

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT**

**THE USE OF INNOVATIVE METHODOLOGY TO TEACH EFL TO
TEENAGERS IN PUBLIC ELEMENTARY SCHOOLS AT DISTRICT
0207 IN SANTA ANA**

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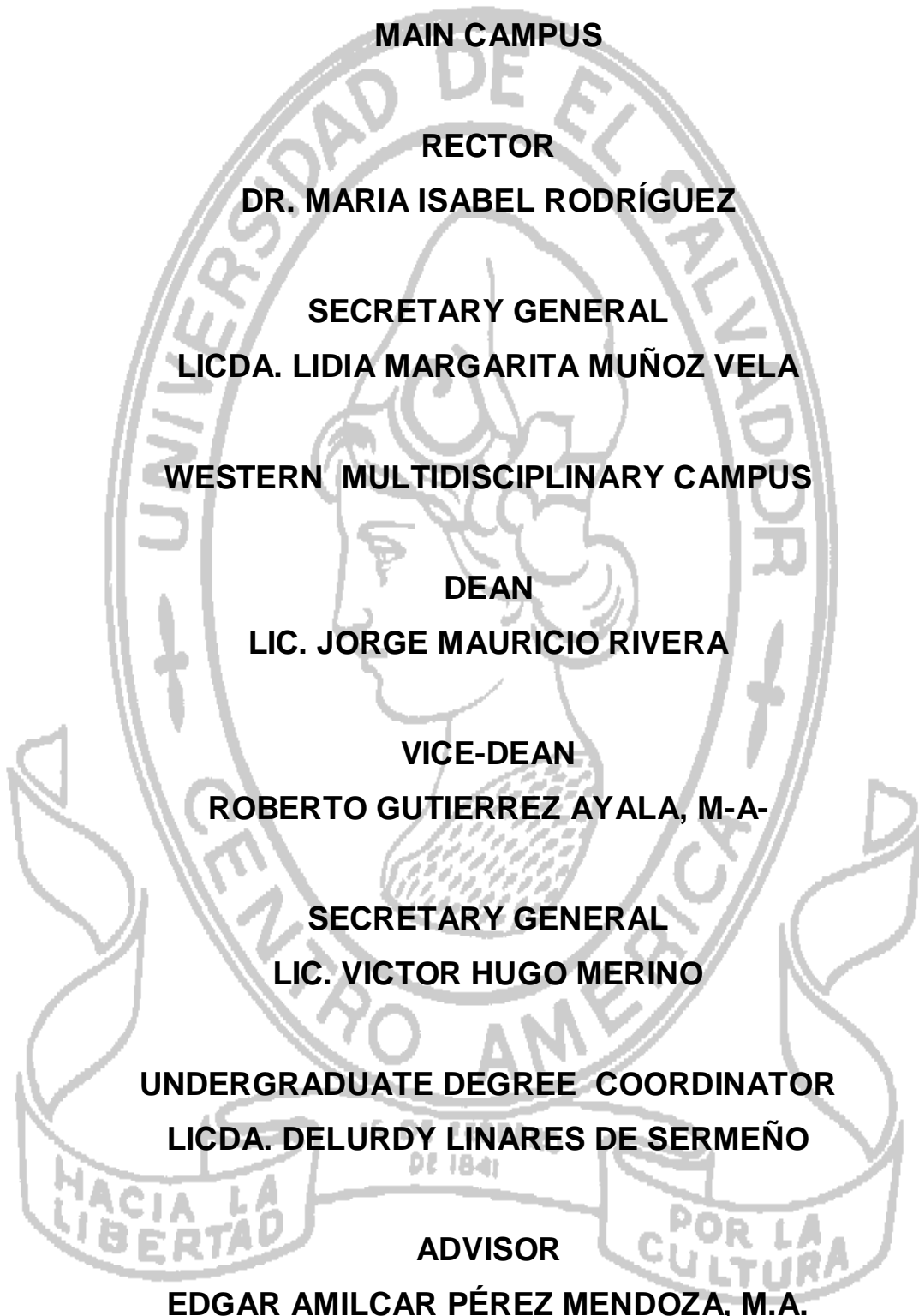
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For the opportunity to be a professional

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For their support, love, help, and
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To whom I owe my very existence for all his love, protection, and help every day of my life. Thanks for never leaving me alone

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Thanks for being the main reason of my life and for accepting me and loving me with my qualities and my defects. Their patience, tolerance, love, and support continue to amaze me.

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TO MY FEW BUT GOOD FRIENDS WHO BELONG

TO A VERY SPECIAL WORLD

Thanks for being there and for making me smile. We are one of a kind.

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CHAPTER I

RESEARCH DESIGN

I. Description of the Problem

Anderson (2002) states that EFL teaching may be a frustrating and stressful experience for teachers working with teenagers because students at this age tend to be less motivated than other age groups. In addition, they can have low world awareness and can be unpredictable. However, they can also be the most rewarding, fun, and liveliest students to teach. He also states that the use of appropriate methodology involving group dynamics carries benefits for both teachers and students. Therefore, activities such as songs, games, videos, warm-ups, and fillers enliven the class, make students' English learning fun, and increase students' interest, comfort, and confidence to use the target language in the classroom. On the other hand, the use of excessive repetitive activities often lead teen students to boredom and indifference towards English. Consequently, they do not realize the relevance of the language and feel that the activities they perform in class do not help them to develop their language skills.

After having interviewed a group of teenagers of some schools at District 0207 in Santa Ana (see Appendix 1), the researchers learned that the students dislike and fear the English language because they deem it as difficult and complicated. Hence, they are not even able to hold a conversation at a basic level or understand a movie or the lyrics of a song (See the Appendix 1). Accordingly, the methodology to teach English in this district affects students because the English class focuses on translation from English to Spanish, fill-in-the-blank, and reading comprehension activities that are not in accordance with the students'

level of English. In addition, their classes encompass intermediate and advanced grammar structures such as the present perfect tense, the past progressive, and the simple past tense (8th grade program, page 125), which become a difficult task, as they do not possess the language skills to function effectively. For instance, the 8th grade program (page 62) suggests a reading practice of the story 1001 Nights. This story contains a lot of new vocabulary items and suggests different activities such as underlining the new vocabulary, writing the story in their notebooks, and memorizing the new words, which do not correspond to the students' English language abilities.

According to some teachers' points of view (see appendix 2), there is a variety of elements that affect the students' English learning process such as the size of classes, the number of class hours per week, the poor resources to make visual aids, and the inadequate classroom conditions such as poor lightning and insufficient space. Besides, there are novice teachers with poor English skills and very few opportunities to better and modernize their methodological procedures to teach EFL. Furthermore, The Salvadorian English curricula from seventh to ninth grade suggest methodological procedures, which are aimed at the mechanical use of English and which do not meet the students' needs.

In order to increase students' motivation, the use of appropriate EFL methodology and worthwhile goals and objectives are key factors to successful language learning. Nevertheless, public elementary English school teachers at District 0207 in Santa Ana do not use activities to motivate students to learn English because most of them have not been trained in language teaching (See Appendix 2). As a result, they do not know what kind of activities are appropriate to

motivate their students. Consequently, teachers at District 0207 base their English classes on translating paragraphs and sentences from English into Spanish or vice versa, writing sentences with a determined grammar structure, and underlining new vocabulary items from dialogues and paragraphs to look up for their meaning afterwards.

