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“CHATTING ABOUT YOUR WORLD”

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ABSTRACT

The purpose of the following dissertation is to demonstrate that adolescent students achieve meaningful learning and reinforcement of English oral skills when the didactic material used is based on their needs and social interests. Active oral participation can occur in a more relaxed and natural way when teachers present activities which focus on intrinsic motivation. Therefore, “Chatting About Your World” was created and designed as an innovative didactic material to foster the active and creative oral participation of English oral skills.

A case study was developed to monitor the implementation of “Chatting About Your World”. The participants for the research were adolescent girls from eleven to fifteen years old. The results of this case study showed that students developed a positive attitude towards practicing English oral skills with the new didactic material. “Chatting About Your World” includes activities students found interesting and motivating to work with. The researcher could observe an improvement on their English individual oral performance as well as on the students’ creative and cooperative development.

TITLE AND THEME

TITLE

“CHATTING ABOUT YOUR WORLD”

THEME

DEVELOPMENT AND APPLICATION OF DIDACTIC MATERIAL TO FOSTER THE ACTIVE AND CREATIVE PARTICIPATION OF ADOLESCENTS IN CONVERSATION CLASSES.

INTRODUCTION

The following thesis project is a case study with a qualitative focus which researches how EFL adolescent students can develop and practice their English oral skills in a more motivating and creative way. For this case study “Chatting About Your World” was created and developed as a proposal for Conversation classes. It is important to clarify that the purpose of “Chatting About Your World” is to reinforce the practice of English in an oral way. The material is not a mean to acquire the language, but to put into practice what adolescent students have learnt along the school years.

The research starts with the justification of the proposal, the main objectives, the research method, and then it continues with the theoretical background. Chapter I is divided in four sections; the first section states how students build their knowledge according to Competence and Cooperative Learning Approaches. The Socio-educational Model and Acculturation Model are also analyzed as a complement for second language acquisition to understand the importance of adolescent’s context and reality.

The second section focuses on Intrinsic Motivation; the study makes especial emphasis on the purposes that communicative activities should possess so students can be motivated to practice and develop their English oral skills.

The third section refers to the benefits students can find participating in English oral presentations as one of the main activities to develop English oral skills. The study also includes the benefits of cooperative learning. The proposed final projects at the end of each unit in “Chatting About Your World” are developed in groups.

The fourth section presents formative and summative assessment which is how “Chatting About Your World” proposes to evaluate students. This section also analyzes Brown’s principles which were taking into account for the creation of rubrics. Rubrics are considered great evaluation instruments to assess English oral skills especially with large groups.

Chapter II is divided in two sections; the first section will explain “Chatting About Your World’s” design and its content. The second section will introduce the case study of the application of the didactic material.

JUSTIFICATION

Different English teaching methods have been developed and designed in order to make the acquisition and reinforcement of the language more attractive and productive. Many schools in Quito seek to foster the development of English language skills by teaching subjects in English, such as Geography, Science, Literature, among others. Teachers face the situation of motivating their students to learn the language with the didactic materials provided by the school, but in most cases students find these materials boring with unappealing topics for them.

Cardinal Spellman Girls' School has maintained a traditional teaching model, which Díaz (2010) identifies as "Transmission Model"¹; through this, knowledge acquirement is based on rehearsal and repetition; teachers modify concepts so students can understand their meanings; and learning is only useful in the subject the student is studying; it does not create a meaningful learning². At Cardinal Spellman Girls' School the main English subjects from eighth grade to senior high are: Language, Reading, Writing, Laboratory and Conversation.

After being a teacher of Conversation class in ninth grades during the school year 2010 – 2011, the following facts were pointed out and observed by the researcher:

1. Students used the material 'Let's Talk' for Conversation class. The book was not entirely used and six units were covered in the school year.
2. Students studied vocabulary and idiomatic expressions as the main focus of Conversation class. Activities focused on crosswords, filling in the blanks, matching, and completing vocabulary meanings.
3. Students did not develop exercises or activities which focused on the development of oral skills, such as, role plays, conversations, debates, or presentations.

¹ **Transmission Model.**- Assumes that learning is mainly dependent on the teacher. Teaching is accomplished by telling. Learning is through repetition; the learner is a passive container, waiting to be filled with knowledge, but possibly not receiving the knowledge because of a blockage. **Purpose of assessment.**- to determine the effectiveness with which a body of knowledge has been communicated by the teacher to the student. (University of Roehampton, 2013)

² **Meaningful Learning.**- Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is)the learner seeks to integrate new knowledge with relevant existing knowledge. (Purdue University, 2013)

4. Students learned concepts and definitions by memory. Meaningful learning was not developed.
5. Students were not interested in the topics of the book because they did not relate to their social interests; therefore, they were not motivated to maintain an active participation during class.
6. The time assigned to the class was only of 40 minutes a week, which is short and insufficient.
7. The school's evaluation policy states that students take written unit tests and a three month period exam including Conversation classes.

These facts and observations lead the researcher to elaborate questions which could establish the problematic of the situation:

- Why do students do not reach a meaningful reinforcement of the target language with the school's didactic material³?
- Why do students do not feel motivated to put into practice their English oral skills?
- To what extend is the didactic material fostering the active participation and creativeness of students?
- Are the students being assessed in a fair and correct way for Conversation classes?

