



MOTIVATING LEARNERS THROUGH THE E-S-A APPROACH

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ABSTRACT

The advent of multiple ELT approaches is overlapping in the field of language learning and teaching. The need to identify or integrate what method to use is crucially needed. This paper interplays the Engage-Study-Approach(ESA) which follows the rudiments of Communicative Language Teaching (CLT) through conceptualized lessons in an edited film that produces further tools like narration, posters and scripts as inputs to achieve teaching goals integrating the elements of tasks designs for communicative language teaching. It also, elucidates how authentic materials are helpful in choosing a springboard in the teaching process and how the macro skills are integrated with the central role of viewing skills. The primary concern of this paper is the employment of ESA in language teaching of which grammar expressions are used in the real world communications with the intervention of motivation's significance. Through the straight arrow approach, it is hoped that the activities constructed will yield worthwhile learning opportunities.

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INTRODUCTION

Majority of learners' atmosphere in the current times are influenced by the increasing number of fads brought about by the breakthroughs of technology affecting learners' views in classroom learning. Thus, it is considered an alarming situation which needs remedies on the part of language educators by redefining what should take place in the classroom that is why there is a need to stimulate the learners through what exist in their real world environment. The proliferation of methods then shouldn't be confined as mere issues for academic discussions but rather should point out practical strategies for their applications to what are appropriate for students. To make this idea a reality, the ESA approach was chosen in order to elucidate an innovation. Jeremy Harmer (1998) states that ESA stands for Engage, Study, and Activate. The Engage stage is a phase where motivation thrives through the involvement of the students emotionally. The study phase concentrates on how language focus is used, formed and structured and manipulated. Activate is the phase when students are made to practice the language from the study component through the introduction of interactive activities. It is in the activate stage when real world expressions are triggered. And to make the lessons interesting, students' grouping is required.

The main focus of this conceptualized paper is the employment of motivation which is ESA's main goal. With the crucial significance of motivation, it is best to determine the rudiments of its nature.

Motivation through CLT and nature of instructional materials

To Brown (2001) motivation is a powerful aspect in English education. Every learner must have motivation in learning to achieve objectives. To Harmer (1988), some outside factors that inspire the degree of motivation are students' social interactions or how they deal with people around them. It is a tactic employed by the teacher to obtain situation where students learn in which similarly Marsh, (1996) declares that motivation thrives from the inner personality of individual learners which reflects his needs, enthusiasm and satisfactions.

ESA as a teaching approach recognizes the relevance of authentic materials as springboards. With the presence of a springboard, language focuses- producing functions will interplay with the elements of Communicative Language Teaching's (CLT) task designs in which input, setting, teacher role, student role, setting and activities will be interlinked to create interactive activities.

Interactive tasks in CLT according to Nunan (1991) must be composed of communicative tasks that are straightly linked to the goals. It is an overall approach to language learning that ensures learners to perform worthy activities through the language instructions created by an innovative teacher. Nunan (1989) points out the elements of task. To briefly describe these elements, goals mean the general objectives or purpose in the learning tasks. The input is the information that produces the point of exit on tasks engagement. Activities determine what the learners' will do using the input, the two roles refer to the interactive relationship between the students and teachers. Settings refer to the classroom prearrangement demanded by the tasks and how the students are grouped in dealing with the activities. Merging all these necessary components identified brings out interactive classroom activities for communicative competency to be completed through the aid authentic materials designed which according to Cook (1981) claims that authentic should be worth motivating ,engaging and stimulating activities that are processed inside the classroom that involves events commonly happening in the lives of learners. To bring life to the ESA approach that requires the utilization of authentic materials, it is best to investigate the choice of authentic materials to promote motivation and learning. According to Gebhard (1996), authentic materials can be classified into three categories: which are: authentic Listening-Viewing, materials, authentic visual materials and authentic printed materials.

Visual images for motivational learning

ESA as a chosen approach strives to promote visual learning where the images are relevant to learners' comprehensions including kinesthetic and auditory learning that enhance critical thinking. By representing information in order with moving images, students are able to focus on meanings ,reorganize , group similar ideas easily, and use visual memory better. It is known that visual learning improves students' performances in the following areas: judging and reasoning, applying, understanding or comprehending. Preston (1989) supposes that the information processing theory developed by Atkinson and Shiffrins (1968), on the theories of language acquisition support the use of imagery and visualization of which Stempleski and Tomalin (1989) point out a recent trend in the use of the medium to stimulate oral and written communication among students through the power of images and visuals. Many proponents have discovered the wonders of visual literacy and imagery to be effective factors in the learning processes. Ausburn (1978) declares that visual literacy is when the mind interprets what the eyes sees. Colbert et.al (1999) says that when they declare that visual literacy is the skill to create details from moving images. Moreover, Lapp et. al (1999) mention that for one to create sensible perceptions out of moving images to become a reader using his critical abilities to examine, judge and perceive. Oring (2000) agrees that visual symbols are employed instead of using words to relay ideas to arouse an emotion. It is important that the audience should be able to recognize the ideas presented. Additionally, Fitzgerald (1995) further states that the production of images signifies that visual capacity is important to use in obtaining ideas, formulating awareness and creating