Furthermore, some English teachers do not update their teaching because of money or time constraints, as the schools where they work do not afford such trainings. To make matters worse, the methodology of the 7th, 8th, and 9th grade English curricula contains unattainable goals, poor objectives, and incoherent sequence of contents (8th English program p. 62). Also, most teachers see the recommended methodological procedures as the unique resource to develop their contents. Then, teachers fall in monotony, set aside the students' creativity and spontaneity, and close the door to the possibility to use up-to-date EFL methodology.

II. JUSTIFICATION

The teaching of English in the public schools at the District 0207 in Santa Ana generally begins at the 7th grade level. Unfortunately, instead of being a new and exciting learning experience to teenagers, it becomes a burden since the teachers in charge of teaching the subject do not grasp an appropriate array of language methods to make the learning experience a vivid one, so teen students show dislike toward the English language.

The main reason to carry out this research project is to provide District 0207 English teachers with a wide variety of suitable activities to make English more

appealing to teenagers. In this way, District 0207 English teachers will refresh and upgrade their teaching skills to incorporate an array of different educational resources taking into account their students' different needs, interests and learning styles fostering the four macro skills in class (speaking, listening, reading, and writing) so that students feel motivated to participate in class actively and take advantage of the exposure to English as a foreign language. Second, through the execution of this research study, these English teachers can change their students' point of view towards the language (see appendix 1) by using innovative methodological procedures to deliver instruction. Third, 0207 English teachers can motivate these teen students to learn the English language in an environment conducive to learning, which is one of the main goals of the Ministry of Education for the year 2021. Such plan builds on the idea of forming bilingual students who will contribute to the development of the country and access an array of opportunities in different work settings.

III. OBJECTIVES

A) General Objective:

To demonstrate that the EFL innovative methodology at District 0207 in Santa Ana will make teenagers' learning process more appealing

B) Specific Objectives:

- To suggest an array of up-to-date activities to make the EFL process a more interesting one to motivate teen students at District 0207 in Santa Ana

- To provide various activities that help teachers to cope different learning styles inside the classroom and that foster the four macro skills (speaking, reading, listening, and writing)

IV. THEORETICAL FRAMEWORK

The teaching of English has changed during the last years, and many EFL methods have been designed with different purposes, but none of them have been addressed specifically to teenagers. In this way, the reasons teenagers had to learn the language were different. As a result, a variety of methods to teach English appeared. According to Scott Foresman (1990), the first method, the Grammar Translation Method, focused on the teaching of grammar, translation, little or no spoken communication, and little listening comprehension. Second, toward the end of the late 1900's, teachers felt frustrated by the limits of the GTM in terms of its inability to create communicative competence in students. So they began to experiment with new techniques to develop their oral communication and their ability to internalize the target language through the use of mimicry, realia, and pictures. This method was known as the Direct method.

Some time later, during World War II in 1930, the Audiolingual Method appeared and incorporated many features of the earlier direct method. It also added the concepts of teaching linguistic patterns in combination with habit forming. Even though teachers and students were often able to see immediate results through the extensive use of mimicry, memorization, and language pattern

and forms, the critics began to point out that the method did not deliver long-term communicability production.

Scott Foresman (1990) also states that the silent method appeared in the early 1970's and its most prominent characteristic was that the teacher typically remained silent and played the role of a facilitator and stimulator to teach the language. Through the use of the silent method, learners became highly independent and experimental because they made their own hypotheses and tested them in order to arrive at various conclusions about the language through a trial and error style approach. Nevertheless, this method was highly criticized because it focused on building structures and did not focus on the students' error correction at all.

In the 1970's, a method closely associated with motor activity, the TPR, became popular and involved a substantial amount of listening and comprehension activities with various physical responses before learners began to use the language orally. It also focused on the idea that learning should be fun and dynamic through the use of accompanying physical activity (Scott Foresman, 1990). He also states that at in the earlier 1970's, Charles Curran developed a new education model called Counseling Learning, which considered affective factors as paramount in the learning process. In this method teachers addressed and balanced students' feelings, intellect, interpersonal relationships, protective reactions, and desire to learn.

According to Diane Larsen-Freeman (1986), in the late 1970's, a Bulgarian psychologist named Georgi Lozanov created the method called Suggestopedia that introduced the notion that students experienced fears and insecurity and that

this affected students' performance and ability to learn a language. This method relied on the use of baroque music, dim lights, and comfortable chairs to make the learning process easier. Nevertheless, this method was hard to put into practice because most schools did not have the materials needed to teach a class.

Foresman (1990) states that in the early 1980's, Tracy Terrell developed the natural Approach, which had a lot in common with Asher's TPR method. In this method learners relaxed while oral production was taking place, and some of the activities the teacher used were dialogues, group work, and discussions. Also it was hard to determine which forms of language input would be comprehensible to students because students were corrected just on content not in structure, and a highly skillful teacher in the language was required. By the mid eighties, the Communicative Learning Teaching Approach appeared, and its main goal was to expand on the creation of communicative competence through the use of real life communication in the classroom. In this method, the role of teachers was to provide students with tools that facilitated lifelong language learning.

The teachers of the schools at District 0207 in Santa Ana basically use memorization and translation activities, reading aloud, question and answer exercises, conversation practices, dictation, paragraph writing, and fill in the blank exercises to deliver instruction. On the other hand, in private schools most of the teachers use the Eclectic Method to teach EFL, which encompasses different activities from all the methods mentioned before. Nevertheless, teachers at District 0207 in Santa Ana need to be exposed to a wide variety of language methodologies that can easily be applied in the EFL classroom so that their students develop the four macro skills. For example, Olha Madylus (2004) states

that the Communicative Approach encourages teachers to insist on the use of English in the classroom by trying to immerse students in English and giving them plenty of opportunities to acquire the language.

On the other hand, Olha Madylus (2004) also describes how teenagers develop a variety of different learning strategies such as the use of the mother tongue in the classroom, but teachers must understand how its use will enhance their language learning experience. In this way, translation becomes a natural strategy for many learners in approaching language learning, and it can be a useful tool with a lot of activities in the class. Besides, in order to develop the student's speaking skills, it is important to provide classroom activities that students can use throughout the lessons. Most of the times students switchcode because they simply forget they should be using English rather than communicating, solving problems, or completing a task, so playful reminders can be introduced into the different lessons in order to motivate students' active participation in the learning process inside the classroom.

Olha Madylus (2004) also states that there are many skills in producing good compositions and developing students' writing skills such as correct grammar, accurate punctuation and spelling, range of vocabulary, and sentence structures. Teachers should not expect students to write well without breaking down the skills mentioned before and practice them separately. Activities such as correct grammar, accurate punctuation, accurate spelling, linking, imagining, planning, drifting, proof reading, and communicating are necessary in the EFL classroom. These classroom activities must be achievable, for there is nothing more motivating than success and fun. Additionally, teachers can use real group

classroom writing activities, sharing of ideas, vocabulary, and mutual correction, for such activities lead to a much better oral production.