With these questions in mind, and due to the fact that the researcher took over the position to teach Conversation class in tenth grade with the same group of students for the academic year 2011 – 2012, a case study took place using “Chatting About Your World” as a proposal for Conversation class with adolescents. The following research hypotheses guided the study:

- Understanding adolescents' reality, social context, needs and preferences can help teachers apply activities to develop English oral skills in a more motivating and meaningful way.
- The use of proper didactic material with activities which focus on the development of English oral skills can achieve the goal of Conversation class.

³ **Didactic:** Designed or intended to teach. (Merriam-Webster Dictionary, 2013)

Didactic Material: all the resources and material a teacher uses to teach in class. (Researcher's meaning)

- The assessment method for Conversation classes should not be written tests, but oral tests with rubrics as instruments of evaluation.

The researcher, therefore, developed “Chatting About Your World”, a Conversation class material with the objective of promoting a meaningful reinforcement of the language and not a simple repetition of terms and expressions in a mechanical way. The book does not focus in the study of grammatical structures of the language and vocabulary; it is a material with activities that promote the practice of English oral skills and help students learn from their mistakes and limitations through individual and group work. It facilitates the students’ socialization in different contexts and helps them improve the use of appropriate vocabulary in each topic. The material aims at reaching an A2 and B1 level of the language according the Common European Framework of Reference for Languages.

The purpose of “Chatting About Your World” is to benefit the students development in Conversation class in different ways. “Chatting About Your World” is expected to:

- Increase students’ motivation when participating in class because of the nature of the units which are related to adolescents’ interests.
- Improve the use of time with specific and short activities when classes are too short, 40 minutes a week.
- Improve the evaluation system with rubrics for Conversation class, making grades more objective and fair.
- Guide the teacher to make the Conversation class a more participative and reflexive one.

OBJECTIVES

MAIN OBJECTIVE

Develop English oral skills by implementing “Chatting About Your World” and promote the active participation and creativity of adolescent students in Conversation classes.

SPECIFIC OBJECTIVES

- Develop 10 units for “Chatting About Your World” which deal with student’s age interests and social trends, each unit will contain from 6 to 10 activities including a project, which will focus on the development of oral skills.
- Develop a teacher’s guide for the practical use and application of the material to help the teacher be a facilitator.
- Design individual and group rubrics as an evaluation instrument for oral presentations.
- Develop a case study to determine the effectiveness of “Chatting About Your World”.
- Compare and analyze the Conversation didactic material provided by the school with “Chatting About Your World.”
- Recognize the positive effects when using “Chatting About Your World” after working with the three first units in a period of time of six months.

RESEARCH METHOD

The following research is carried out as a Case Study; the focus of the research will be mainly Qualitative. According to Sampieri (2010,8) a Qualitative research has the following characteristics:

- It is important to understand the social phenomena.
- The emphasis relies on understanding the phenomena and not on the measurement of variables involved.
- It is important to understand the context and/or the individual's point of view. (Researcher's Translation)

A qualitative design presents and allows the researcher to apply different techniques and strategies in order to obtain data and important information for the research. These data collection techniques do not pretend to measure or associate the information with numeric results. Some of the techniques Sampieri (2010,17) presents are the following:

- Interviews
- Projective tests
- Open questionnaires
- Episode analysis
- Biographies
- Cases
- Audio or video recordings
- Registers
- Files review
- Observations (Researcher's Translation)

Harling (Wilfrid Laurier University Waterloo, Ontario, n.d.) says: "Qualitative research methods have developed to serve the view that phenomena, particularly when humans are involved, involve complex interactions and are seldom simply caused". A Case Study is considered a qualitative method to do research. Stake (1995) points out "A Case Study has a qualitative consideration in nature since it refers to learning about a particular case, interpreting the data and identifying a particular difficulty within a particular environment".

The nature of the following Case Study is: "*Explanatory*: explains causal links in interventions; link program implementation with program effects" (Morra, 2009). The implementation in this case is "Chatting About Your World" as a proposal for Conversation

class to foster and develop English oral skills with EFL adolescent native Spanish speaking students.

For the research conceptualization the following variables are identified:

Independent variable: “Chatting About Your World” fosters the active and creative English oral participation with activities that deal with students social and personal interests.

Dependent variables:

- **Intrinsic motivation** makes the student find personal satisfaction, experiment competitiveness, develop the capacity and ability to solve problems.
- **English oral participation** provides learners with opportunities to express their own personality and experience using the language as a means of handling their own social relationships. (Littlewood, 1987)

The researcher’s role was the one of Participant – Observer. The researcher informed students about the didactic material’s objective and purpose before implementing it. The students had a clear idea of what the study and material implementation was about.

“Chatting About Your World” was implemented in a group of 95 adolescent students in three tenth grades. Within this group six students were interviewed at the end of the three first units to obtain individual perceptions about the didactic material.

Some of the techniques used in the case study were: group discussions, observations, interviews (for the individual cases), surveys, recordings, and pictures as samples of students’ development while working with “Chatting About Your World.” The surveys were measured in a quantitative method so as to have a general idea about students’ opinions and perspective of the implementation of the material. The rest of the collected information will have a qualitative interpretation. Another class of 33 adolescent students of eighth grade was recorded for means of comparing the activities of “Chatting About Your World” with the ones of the material provided by the school for Conversation classes. The recording took place in the month of January, 2012.

3. CHAPTER ONE

3.1 SECTION I

3.1.1 Competence Learning

When a student faces a complex learning situation, he transfers and relates all his previous knowledge to understand and deal with the new situation. This capacity of transferring and relating previous knowledge to acquire new knowledge is called “competence learning”. The process of competence learning is applied to situations which involve a topic and a specific context.