effective instructional results. To continue, Kazmierczak (2001) tells that grammar, composition and semantics of visual skills wholly expresses that images and styles of demonstrations and denotation enable learners to interact with reality. Visual knowledge consists of symbols where meanings are the consequences of real presence in a specific condition. Meanings are formed by seeing and critical thinking. To them, an individual who uses visualization is gifted with a superior degree of intelligence. Furthermore, Messaris (1995) argues that visual learning gives a basis of comprehension and judging artistic purposes. Other than that, images and visuals can be employed in films base from Rammal's (2005) study of the value of film in the teaching process. He conveys that Video has been proven to be an effective method in teaching English. The students' capabilities to perform varied activities through films are brought about by the significance of visual elements in language learning. These materials' authenticities are indeed very functional in the pedagogical process.

Authenticity of materials

Nunan (1989:54) thinks that it is any material which has not been specifically produced for the purposes of language teaching. Other than that, Gilmore (2004) tells that authentic materials specifically audio and visuals materials like movies and television have much produced springboards for students and do contain varied possibilities to be explored to achieve communicative competence. On the other hand, Breen (1995) also says that we can opt many activities in the classroom which are parallel to how learners would prefer to learn and at the same time deal with real life interactions. Furthermore, Gilmore 2004, asserts that if a teacher's aim is to formulate students for free and broader language use, there is a need for the teacher to use factual patterns of language use which Kelly et al. (2002) agree by saying that authentic materials are employed efficiently, English class becomes animated. He further states that students should be given the opportunity to be engaged in cultural contents for profound comprehension of ideas which yields focus among students by starting from lower level to a higher level. Moreover, Clark and Silberstien (1977) as mentioned by Richards (2006) suggest that the following advices are to be observed in the selection of authentic materials: The target language should be connected with cultural ideas as a result of using authentic materials, authentic materials should yield engagement to factual language, and authentic materials should be connected in proximity to what the students' needs and authentic materials should produce teaching innovations among teachers who use it. At this point, we are made to understand that authentic materials can be modified to suit the needs learners' needs.

Additionally, Lee (1995) expresses that authentic materials should have the qualities in promoting the language learned to be applied in real life communicative settings.. The viewing skill among the skills to be developed has been integrated in the designs of language tasks. According to Television Literacy: Critical Television (1982), viewing skill is a part of the macro skills that is an important factor in language teaching for students are guided on what they see or watch. Through the visual elements presented in films, the learners begin to use their thinking ability based on the images that they see onscreen. Also, visual literacy plays crucial role in language learning when images of moving or static pictures. To Goldstein (2008), articulates further that as a form of visual literacy, there is an interconnection of the images and the content that needs to be explored in an environment where visual and auditory media forms abound.

The Task preparation process through chosen materials

The trend of today commands the innovative concepts of any language educator to devise a teaching tool out of technological breakthroughs. According to Tomalin (1991), the ideally designed video clip can represent comprehensive flow of events in the story. This is the main reason why I edited a movie into a video clip from the film, *Lovely Bones* (2009).

The video clip

It embeds the central story of the film which started from the journey of the character into a place till she reveals the reason for her death. The edited movie gave way to the construction of its script and



narration that matched with the movie posters which are worth motivating in the conduct of the tasks.

The narration

It is a composition based from the poster and the interspersing scenes from the video clip.

"Imagine that you are journeying to a faraway land. You're alone in an endless winding hills of blossoming beds of flowers. You are amused but with doubts you don't know where you are going. You see beautifully beaming colors of hills, plains and mountains. A far is a cascading waterfall with glittering rainbow colors above. You see endless huge cotton-like canopy of clouds where multi-colored birds flap their wings in slow mystical motions, ascending in clusters of colors, while prisms slowly fall like brilliant jewels, to the evergreen grasses swaying as the wind sweetly murmurs with lullabies. So enchanting, so riveting melody; you followed its fluctuating resonance. Then under a tree, strangers gathered around you with sweet smiles. So comforting that you're enthralled by what surrounds you. But nostalgia pulls you back. Then you started to realize that back home, you knew how much they love you. You felt how much they cared for you. But they have to let you go."

The constructed Script from the *Lovely Bones (2009)*

It is a script based from the video clip; a useful passage in understanding what the story is all about.

Girl 1: I come here almost every day.

I like to listen to the sounds.

Suzy: Have you seen Holly?

Girl 1: Did she tell you about this place?

Suzy: y-yes.