Developing the reading skills is very important in class. In this regard, Mc Millan Publishers (2004) state that students who are faced with a text in class and who are asked to read it and answer questions often find the task difficult. After having some disappointing attempts, they lose motivation. Then, it becomes even harder for a teacher to get them involved in the task successfully. If students read a story in class, the story must contain activities that capture their attention. Besides, traditional EFL course books and the English Program for elementary school designed by the Ministry of Education tend to set very similar tasks for reading. For that reason, it is important for the English teachers to vary their activities in class in order to make reading appealing to each one of the students in the EFL classroom.

One of the hardest tasks EFL teachers have is the teaching of grammar because it has been taught as a separate skill strangely disassociated from the rest of language learning (McKinnon & Rigby, 2004). They state that an approach to teach grammar in an integral way takes into account the following aspects of the language items: meaning, context, pronunciation, form, and practice. That is, students should have the meaning of the language clear, the right pronunciation of the language, a clear context to introduce the meaning, some ability to recognize and produce the written form, and lots of practice of the four language skills (speaking, listening, reading, and writing). Here the teachers are very much in control of the language presentation and practice.

Also, teachers have to take into account that students are different in terms of their levels of attention, interest, motivation, learning styles, types of

intelligences, physiological needs, maturity, world knowledge, and knowledge of and about English (Olha Madylus, 2004). If teachers want to give all students a fair opportunity to benefit from their lessons, They have to take into account their students' differences and plan lessons and activities accordingly. For example, Howard Gardner's Theory of Multiple Intelligences tells that all learners learn in different ways and that they also have natural preferences while learning. If teachers only teach in one way, many students will be in disadvantage. They will find it difficult to engage in the lesson and may switch off (Gardner, 1983). These students need a different kind of stimulation such as the use of games because they promote cooperation, foster students' learning interactively, and make teachers' classes fun. Therefore, games can be incorporated to review language from previous classes or introduce new topics, ideas and language items. They can also be freestanding and have little connection with what was done before or will be done later in the lesson. Since games are energetic and fun and teenagers are full of energy all the time, EFL teachers can use all that energy constructively through the use of games.

Finally, McKinnon & Rigby (2004) state that teachers have a responsibility to enrich their students' language skills whenever they see it necessary. In this way, EFL teachers may develop a variety of tasks in which students use the target language to achieve a specific outcome. To reach this goal, EFL teachers have to consider relevant and authentic tasks such as playing a game, solving problem, or sharing information or experiences in all their classes. This methodology is called Task Based Learning (TBL) in which the aim is to make language in the classroom meaningful and memorable for the students. In this way, teachers will create a

pleasant environment where the students will feel comfortable and motivated to participate in their English classes actively and where they will develop all their language skills accordingly.

Up to now, many methods to teach EFL have been developed throughout time, and EFL teachers have applied various methodological procedures in their classes. In this way, the English teachers in Public Elementary Schools at District 0207 in Santa Ana may apply diverse methodological procedures that encourage collaborative learning strategies among their students creating a low-anxiety teaching/learning environment that motivates teenagers to make the best use of their learning opportunities.

V. HYPOTHESES

THE USE OF INNOVATIVE METHODOLOGY IN PUBLIC ELEMENTARY SCHOOLS AT DISTRICT 0207 IN SANTA ANA WILL MAKE THE EFL LEARNING PROCESS MORE APPEALING TO TEENAGERS.

OPERATIONALIZATION OF THE HYPOTHESIS

- Independent Variable:

The use of innovative methodology in Public Elementary Schools at District 0207 in Santa Ana

- Indicators:
 - The use of methodological procedures to teach the four macro skills
 - The use of different activities such as games, warmers, songs, and role-plays to stimulate creativity while learning
 - The use of pair and group work activities

- The use of project assignments
- The use of alternative and meaningful homework assignments to reinforce the EFL learning process
- The use of didactic materials
- The use of low cost materials
- Dependent Variable

The appeal of EFL learning process to teenagers

- Indicators:
 - Students' ability to speak English as a foreign language
 - Sub indicators:
 - Students' ability to hold a basic conversation in English
 - Students' accurate pronunciation
- Indicator:
 - Students' ability to write in English
 - Sub indicator:
 - Students' ability to write sentences, short paragraphs, descriptions
 - Students' ability to complete written exercises correctly
- Indicators:
 - Students' ability to read documents in English
 - Students' ability to listen and understand the English language
 - Sub indicator:
 - Students' ability to take dictations
 - Students' ability to understand songs, movies, and videos according to their English level

- Students' ability to understand basic conversations in English

VI. METHODOLOGY

The researchers interviewed a group of teenagers from the public schools of the district (see appendix 1) and collected valuable information that led them to the formulation of the following hypothesis: "The use of innovative methodology in public elementary schools at the District 0207 in Santa Ana will make the EFL learning process more appealing to teenagers." In order to confirm or refute the hypothesis, the researchers will use the quantitative descriptive research method through the administration of interviews, questionnaires and through direct observation of the classes in order to follow the research process in a very close way to observe the ongoing progress of the students' motivation towards English. To reach such goals, the researchers will carry out the following activities:

- 1. Invitation letters will be addressed to the public elementary school teachers at District 0207 in order to motivate them to participate in an English workshop in August (See appendix 3).*
- 2. A three-month workshop will be addressed to English teachers in Public Elementary Schools at District 0207 in Santa Ana about Innovative Methodology to Teach EFL to Teenagers. The workshop will last twelve weeks, and it will be conducted from August 21 to November 6 on Saturdays from 2:30 to 5:00 p.m at Centro de Desarrollo Profesional de Occidente in Santa Ana. To conduct each session, the researchers will prepare a syllabus and didactic materials*

for all the attendees so that they can incorporate innovative activities to their classes.

3. Nine six-item questionnaires (one for each content to be developed in the workshop) will be administered to the 0207 District English teachers. Each questionnaire will be applied to the teachers at the beginning of the workshop from the second week on with the purpose of knowing the results, the advantages or disadvantages, and the applicability of each session of the workshop (See appendix 4).

4. Structured observation: In October, the researchers will observe and videotape how the teachers incorporate the various activities into their classrooms. In this way, the researchers will find out if the various language approaches motivate teen students in the EFL learning process or not.

5. Interviews to teachers will be conducted in November in order to know their impressions and reactions while they were applying the various activities in their classes.

6. Class demonstrations: To close the workshop, the teachers will work in groups and will develop a content from the English Program using different activities taught in the workshop.