According to the Common European Framework of Reference for Languages (2007, 3) Competences are defined as: “A combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment”. When learning and practicing a language, students develop the following competence:

“Communication in foreign languages: *Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual’s level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual’s social and cultural background, environment, needs and/or interests”* (CEFRL, 2007, 5).

The constructivism approach states that “competence” refers to the process of transferring and integrating previous and different knowledge for a specific learning area. Every time a student learns something new he or she uses previous knowledge and integrates it with the new knowledge. Phillippe Perrenoud (2004,11) says that Competence is: “la capacidad para movilizar varios recursos cognitivos para hacer frente a un tipo de situaciones.”⁴

Teaching based on competence learning entails the creation of didactical situations which make students transfer their knowledge and, in a reflective way, face problem solving

⁴ “the ability to transfer various cognitive resources to deal with a certain type of situations” (Researcher’s translation).

tasks. These situations do not only deal with school contents, but with situations where they would need to solve problems giving new ideas, solutions, and produce innovative criteria. The following chart (Denyer, Furnémont, Poulain and Vanloubbeeck, 2007, 88) cited by Díaz (2010) explains how students acquire knowledge through the *Transmission Model* compared to the *Competence Model*.

The chart states the difference between Cardinal Spellman’s Girl School’s methodology, which fits in the Transmission Model, compared to the Competence Model, which is applied in “Chatting About Your World”.

Key aspects of the didactic process	Transmission Model	Competence Model
Developing didactic reflection.	Disciplinary school knowledge.	Relevant social contexts.
Modeling objectives.	Knowledge transmission and automation of procedures.	Activities focused on contexts which involve different knowledge mobilization.
Educative process and knowledge transposition.	Modification of disciplinary contents so students can understand and apply the knowledge in a near future.	Creation of didactical situations in which students face authentic tasks in real contexts.
Didactic approaches.	Lessons which focus on the learning of theories and methods. Emphasis on comprehensive and application exercises, and rehearsal of curricular content.	Generative activities, problem – solving task activities, experiences in real contexts. Emphasis in solution of problematic situations, decision making and development of projects.

Figure 1. Key Aspects of the Didactic Process

Source: Díaz , Frida. (2010, 17). *Estrategias Docentes para un Aprendizaje Significativo*. México, MacGrawHill. (Researcher’s translation)

The activities comprised in “Chatting About Your World” have being designed according to Competence Learning. These include: answering reflexive questions; short videos, reading and writing exercises, homework, and the development of a project. In every activity the student will have to transfer and integrate his or her previous English knowledge learnt in other subjects along the school years such as Reading, Writing, Language, and English Laboratory.

1.1.2 Competence learning and constructivism

According to Ausubel (1976) cited by Díaz (2010) the process of Constructivism not only implies acquiring knowledge in a passive and simple way; when the student acquires knowledge it is transformed and structured in the student’s mind. In the following chart Ausubel explains how knowledge is integrated in the cognitive structure of the student.

Meaningful Learning	Repetitive Learning
In the cognitive structure the new information relates with the previous one in a non-arbitrary way.	New information is based on arbitrary relations.
The student needs to have a favourable attitude to acquire meanings.	The student learns the information by heart.
The student has the pertinent previous concepts.	The student does not have pertinent previous knowledge or cannot remember it.
A conceptual network is constructed.	Factual knowledge is built in a platform like basis, step by step.
Conditions: Material: shows logical meaning. Student: shows psychological meaning.	An arbitrary relationship is established with the cognitive structure.
Learning is promoted through appropriate strategies.	Mechanic learning of symbols, algorithms, among other school contents.

Figure 2. Meaningful and Repetitive Learning

Source: Díaz , Frida. (2010, 30). *Estrategias Docentes para un Aprendizaje Significativo*. México, MacGrawHill. (Researcher’s translation)

Students achieve meaningful learning by relating the new knowledge in a non-arbitrary way with the previous knowledge which includes school or family experiences. Díaz (2010, 15) explains in her book the connection between knowledge transmission and the importance of the topics and the context.

“En concordancia con los planteamientos constructivistas, sostenemos que la competencia implica un proceso complejo de movilización e integración de saberes, pero que ocurre dentro de los límites establecidos por un dominio temático y situacional específico”⁵

Ausubel (1976) cited by González (2002, 50) also states that there should be three conditions so that meaningful learning takes place:

⁵ “In accordance to the constructivist approaches, we hold that competence implies a complex process of mobilization and integration of knowledge, but this occurs within established limits of a leading, situational and specific topic.” (Researcher’s Translation)

- “Los nuevos contenidos deben ser lo suficientemente sustantivos y no arbitrarios para poder ser relacionados con las ideas relevantes del alumno.”
- “El alumno debe disponer de los conocimientos previos pertinentes para poder ser relacionados con el nuevo contenido de aprendizaje.”
- “El alumno debe manifestar una actitud favorable a la realización de aprendizajes significativos.”⁶

“Chatting About Your World” looks forward to developing a positive attitude to practice English oral skills with activities that are not a ‘torture’ for the student with constant evaluations or a negative feedback; the activities encourage students to express their thoughts, feelings, and points of view through reflexive questions, comments of the videos they watch, and short activities done in class. The English knowledge, which has been acquired previously and in the present academic year, is integrated in a non-arbitrary, smooth and enjoyable way.