Then you must be ready.

I'm Flor Hernandez.

The others will be here soon.

Music.....

Girl 2: It's beautiful!

Girl 3: Of course, it's beautiful.

Girl 4: It's heaven!

Cut tohome

Suzy: When my mother came to my room,

I realized that all this time,

I've been waiting for her.

I've been waiting so long.

I was afraid she wouldn't come.

Mother: I love you Suzy.

Suzy: Nobody notices when we leave-I mean,

The moment when we really choose to go,

A past you might feel, a whisper

Or the wave of a whisper undulating down.

My name is Simon, like a fish,

My first name is Suzy.

I was 14 years old when I was murdered on December 6, 1973.

I was here for a moment, and then I was gone.

I wish you all a long and happy life.

The constructed movie poster

It is a sketch that depicts the events in the video clip and is interlinked with the narration. The poster projects a heavenly place with angelic creatures abound together with the main character under a seemingly enchanted tree.



The ELT tasks through ESA employment

Out of the said materials, the writer was able to come up with the language focuses and language functions in pairs to be employed in the lessons. Here are the lessons for a clearer understanding which could be used independently or in sequential form but not limited to:

Lesson One: Predicting through the use of doubt and reasoning expressions

Skills: Writing and speaking and listening

Lesson Two: Ordering events by using sequencing expressions

Skills: Writing, listening, speaking

Skills: Writing, listening and speaking

Lesson Three: Confirming ongoing events by agreeing and disagreeing

Skills: Writing, listening and speaking

Lesson Four: Inferring using expressions of certainty and reasoning

Skills: Writing, listening and speaking

Pre-viewing lesson No. 1 and post-viewing lesson No. 4 were opted to elucidate how the Arrow Patch Approach ESA works in ELT.

Pre-viewing: lesson No. 1

Springboards: Film Poster of the movie made into a video clip, muted-video clip and a narration

Objectives: At the end of the lesson, the students are expected to:

1. Use the expressions of predictions to guess what the story is all about and defend their answers by reasoning expressions.

ENGAGE

Teacher's role: displays the poster to be viewed, internalizes the theme and reads the narration, and allows the students' to watch the muted video clip for the students' emotions to be engrossed.

STUDY

Teacher role : Explains what the expressions are all about and when will the expressions be used through examples. The rudiments of these expressions must be well elucidated at this stage.

Language focus 1: expressions of predicting

We think that the movie is all about.....

Maybe, the movie is all about.....

Perhaps, the movie is all about.....

In our opinion, the story is all about...

We believe that...

Language Focus: 1.2: expressions of reasoning

Because, since, for the reason that

APPLY

Teacher role: Guides how the expressions will be used by students. Groups the students by pair to help each other in using the expressions to predict what the story is all about and to support answers through the use of reasoning expressions.



An expected answer that yields interactive activity among the students:

Student A: In our opinion, the movie is all about a lost girl.

Student B: What made you say so?

Student C: Because in the video, we saw a girl who seemed to be looking for her way home.

Student D: Can you tell more about it? I am not convince with your answer.

Teacher: Perhaps, group 4 can share what they think about the movie?

Post –viewing: lesson No. 4

Springboards: Movie clip with audio from the lovely bones and a written a constructed script.-

Objectives: At the end of the lesson, the students are expected to:

Infer what the story is all about by using certainty expressions and by providing reasons by the use of reasoning expressions.

ENGAGE:

Teachers' role: Reads again the narration with emotions and then distributes the constructed script for the students to read and then watch the video clip with audio.

STUDY

Teacher role: Explains what the expressions are all about and when will the expressions be used through examples. The rudiments of these expressions must be well elucidated at this stage.

Language Focus 1: Inference by expressions of assurance or certainty

a. We are absolutely sure that the movie is all about...

b. We are pretty sure that the movie is all about....

c. We believe that the story is all about...

Language Focus 1.2: reasoning expressions

Because, for the reason that, since

APPLY

Teacher role: Guides how the expressions will be used by students. Groups the students by pair to help each other in using the expressions to infer what the story is all about and to support answers through the use of reasoning expressions.

An expected answer that yields interactive activity among the students:

Student A: We believe that the movie is all about a dead girl.

Student B: What made you say so?

Student C: Because the video clip and the script explain the events.

Students D: Can you tell me more about it?

Teacher: Maybe, another group could explain further. Can you elaborate group no. 3?

CONCLUSION

By using opted methods like the ESA, It is proven that ELT requires motivation. To be able to innovate, the proper choice of authentic materials is expected to be followed. Among these several methods that surfaced in language teaching is the CLT which points out that effective teaching is a task- based process to obtain the ultimate teaching goal. It is relevant to introduce activity through innovative strategy in a springboard where reality exists among learners' environment through the ESA approach merged with the rudiments of CLT.

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