VII. Budget:

In order to carry out the 3-month workshop on innovative methodology, the researchers will require to utilize an array of different didactic materials to show the teachers how to make their English classes more appealing. Therefore, to conduct this project, the researchers will incur the following expenses to execute this project:

ITEM	PRICE
<i>bond paper</i>	\$8.00
<i>photocopies</i>	\$85.00
<i>glue</i>	\$1.00
<i>markers</i>	\$2.00
<i>newspapers</i>	\$2.00
<i>cardboard</i>	\$5.00
<i>magazines</i>	\$6.00
<i>masking tape</i>	\$2.00
<i>paper cups</i>	\$6.00
<i>soda</i>	\$15.00
<i>cookies</i>	\$25.00
<i>coffee</i>	\$10.00
<i>sugar</i>	\$4.00
<i>cream</i>	\$8.00
Total	\$178.00

CHAPTER II: ANALYSIS AND INTERPRETATION OF DATA

As the English language has gained ground in the education arena in El Salvador, it becomes a need to teach the language using

current language methodology. As a result, the Ministry of Education designed an English Program for Elementary Public Schools to make the teaching English process achievable for the students. However, most students in elementary public schools at District 0207 in Santa Ana are not interested in learning the language as they lack motivation, for the methods used in their classes are dull and do not motivate them to learn the language. For this reason, the aim of this quantitative undergraduate research study is to show that the attitude teen students show toward English can change if the English teachers apply innovative methodology to teach EFL.

I. METHOD

Through interviews, questionnaires, and direct observation of the classes, the researchers employed the descriptive research method in order to evaluate the efficacy of the methodology used by the EFL teachers in public elementary schools at the District 0207 in Santa Ana to motivate their teen students to learn English.

SUBJECTS

In this way, the population participating in this research is made up by fifty teenagers and twenty EFL teachers in public elementary schools at the District 0207 in Santa Ana.

II. MATERIALS

In order to carry out this project, the researchers employed the following measurable instruments: a questionnaire for 50 teen students, who were chosen at random, a questionnaire for the English teachers, and 8 questionnaires for the workshop attendees (see appendix 4).

- *First, a three-item questionnaire was administered to 0207 school district teenagers in Santa Ana in order to know their point of view about their English classes.*
- *Second, a four-item questionnaire was administered to the 0207 school district EFL teachers of the same district with the purpose of knowing the different activities they perform in class and the most common problems they face with their teen students.*
- *Third, the three-month workshop for the EFL teachers of the elementary public schools from District 0207 in Santa Ana in order to provide them with new innovative techniques to motivate their students to learn EFL .*
- *Finally, eight six-item questionnaires were given to the teachers every Saturday at the end of the session to verify the applicability of the methodological procedures of the workshop, their advantages and disadvantages, and the students' reactions.*

III. PROCEDURE

In order to find out the reasons teenagers dislike the English subject, the researchers designed a four-item questionnaire and administered it to 50 teenagers who were chosen randomly in the elementary schools at District 0207 in Santa Ana in July, 2004. As a result, 95% of the students agreed that they did not like English because the methodology used by the teachers did not motivate them to learn the language. Consequently, the classes were extremely unstimulating and monotonous. Second, the researchers administered a four-item questionnaire to the teachers in September 2003 in order to know about the methodology, materials, and the most common problems they face as EFL teachers.

After the questionnaires were administered, the researchers conducted a three-month workshop from August 21 to November 6, 2004, where the teachers had the opportunity to learn new techniques to use in their classes with the only purpose of increasing teenagers' motivation to learn English. During the workshop, the teachers learned innovative methods on how to make low cost material in class, how to teach reading, writing, speaking, and grammar, and how to use games, warmers, and music by using diverse techniques for teenagers. Also, the teachers learned different activities that included all the learning styles their students had. The workshop took place at Centro de Capacitación Profesional de Occidente every Saturday afternoon from 1:30 to 4:30.

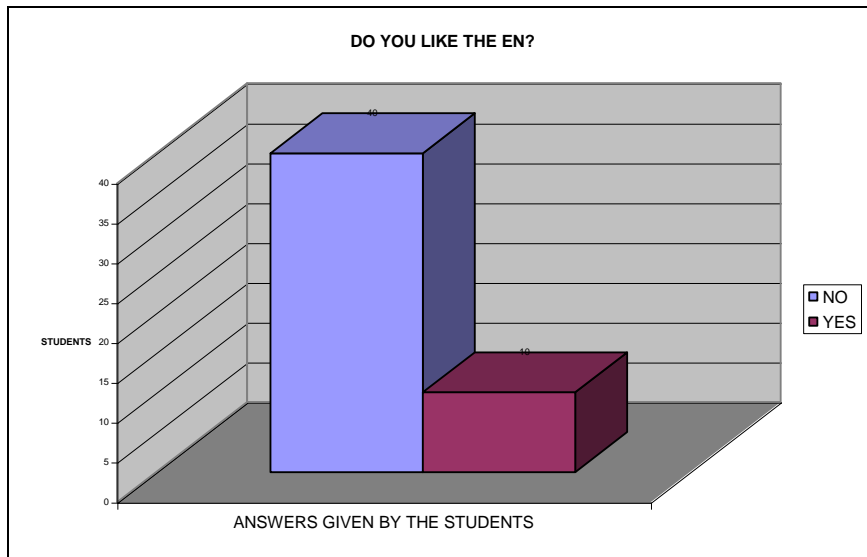
Therefore, the researchers administered eight six-item questionnaires after each session in order to gather valuable information about the effectiveness, advantages, and disadvantages of the recommended methodology given in the workshop to make EFL classes more appealing to teenagers. Each questionnaire was administered to the EFL teachers every Saturday from August 21 to October 9, 2004.

IV. RESULTS

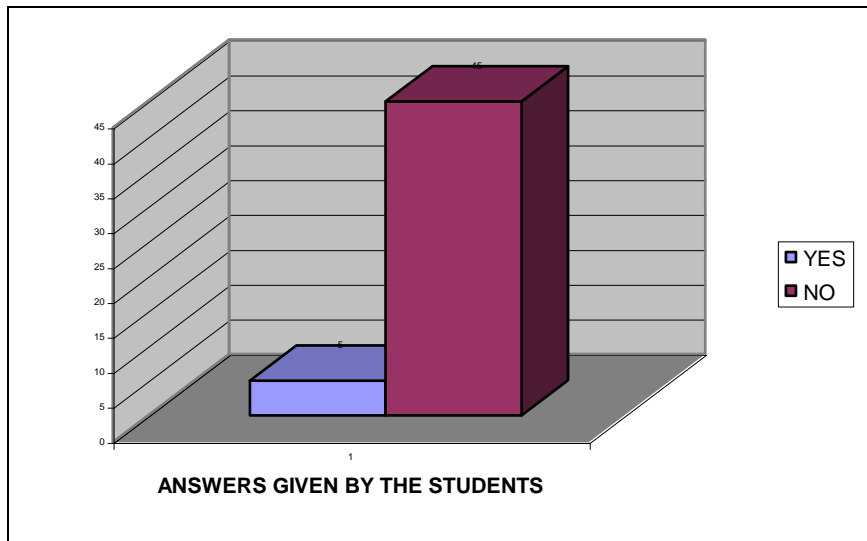
After administering the research instruments, the researchers tabulated and organized the data, recorded, analyzed the scores, and interpreted the data in graphs and matrices. The results shown below represent a sample population of fifty teen students chosen at random and twenty EFL 0207 district teachers.