1.1.3 Competence learning and its social demand

The learning process should be developed through practices which can relate to the students’ social interests, culture, technological environment, and situations they face day to day. If this happens, the students will be able to apply what they have learnt in real and meaningful situations in daily life and not only in the school context. Díaz (2010, 17) explains the relation of social demand and learning by competences:

“[...] en la educación por competencias, el punto de partida consiste en ubicarse en las demandas del medio social, a fin de proceder a la identificación y análisis de las situaciones o tareas que hay que enfrentar, para decidir después qué conocimientos son los más pertinentes a enseñar en relación con las prácticas profesionales de la vida diaria, personales, etcétera [...] Por esa razón, los objetivos de la formación en un modelo por competencias no se describen en términos de contenidos disciplinares, sino en términos de actividades o tareas que el estudiante enfrentará.”⁷

⁶ - “The new contents should not be arbitrary so they can relate with the new and relevant ideas of the student.” – “The student should have pertinent previous knowledge so it can be related with the new learning content.” – “The student should show a positive attitude to the development of meaningful learning.” (Researcher’s Translation)

⁷ “[...] in competence learning, the starting point consists in locating oneself in the social demands in order to proceed to the identification and analysis of the social situations or tasks that must be faced so later it can be decided which knowledge is the most important to be taught in relationship with the professional, daily life, personal practices, etc. [...] This is why, the training objectives in a competence learning model are not described in terms of disciplinary contents, but in terms of activities or tasks that the students will face.” (Researcher’s Translation)

According to Derry, Levin, and Schauble (1995) cited by Díaz (2012, 38), students' *meaningful learning* is based on the cultural relevance and on the type of social activities students perform. The following chart was designed by these authors explaining how activities based on cultural and social importance are more successful than routine and meaningless activities.

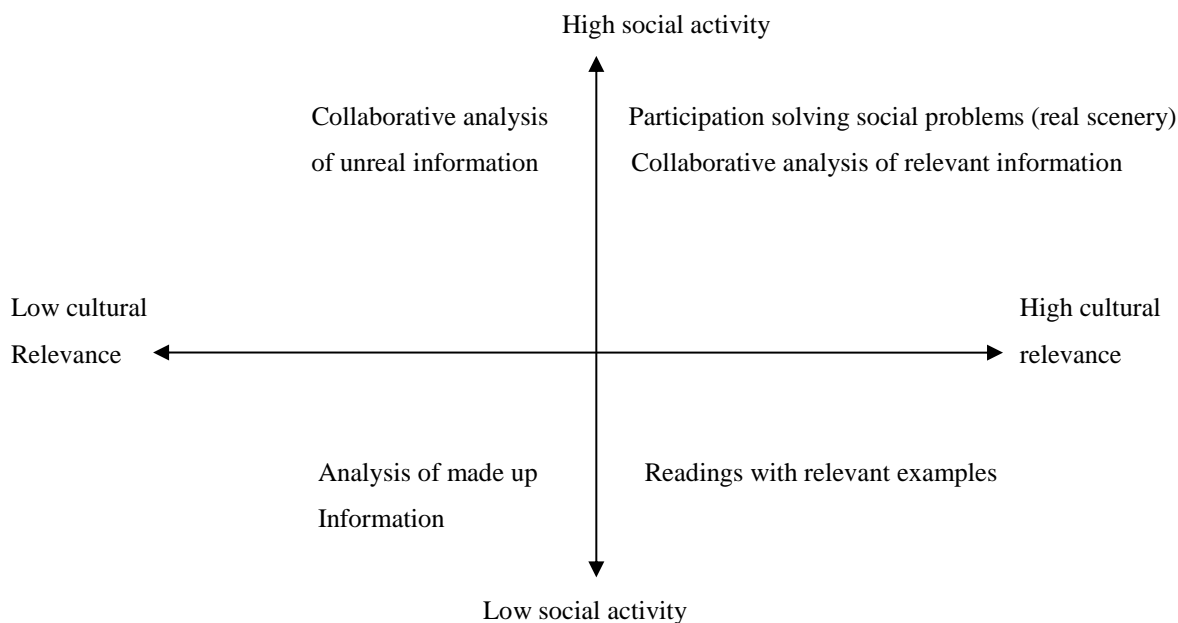


Figure 3. Instructional Focus based on situated learning.

Source: Díaz , Frida. (2010, 38). *Estrategias Docentes para un Aprendizaje Significativo*. México, MacGrawHill. (Researcher's translation)

According to Vigotsky (1993), cited by Hernández (2005, 212) “El aprendizaje debe ser situado, es decir, estar en contexto con la realidad cotidiana, no en la típica realidad académica, que constituye un divorcio con el mundo profesional o con la vida. De ahí que hablen de enseñanza auténtica.”⁸

A school material for adolescents should include topics which present a connection with their interests; in this way meaningful learning and development of English oral skills take place. The following information posted on the web pages Questia and Radical Parenting explain the most common interests of adolescents nowadays :

⁸ “The learning should be focused, this means it should be placed in a context of an everyday reality not in the typical academic reality which constitutes a divorce with the professional world or with life. Hence, this is thought as authentic teaching.” (Researcher's translation)

Questia: “A review of the literature revealed a dearth of studies in which students were provided the opportunity to express their concerns or interests. Smith developed a questionnaire to identify the concerns of young Americans and found the most important to be school grades, dating, relationships (with friends and siblings), money, conflicts with parents, and "the future." Rauste-Von Wright reported that 90% of Scandinavian adolescents were concerned with social success, school achievement, economics, self-actualization through hobbies, health, and world peace: Pool and Evans examined Australian adolescents' perceptions of the importance of a set of life skills. They identified five clusters: (1) occupational achievement, education, independence, and the future; (2) personal relationships, communication, and ease of social interaction; (3) opposite-sex relationships; (4) knowledge about career, budgeting, and educational opportunities; and (5) personal and social responsibility. Planning, decision-making, and taking responsibility were found to be related to other items” (Klingman, n.d.)

