara que tan de acuerdo está usted con ellas en la escala de medida mostrada


1 totalmente en desacuerdo, 2 en desacuerdo, 3 posición neutral, 4 de acuerdo, 5 totalmente en desacuerdo.

- ítems	totalmente en desacuerdo	en desacuerdo	posición neutral	de acuerdo	totalmente en desacuerdo
- Estudiar inglés es una pérdida de tiempo	-	-	-	-	-
- me siento desanimado al aprender ingles	-	-	-	-	-
- Aprender inglés es importante para mi	-	-	-	-	-
- Siento que he aprendido mas ingles con las clases	-	-	-	-	-
- El profesor me motiva a aprender ingles	-	-	-	-	-
- Las clases de inglés me han ayudado a comprender cosas de mi vida diaria	-	-	-	-	-
- Aprender inglés me ayuda a aprender de otras culturas.	-	-	-	-	-
- Es fácil aprender inglés para mi	-	-	-	-	-
- Me siento cómodo al hablar inglés con mis compañeros.	-	-	-	-	-
- Es importante para mí tener buenas notas en la clase de ingles	-	-	-	-	-

Appendix 3


3-Microteaching

Universidad del Quindío – Facultad de Educación
Programa de Licenciatura en Lenguas Modernas



**PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II
LESSON PLAN FORMAT**

GENERAL INFORMATION			
Teacher: CRISTIAN DAVID LOZANO	School EUDORO GRANADA / SEDE AGUSTIN NIETO	Grade: 5TH	Duration in hours: 2 HOURS
Standards: • Participo en juegos y actividades siguiendo instrucciones Simples. 1, 2 - Reconozco algunos estados de animo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. 3			
Objective based on language functions: the students will be able to identify the emotions in English.			
Specific objectives: The students will be able to recognize basic vocabulary about emotions such as "happy, sad, angry, bored, worried, crazy"			
Topic: vocabulary			
PERFORMANCE INDICATORS			
Knowing -students will use the vocabulary about emotions. -Students will recognize the emojis according to the emotions learnt.	Doing - Students will distinguish the emoji face with the emotions. - Give to their partner the emoji that represents each partner.	Being -students will be able to describes themselves with emotions gave in class	
Contents (Vocabulary / pronunciation):correct pronunciation of the basic vocabulary about emotions. Vocabulary: "happy, sad, angry, bored, worried, crazy"			
Integrated Skills: - Speaking , Listening, grammar and writing			
Procedure, interaction patterns and timing:			



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Stage, interaction pattern, timing	Activity Description	Stage aim
Warm up 45 minutes	Song about emotions, students Guess about the topic.	-the teacher sing a song about emotions "I'm okay" , after sing it a couple of times , students guess about the topic by the vocabulary used in the song.
Emojis game 30 minutes	Teacher shows emoji faces to students	The teacher use some emojis To illustrate in a common way For the children the emojis After, students gives the faces To their partners
Workshop and review 30 minutes	<ul style="list-style-type: none"> - Students do a workshop about emotions - And practice numbers from 100 to 10.000 	-teacher identifies the emotions learnt in class As some new , they draw the faces of the emotions and draw themselves and write how they feel. At the end we do a dictation of numbers From 100 to 10.000
Assessment: study the numbers from 100 to 100.000 and the daily routines		
Materials and resources: Workshop, cards, markers, colors and board		
Bibliography:		
REMEMBER TO INCLUDE YOUR REFLECTION IN YOUR PORTFOLIO. When we reflect we become aware of our aspect		