A. QUESTIONNAIRE ADMINISTERED TO 0207 SCHOOL DISTRICT STUDENTS

1. Do you like English?

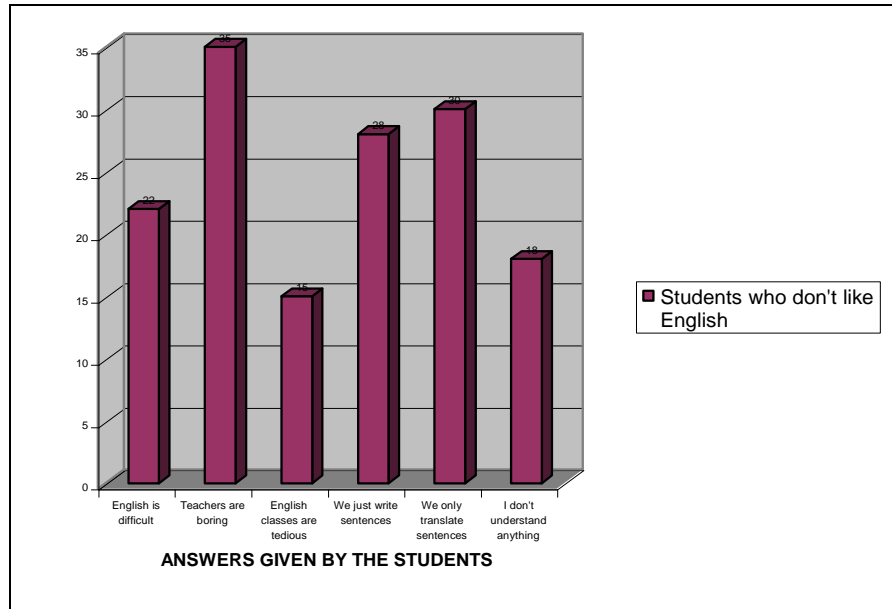


2. Do you practice English out of the school?



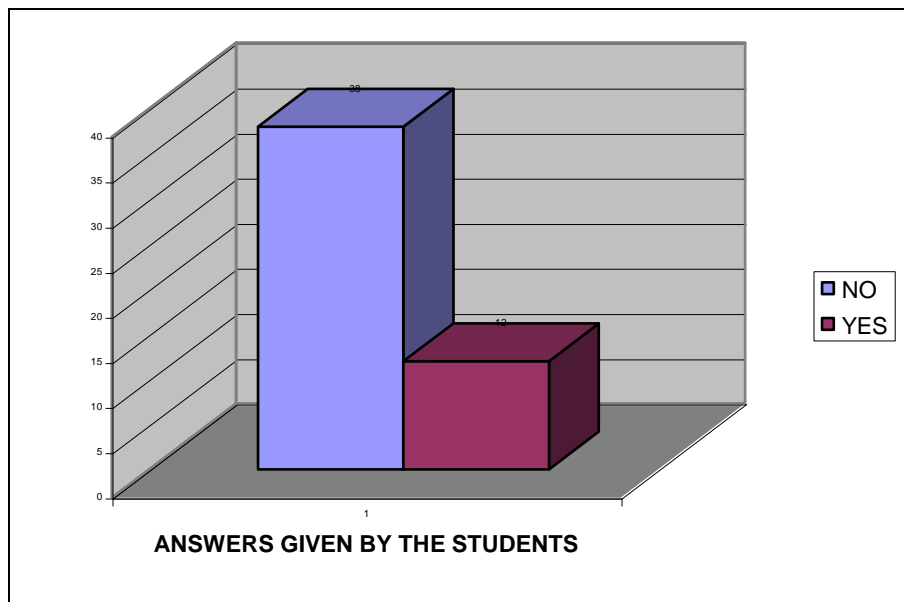
Just 10% of the students practice their English out of the school as some of their relatives come to visit them from the U.S , and 4% of them also take English courses on Saturdays.

1. Why don't you like English?



Students dislike the idea of being sitting down for 45 minutes just translating sentences from English to Spanish and vice versa.

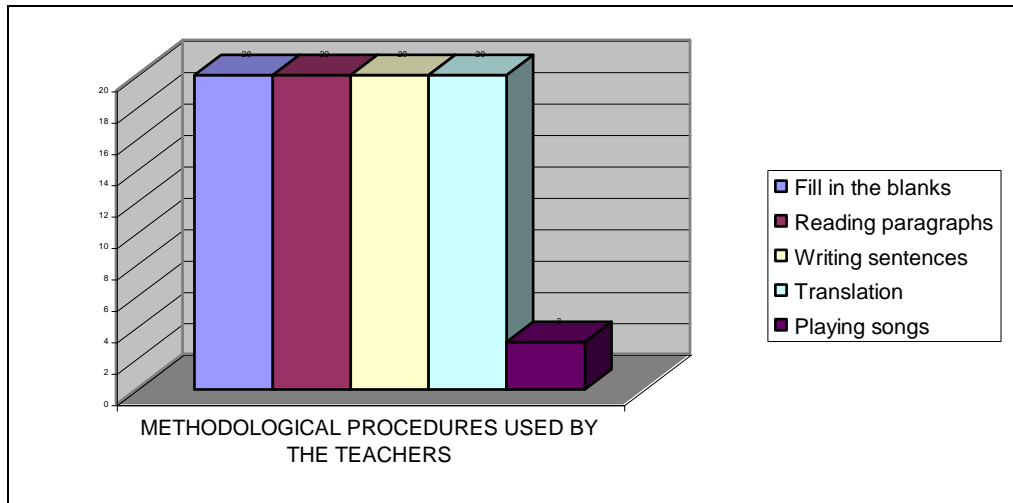
4. Do you think English is easy?



Most of the students believe English is hard because its pronunciation and writing are completely different.