Radical Parenting: “So what are the most popular issues? What do teens today really worry about? And why aren't these issues brought up more with parents, counselors and teachers who can actually give advice and seek help?”

1) Relationships

Teens frequently want to talk to other teens about relationships with parents, siblings, friends and teachers.

2) Abuse

This includes sexual, physical, verbal and neglect as types of abuse. Many teens call in for 'friends' or people they know who are being abused to talk about what abuse actually means.

3) Sex

Despite the attempts of many school health classes, teens have lots of questions about pregnancy, condoms, abstinence and oral sex.

4) Drugs and Alcohol

Issues with addiction and parties come up for teens when they know of friends who might be dealing or using drugs.

5) Suicide

Unfortunately, a great number of teens think, worry about or know someone who is considering suicide. Many times teens feel isolated and alone and need someone to talk to, but do not know where to turn when they might get in trouble or have to divulge secrets they are not ready to tell” (Teen Team n.d.).

In order to choose the most suitable topics to be included in “Chatting About Your World”, the researcher took into account the previous information and also the students' opinions. The researcher maintained open conversations with students through group sessions about their personal social interests. The topics included are the following: Urban Tribes, Bullying, Social Networks, Music, Fashion, World Landmarks, Drugs, Friends, Literature, and

Movies. The activities and tasks in the units foster oral participation about issues and concerns adolescents face day to day at school, home, with their peers and friends. The Conversation class is an opportunity for students to speak about their feelings, their perspectives, and points of view while developing new ideas for the projects; all these are done practicing their English knowledge in an oral way.

1.1.4 Cooperative Learning

Through Cooperative Learning students work with their partners and get to develop emotional and social skills, students are no longer responsible only for their own activities or actions, in cooperative learning students are aware of their partners' work and performance; they motivate each other while working for a common goal. Through this method, students share goals and class activities or tasks' responsibility in an individual and group style.

Ovejero, cited by Molina (2005, 57) defines Cooperative Learning as: “Es una técnica educativa para mejorar el rendimiento escolar y potenciar las capacidades, tanto intelectuales como sociales, de los alumnos.⁹” In education, Cooperative Learning is understood as a daily life philosophy and a teaching approach that fosters learning with others; it is also the way a teacher organizes his/her teaching methodology. The application of cooperative strategies to reach a meaningful learning has moments in which students interact with each other, they are immersed in the subject and work with their partners. Students cooperate with each other while sharing and interacting, and this happens in individual and group work. Ramón (2009, 43) states the following about Cooperative Learning:

“La concepción del Aprendizaje Cooperativo exige de ambos momentos (trabajo individual y grupal), los cuales, si sabemos alternarlos didácticamente, potencian el esfuerzo individual y también el del trabajo en equipo. Más aún, el buen trabajo con otros requiere un esfuerzo individual.¹⁰”

When a teacher applies the Cooperative Learning method he/she must design activities and tasks in which every student works and accepts an individual and group responsibility. In

⁹ “It is an educational technique to improve students' school development and foster their intellectual and social skills.” (Researcher's translation)

¹⁰ “Cooperative Learning has two moments (individual and group work) which, if we know how to didactically employ them, they will foster individual and group effort. Working effectively with others requires an individual effort.” (Researcher's translation)

this way, the teacher ensures that every student works instead of having students who play a passive role and leave all the responsibility to other members of the group.

According to Johnson and Johnson (2009) cited by Díaz (2010, 94), these are the following basic components of Cooperative Learning:

- Positive interdependence
- Face to face interaction
- Personal responsibility and self-reliance
- Interpersonal and small group management abilities
- Group development

The basic components develop along with the activities or tasks done by the members of the group. While the basic components are developed the teacher can: monitor whether group decisions have been taken in a positive or negative way; continue with a task or not; and analyze what extra help or information the group needs. Reuven Feuerstein cited by Ramón (2006, 68) says that a teacher should accomplish certain aspects to be a guide between the student and the learning content:

Reciprocity.- the teacher and student participate in an active communication.

Purpose.- have a clear idea of what is going to be accomplished and how.

Meaning.- the student must find a clear meaning of the task.

Transcendence.- create a new system of needs that motivate later actions.

Capacity and self esteem.- make students feel that they are capable.

Through these aspects the teacher can mediate and be a guide in a meaningful, conscious, and transcendent way; the teacher's presence and guide is not imposed or dictatorial. The teacher has to have a clear idea of what the purpose of the class is and make decisions according to how groups are going to be formed. Fuentes (1998, 36-38) says that there are two ways of forming groups: the groups made by the students' initiative and the groups made by the teacher's initiative. Ramón (2006, 71) on the other hand, states the existence of formal and informal groups:

Informal groups.- characterized by their short existence. These are organized for a specific task which its realization demands a short time.