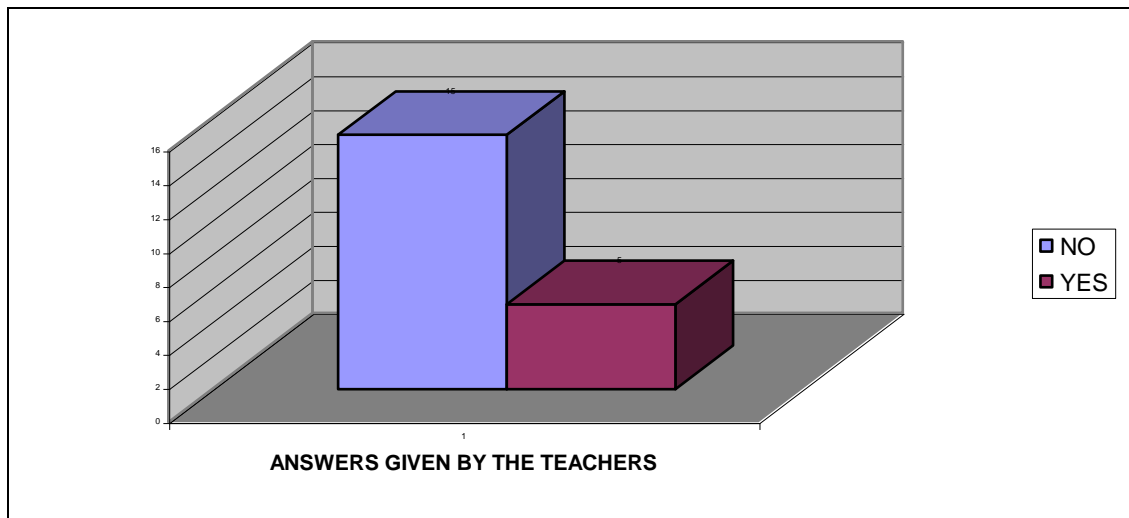
B: QUESTIONNAIRE ADMINISTERED TO 0207 SCHOOL DISTRICT ENGLISH TEACHERS

1. What activities do you use to teach EFL?



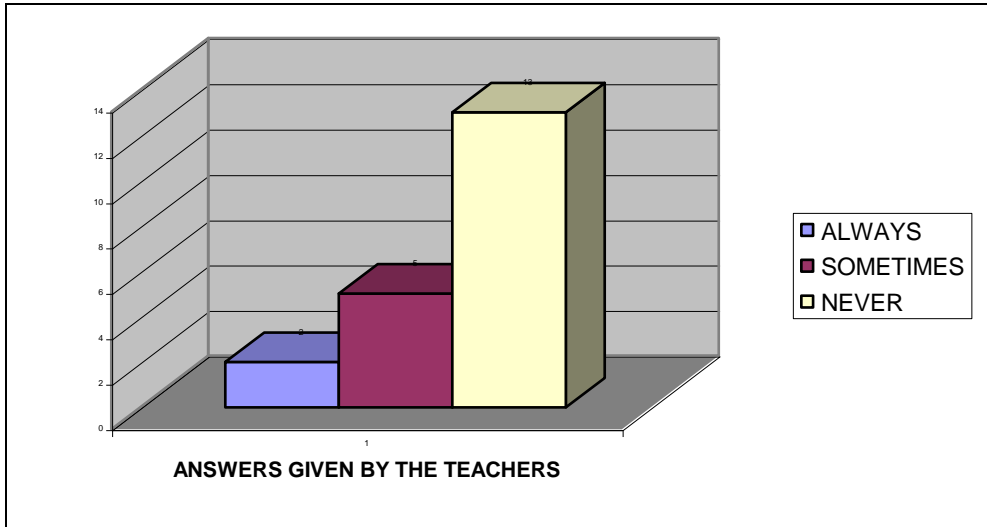
Some of the EFL teachers in charge were not English teachers. Consequently, they did not know much about methodological procedures

2. Do you have enough material to teach EFL?



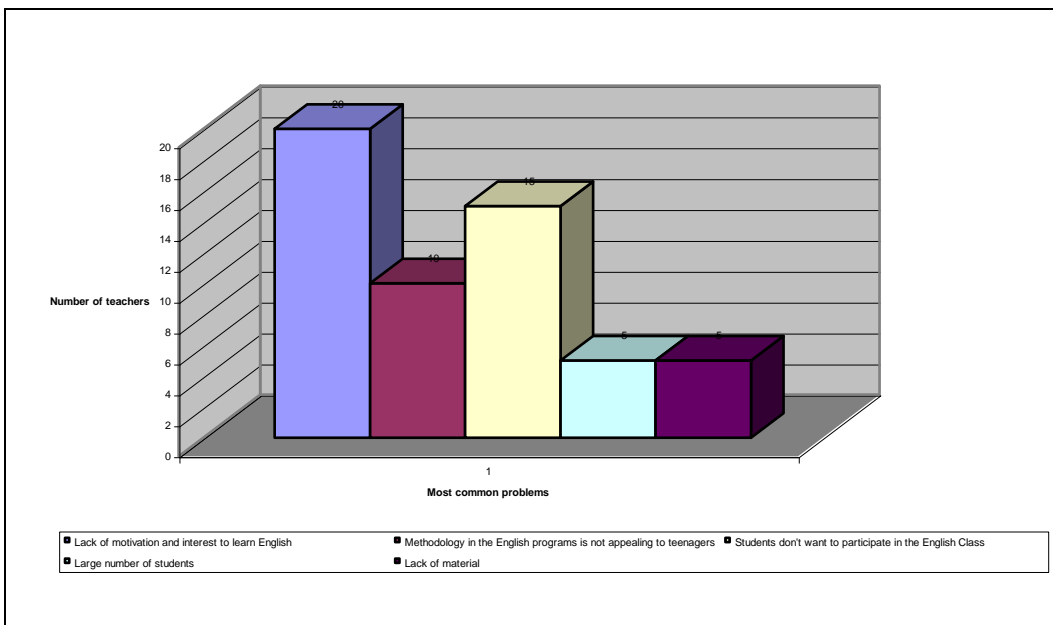
Most teachers just rely on the textbook, the English Programs, chalk, board, and some bond paper to make flashcards. In addition, a few of them have access to tape recorders and audio materials.

3. How often do you attend EFL trainings?



The EFL teachers attend many trainings about math and moral values, though they rarely attend English trainings. On the other hand, the teachers who also work in private schools or universities have access to EFL trainings.

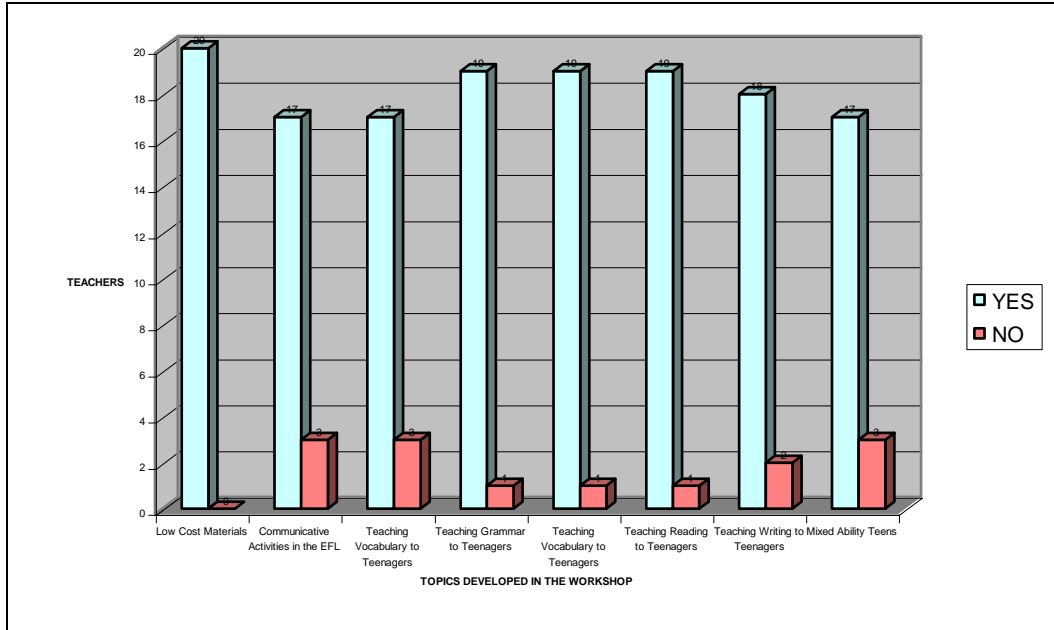
4. What are some of the most common problems you face in the EFL teaching process?



C: RESULTS OBTAINED FROM THE 8 QUESTIONNAIRES ADMINISTERED TO THE EFL TEACHERS DURING A THREE-MONTH WORKSHOP

1. (FIRST – EIGHTH QUESTIONNAIRE)

ITEM I: Do you think the workshop methodological procedures can be applied in your school?



The teachers agreed that most the different methodological procedures taught in the workshop can be easily applied in their schools.

2. Which of the workshop ideas did you apply in your classes?

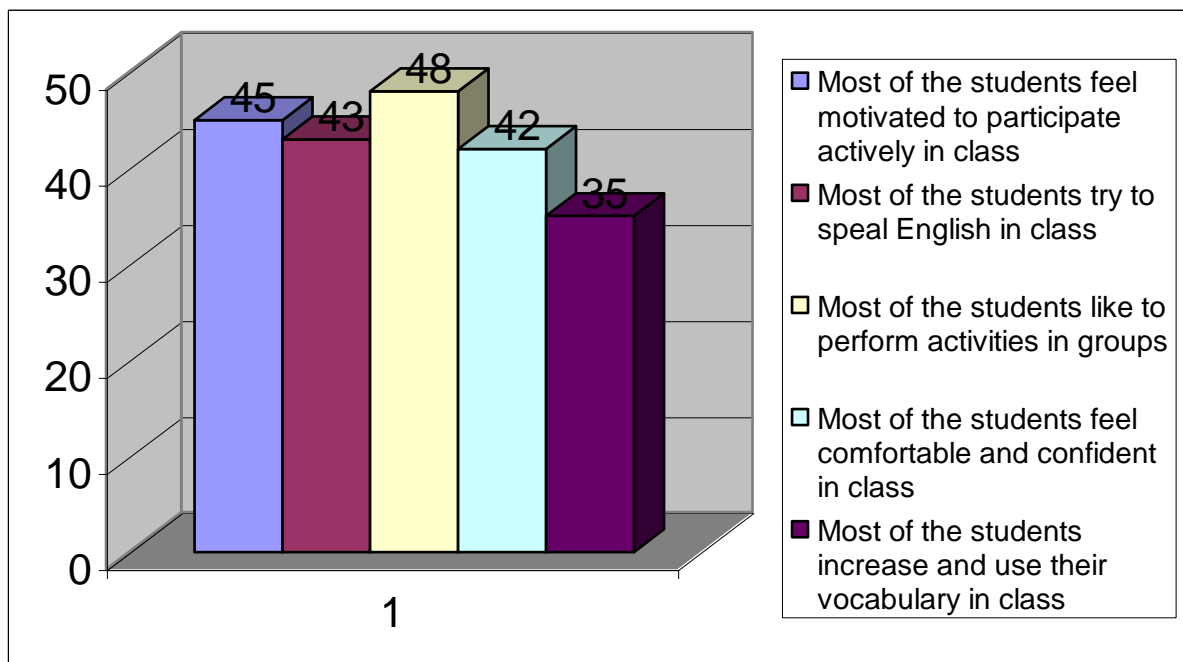
<p>NAME OF THE WORKSHOP</p>	<p>MOST SUCCESSFUL METHODOLOGICAL PROCEDURES APPLIED IN CLASS</p>
<p>1. LOW COST MATERIALS IN THE EFL CLASSROOM</p>	<ol style="list-style-type: none"> 1. <i>Foldables</i> 2. <i>Bingo</i> 3. <i>Flashcards</i> 4. <i>Stick Figures</i> 5. <i>Using newspaper adds</i> 6. <i>Circle story</i> 7. <i>Board drawings</i>
<p>2. COMMUNICATIVE ACTIVITIES IN THE EFL CLASSROOM</p>	<ol style="list-style-type: none"> 1. <i>It takes two</i> 2. <i>Translation chains</i> 3. <i>The topic lists</i> 4. <i>Change places if...</i> 5. <i>Pass the hat</i> 6. <i>The talking dictionary</i>
<p>3. TEACHING ENGLISH VOCABULARY TO TEENAGERS IN THE EFL CLASSROOM</p>	<ol style="list-style-type: none"> 1. <i>Scrambled words (3 different ways)</i> 2. <i>Categorizing words</i> 3. <i>Letter soup</i> 4. <i>Crossword puzzles</i> 5. <i>Picture dictionary</i> 6. <i>How many words in?</i> 7. <i>Board game</i>

3. STEPS TO TEACH GRAMMAR TO TEENAGERS IN THE EFL CLASSROOM	<ol style="list-style-type: none"> 1. <i>Pronunciation</i> 2. <i>Practice</i> 3. <i>Meaning</i> 4. <i>Context</i> 5. <i>Form</i>
4. TEACHING READING TO TEENAGERS IN THE EFL CLASSROOM	<ol style="list-style-type: none"> 1. <i>Skim and scan</i> 2. <i>Say and copy</i> 3. <i>Jumbled reading</i> 4. <i>Scrambled sentences</i> 5. <i>Getting the vocabulary</i> 6. <i>Covering the picture</i>
5. WRITING COMPOSITIONS WITH TEENAGERS IN THE EFL CLASSROOM	<ol style="list-style-type: none"> 1. <i>Love story</i> 2. <i>Dictogloss</i> 3. <i>Sequence story</i> 4. <i>Writing to a famous person</i> 5. <i>Group composition</i> 6. <i>Sentence auction</i> 7. <i>Visualization</i>
6. USING WARMERS IN THE EFL CLASSROOM	<ol style="list-style-type: none"> 1. <i>Noughts and crosses</i> 2. <i>The balloon game</i> 3. <i>Hit and say</i> 4. <i>Sherlock Holmes</i>
7. USING SONGS IN THE EFL CLASSROOM	<ol style="list-style-type: none"> 1. <i>Spot the mistake</i> 2. <i>Gap fills B</i> 3. <i>Underlining the word</i> 4. <i>Jumbled songs</i> 5. <i>Gap fills A</i>

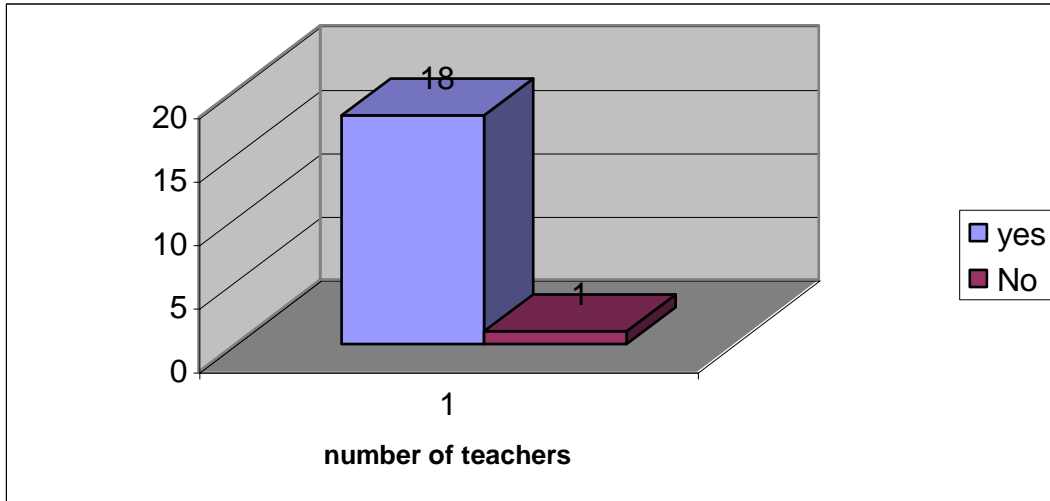
3 & 4: *Advantages and disadvantages teachers find in the application of the different workshop techniques*