Formal groups.- characterized by a longer existence, probably a week or maximum three weeks. These groups entail learning and development of values, positive attitudes because the members work for a common goal in group. (Researcher's translation)

Cooperative Learning is a lot more than just group learning and the key to this methodology is the way of organizing the teams or groups and their monitoring.

1.1.5 Second Language Learning Acquisition

Many teachers are trained in pedagogical strategies to teach a second language but they not always understand the learning processes involved in its acquisition. Nowadays, teachers need to be aware of the importance of how a new language is processed and stored to be able to reach an effective teaching methodology. According to Ellis (1987, 4): “SLA is the product of many factors pertaining to the learner on the one hand, and the learning situation on the other.” Ellis (1987, 16-18) states there are interrelated factors which are present in second language acquisition:

- **Situational factors:** refer to the situation where acquisition takes place, it could be in any general event such as a party, or in a classroom. Both situations have different elements, such as the interlocutors, the topic, the context; and these constitute the environment.
- **Linguistic Input:** refers to the data and information spoken and given to the language learner. When the learner processes the information, and puts it into practice *Interaction* takes place.
- **Learner differences:** refer to how the individual situation of the learners influence the process of acquisition, some factors are their needs, motivation, expectations and their own way of learning.
- **Learner processes:** refer to the cognitive or linguistics processes of the learner.
 - Cognitive processes include: learning strategies, production strategies, and communication strategies.
 - Linguistic processes include: universal principles of grammar which a student has acquired throughout academic and personal experience.
- **Linguistic output:** refers to the process of how the language is developed and how the learner performs it. Through output the teacher can acknowledge which learning strategies the learner is using because of the errors the learner produces.

Through years of development and research of SLA acquisition, general models of foreign language learning have been proposed, but the ones chosen to be a basis for “Chatting About Your World” are the *Socio-educational Model and Acculturation Model*. These models contemplate the importance of motivation, aptitude, and society for the foreign language learning, in this case EFL, English as a Foreign Language. The following chart graphics the main ideas for the success of foreign language learning according to Robert C. Gardner cited by Cook (1996, 168):

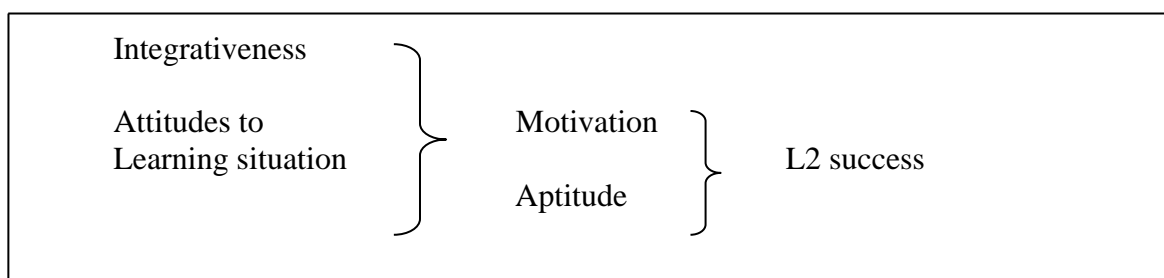


Figure 4: Gardner’s Socio-Educational Model of L2 learning (simplified)

Source: COOK, Vivian.(1996) *Second Language Learning and Language Teaching*. New York. Arnold.

The attitude towards learning a foreign language can be modeled by: their social group, the goal for learning the language, views of the culture of the target language, and if the person values or not the language. These can create a positive or negative attitude and have great influence in the process of learning the language.

John Schumann cited by Cook (1996, 169) complements the model of Gardner with the approach of Acculturation Model. He says: “Successful learning means acculturation, becoming part of the target language.” He states that if a person considers himself as superior or inferior from the culture of the target language, then learning will not be effective. There are correlations between the learner and the group of the target language: history, society, political affiliation, religious beliefs, among others, which are crucial for language learning. In the case of international languages Schumann proposes the term “*enculturation*” where people desire to learn and speak the language as a way of “*élite bilingualism*”.

In the Ecuadorian culture *English* is seen as a required language in order to obtain a good job, and to get promoted. In the case of teenagers *English* is seen as a way to enter to the

world of technology, fashion, current trends, music, among others. EFL learners will be motivated, integrated, and will develop a positive attitude if the input is given according to their interests and current trends. This is what “Chatting About Your World” looks for: a language teaching methodology in which the teenager is willing to get acquainted with a new culture and to develop a positive attitude towards the learning of the target language.

Through the activities in “Chatting About Your World” it is evident that students get to be in touch with other cultures, such as the North American and British cultures. Some of the topics included in “Chatting About Your World”: Music, Social Networks, Literature, and Movies, are directly related to English speaking countries because the activities lead students to do research on English language movies, songs, and literature.

Nowadays adolescent trends in English speaking countries, such as the United States and Britain, have great influence in our country’s adolescence. One of the purposes is to foster students’ reflection and develop a critical position towards the topic.

1.1.6 Self-Monitoring and Correction Strategies

In the process of learning a foreign language students develop different strategies to self-monitor and correct their language production. Sue Ingels (University of Illinois at Urbana-Champaign, 2010) mentions three of the most common strategies: “Noticing and self-correcting by Eckstein; Self-monitoring by Eckstein, Vitnova & Miller; and Self-evaluating by Peterson”.

These strategies are especially important when students develop speaking abilities in the target language; they usually apply methods and strategies which make them be part of their own learning, they become aware of their output. Ingels (2010) quotes the following excerpt by Joan Rubin (1975):

“The good language learner monitors his own and the speech of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned. Part of his monitoring is a function of his active participation in the learning process. He is always processing information whether or not he is called on to perform. He can learn from his own mistakes”.

While working with “Chatting About Your World” students applied some of the following strategies:

- Before a presentation, they usually wrote what they were going to speak and rehearsed out loud. Nonetheless, some students could fall in the trap of learning by heart what they had written for the presentation. However, they worked with what they produced and not memorized information they got from other sources, such as books or internet.
- Some of the students recorded themselves and listened to their output; they usually did this at home.
- During the presentation they corrected themselves by repeating the word or phrase they mispronounced.
- They took into account the evaluation through individual rubrics and worked on what they needed to improve for other presentations.

“Chatting About Your World” includes activities that go along with the thought of Goodwin (2001) mentioned by McCormick, O’Neill & Siskin (n.d.) it is stated that: "A way to encourage self-monitoring is to record student’s speech, in either audio or video format."

“Chatting About Your World”, Unit N° 2: Bullying, proposes the creation of a video. In this video students worked in groups and then it was presented in class (Annex 6). The video creation process helped students to self-monitor and correct themselves.

Most of the self-monitoring strategies helped students to become aware of their learning. Students realized they needed practice; they became active, conscious and attentive to the way they spoke and communicated in the target language.

1.2 SECTION II

1.2.1 Motivation

1.2.2 Intrinsic motivation

Díaz (2010) states that intrinsic motivation makes a person act based on his/her personal interests and put into practice their abilities; by doing so, the person seeks challenges, solves problems, and obtains personal satisfaction; the person does not need any punishment or external motivation to work because the activity in itself is attractive.

In order to understand the meaning of intrinsic motivation more clearly, it is necessary to clarify what the process of fostering intrinsic motivation involves. For this purpose, a chart developed by González (2004, 161) is presented:

Beliefs About Abilities and Concept of Motivation for Learning

	Ideal characteristics of motivation to learn	Characteristics which decrease the motivation to learn
Source of motivation	INTRINSIC: personal factors such as needs, interests, curiosity, and enjoyment.	EXTRINSIC: environmental factors such as rewards, social pressure, and punishments.
Established goal	LEARNING GOAL: personal satisfaction to accomplish challenges and improve, a tendency to choose defiant challenges and of a moderate difficulty.	DEVELOPMENT CHALLENGES: desire of having the approval of somebody else about the person's development, a tendency to choose easy or too difficult goals.
Orientation	TASK CENTERED: the person is interested in dominating the task.	EGO CENTERED: the person is interested in how others look at him/her.
Goal motivation	GOAL MOTIVATION: the person tries to dominate the subject.	MOTIVATION TO AVOID FAILURE: the person is anxious.
Possible attributions	The person identifies success and failure to his/her ability and effort.	The person identifies success and failure to causes he/she cannot control.
Beliefs about abilities	DINAMIC NOTION: the person believes that his/her	STATIC NOTION: the person believes that the

	ability improves through effort and skills and knowledge increase.	ability is a stable and incontrollable pattern.
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Figure 5: Beliefs About Abilities and Concept of Motivation for Learning

Source: González, Joaquín. (2004) *Psicología de la Educación para una Enseñanza Práctica*. Madrid. Editorial CCS. (Researcher’s translation)

Intrinsic motivation makes the student find personal satisfaction, experiment competitiveness, develop the capacity and ability to solve problems. Through intrinsic motivation students are curious, organized, and hard working. Hernández (2005, 180) says intrinsic motivation can be triggered by the activity’s functionality:

- a) The activity should be connected with the student’s needs. (What are they interested in? How can the teacher make the new knowledge applicable or useful?)
- b) New needs are created fostering students’ creativity, developing solving-problem tasks, questionnaires or projects. (Researcher’s translation)

The teacher is a guide for the students throughout the learning process and he/she tries to trigger intrinsic motivation with activities that motivate the student’s will to work on the proposed tasks and not based on external rewards such as grades or prizes. Ausubel (1976), cited by Díaz (2010, 59) says that: “the key element to motivate students is that teachers should design didactic materials and give activities to students which call their attention and guarantee a successful learning experience”.

Díaz (2010, 75-76) suggests two strategies which foster intrinsic motivation and reach meaningful learning:

1. Activate the students’ curiosity and interest about the covered topic.
To do so the following can be applied:
 - Present new, amazing, information to draw distinction with their previous knowledge so as to make students start wondering about the new content.
 - Provide a problem solving task in a specific social context which represents a challenge for the students.
 - Vary the type of tasks to maintain interest.
2. Show the importance of the content for the students.
For this, the following can be applied:
 - Relate the content of the task using informal register including examples of the students’ experiences, previous knowledge and values.

- Show the importance and relevance of what is being learned through examples of real contexts. (Researcher's translation)

“Chatting About Your World” includes activities and contents according to students social needs and interests. The activities promote a positive attitude for facing challenges, solving problems, and achieving their aims in an individual way and as a group. Each unit has a final project specially designed to reach students interests and they develop each project because they find personal satisfaction while working on it. Topics are centered in teenagers' interests and the projects always foster the creation of something new with a different point of view from their previous experience.