ADVANTAGES	DISADVANTAGES
1. <i>Students get more interested in participating in class more actively.</i>	1. <i>Time is not enough since all the students want to participate, and the classes are numerous.</i>
2. <i>Teachers experiment pleasure teaching their classes because they feel more comfortable and confident.</i>	2. <i>Teachers have to speak English all the time, and not all of them are able to do it because some of them do not have a teaching English degree.</i>
3. <i>Classes are funnier and more effective.</i>	3. <i>Some activities take too much time to be developed, and the classes are large.</i>
4. <i>Students feel so motivated that they speak more English in class.</i>	4. <i>Students' vocabulary is too limited to perform some activities from the workshop.</i>
5. <i>Students learn to work in groups by helping and cooperating with each other and sharing their experiences.</i>	

5. Which was the students' reaction when you applied these ideas in your English class?



6. Do you think these activities motivate students to work in the EFL Classroom?



The graphs and the matrices shown before represent the analysis of the first eight workshops given by the researchers. Unfortunately, one workshop was given on the first week of November 2004 when the students were already on vacation, leaving out the possibility to try the suggested methodology to work with multiple intelligences in the EFL classroom. The next two workshops were totally theoretical, and the last one was for the teachers to develop a content from the English program using different activities taught in the workshop.

V. DISCUSSION

80% of the interviewed teen students from the elementary public schools at District 0207 in Santa Ana expressed they did not like English because their classes were extremely repetitive and aimless leaving out their likes, interests, and creativity. Nevertheless, the teachers are not completely responsible for the apathy of the students toward English, since most teachers do not have the opportunity to

attend trainings related with teaching EFL methodology. In this way, they just follow the methodology suggested in the Elementary English Program, even though it does not correspond to the students' language skills.

Also the researchers realize that the attitude the teen students show toward English can change immediately if the teachers apply appropriate methodology for teenagers. Teaching EFL to teens is different from teaching EFL to children or adults because teenagers are full of energy all the time, and they appreciate everything around them through new experiences. As they have different personalities and preferences, teachers should include activities based on their students' interests and likes. Using different activities in the English class, the students have the chance to put into practice the four-macro skills required to learn EFL. In addition, activities such as games, warmers, role plays, and group work help students to overcome their fear to practice English and apply their skills in real situations. In addition, such activities give equal opportunities to stimulate their learning styles.

CHAPTER III

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHICAL REFERENCES AND APPENDICES

I. CONCLUSIONS

Based upon the results obtained through the analysis and interpretation of the data collected in the instruments administered to both students and teachers in Public Elementary Schools at

District 0207 in Santa Ana, this undergraduate quantitative research study concludes that:

- 1. Students in public elementary schools at District 0207 in Santa Ana feel that EFL is easier and funnier if the English teachers use diverse activities based on their needs and interests.*
- 2. Through the use of innovative methodology, students in public elementary schools at District 0207 in Santa Ana engage more actively in their EFL classes.*
- 3. When the English teachers in public elementary schools at District 0207 in Santa Ana put into practice a wide variety of innovative EFL teaching techniques, they give their classes with more comfort and confidence.*
- 4. The curriculum for public elementary schools is not tailored to the students' needs, interests, and English level because they contain a lot of contents that are not suitable for the students' English proficiency.*
- 5. If the Ministry of Education continues assigning the English subject to teachers who do not have a degree in English, students will continue showing apathy and dislike toward the English language because these teachers lack the knowledge and skills required for teaching EFL.*
- 6. Most teachers in the elementary schools of District 0207 do not remind their students that the main goal of the English class is to use the language for communication in class. On the other hand, the teachers send a message*

unintentionally that the purpose of the English subject is just to learn information about the language and pass tests. As a result, most students lose their motivation and see English as just another mandatory subject in the curriculum.

Therefore, after administering the research instruments and analyzing the results of the data (item 5 in the 8 questionnaires), the researchers conclude that the hypotheses that led to this investigation may be proven satisfactorily in a 90%.

II. RECOMMENDATIONS

At the end of the execution of this quantitative research study, the researchers determine that there is an array of elements that affect teen students' learning process in public elementary schools at District 0207 in Santa Ana. In addition, to further research studies on innovative methodology for teaching EFL to teenagers, the researchers recommend the following:

- 1. To provide English teachers at District 0207 in Santa Ana with at least three EFL trainings a year so that they have the opportunity to modernize their knowledge on current language methodology.*
- 2. To conduct a diagnostic study on the public elementary school English curricula because most contents do not suit students' English level. Therefore, English becomes a burden for most teen students.*
- 3. To vary activities in public elementary school English programs that help teachers to cope with the different learning styles*

students possess inside the classroom and enliven their EFL classes more.

- 4. To assign the English subject in the public elementary schools just to teachers with a degree in English teaching.*
- 5. Teachers should take the lead in establishing a positive atmosphere, planning appropriate activities, encouraging students, and dealing with problems sensitively.*
- 6. Teachers should use English as the main language of instruction in the classroom and take advantage of every opportunity to involve students in using it as much as possible in day-to-day situations.*

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INTRODUCTION

This document comprises valuable information about the undergraduate research work “The Use of Innovative Methodology to Teach EFL to Teenagers in Public Elementary Schools at District 0207 in Santa Ana” carried out from August 2003 through December 2004. The study describes the negative effect caused by the use of inappropriate methodology to teach EFL to teenagers in elementary public schools at District 0207 in Santa Ana. Also, it describes an array of innovative methodological procedures that motivates students to learn the language and to participate actively in their EFL classes.

This investigation is divided on three chapters: Chapter I comprises the statement of the problem, the valid reasons to carry out this investigation, the research objectives, the hypothesis to prove if the use of innovative methodology in public elementary schools at District 0207 in Santa Ana makes the EFL learning process more appealing to teenagers, and the methodological design to execute the project.

Chapter II presents the analysis and interpretation of the data, the method used by the researchers to execute the project, the subjects who participated in the investigation, and the instruments (a questionnaire addressed to the students, a questionnaire for the EFL teachers, and 8 questionnaires for the workshop attendees), and the results obtained at the end of the study.

Finally, Chapter III encompasses the conclusions that help the researchers to prove or reject the hypotheses, the recommendations for further investigations, the recommendations of the study, the bibliographical references, and appendices.

APPENDIXES