1.2.3 Motivation and English oral skills practice

The purpose of teaching a language is to guide and help students acquire the target language skills so they can use it as a tool to function in different contexts such as the academic, professional and everyday life. When learning a language the expected result is that the student is able to use the language for communication purposes. Regularly in academic contexts, students learn strategies to apply a correct grammar, reading, writing, and listening skills, but when it comes to speaking, students get frustrated for not being able to apply what they theoretically know. Littlewood (1987, 12) states the following:

“Students must also learn to relate language to the social meanings that it carries and to use it as a vehicle for social interaction. To this end, it is necessary to increase their sense of performing in a meaningful social context, rather than simply responding to prompts.”

Most adolescents between 11 to 15 years old are not motivated when teachers say that learning English will be a tool in their future for their careers or for getting good jobs. This is why it is important that the conversation material focuses on the needs and interests of adolescents so the practice of English oral skills is promoted. The teacher must also know that there are communication purposes; Littlewood (1987, 17-18) states the following Purposes of Communicative Activities that a teacher should try to reach in class. Communicative activities should:

- **Provide ‘whole-task practice’.**- through various kinds of communicative activity in order to suit the learner’s level of ability.
- **Improve Motivation.**- the learners ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.
- **Allow natural learning.**- language learning takes place inside the learner and, as teachers know to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication.
- **Create a context which supports learning.**- communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher.

With these purposes in mind, the teacher can design proper activities for a Conversation class. The teacher should also know that when learning a language students face a whole new culture and social contexts. R.Gardner, who is cited by Williams (2004, 116) states that his Socio-Educational Model of Language Learning incorporates: “cultural beliefs, their attitudes towards the learning situation, their integrativeness and their motivation”. Motivation is defined as: “a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.”

1.3 SECTION III

1.3.1 Benefits of English oral presentations

There are several benefits in using speaking tasks when teaching English. Gina Iberri–Shea (2009, 18-19) states three main advantages of using public oral presentations in language teaching:

- **Opportunity to practice all four language skills.**- Oral presentations integrate the four language skills due to the fact that each presentation involves a preparation in different levels: comprehensive reading, research, writing, and listening to different media such as videos, interviews, television programs, to obtain all the required information.
- **Development of critical thinking.**- While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize contradictions, and explore implications and consequences. [...] This process promotes strong organizational skills and encourages students to discriminate between primary and secondary information.
- **Promotion of learning.**- Through students' presentations, they are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. [...] Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content.

The material's objective is to be a guide for 'conversations' maintaining curiosity, interest, and fostering students' creativity through projects. It can be said that students find a friendlier environment to practice their English oral skills; Littlewood (1987, 46-47) states the following:

“The conversation session is sometimes regarded as a source of relief from more ‘serious’ language work. This should not prevent us from recognizing the important functions it can perform in helping to develop communicative ability. For example:

- It opens up a rich stimulus for communicative interaction, namely the varied experiences, interests and opinion of the learners. These can be complemented by written or visual materials which bring further aspects of the outside world into the classroom.
- It thus provides a context for a wide range of communicative functions and domains of meaning. In addition, learners must practice the skills required for managing longer sessions of social interaction, such as introducing a new topic, turn-taking or sustaining the conversation through difficult periods.
- It provides learners with opportunities to express their own personality and experience in using the language as a means of handling their own social relationships.”

“Chatting About Your World” looks forward to motivating students to use English language in contexts which are not necessarily academic. Through the topics of the units students are able to see that the language is a useful tool which can be related to their social context, their interests and needs in their daily life while integrating what they learn about the language in other subjects.

1.3.2 Benefits of Cooperative Learning

David and Roger Johnson (1989,1990) cited by Díaz (2010, 91) state the following benefits of Cooperative Learning:

- Academic performance: students’ knowledge acquisition, retention, and transferring improve.
- Social relationships: students’ values such as, respect, solidarity, and empathy improve; in this way emotional intelligence is developed.

“Chatting About Your World” enhances Cooperative Learning by increasing good relationships among students while transmitting their knowledge in the academic area. “Chatting About Your World” has been designed for group and individual interaction; with the didactic material students reach the benefits described above improving the class environment and at the same time their English oral skills.

In order to develop the assigned projects, students gather in groups of maximum 6 students and develop the proposed task. The nature of the groups are formal, they work together for a period of a week for each project. Students are motivated to make an individual and group effort for two reasons: first, because the topic is motivating and appeals their personal interests; and second, because there is an individual evaluation as well as a group evaluation.

The teacher who works with “Chatting About Your World” should be a guide who is available while promoting autonomous learning. The teacher is a facilitator between the

didactic material and the student. The teacher must make an effort to open his/her mind to students' new ideas, creations and points of view.

1.4 SECTION IV

1.4.1 Assessment

It is important for teachers to analyze and understand the difference between testing and assessment. Teachers can measure their students' individual ability, knowledge or performance through a test. Brown (2004, 4) says: "A well constructed test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain."

Evaluating through tests is one of the various techniques that a teacher can apply in order to assess students but it certainly does not offer a complete view of the students' development. Moreover, assessment refers to a continuous process of evaluation not only with tests, but also with other methods and techniques. Brown (2004, 4) says:

"Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance."

In a conversational course, it is important that teachers have a clear idea of how they are going to assess their students; they need to choose the techniques or methods they are going to use throughout the course so they can have an assessment which provides the teacher and the student with a clear and practical view of their development.

1.4.2 Formative and summative assessment

There are two assessment methods which complement each other and give effective feedback to students and the teacher. Garrison (Association for Middle Level Education, n.d.) defines summative assessment as follows:

"Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative assessments:

- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools and students (report card grades)."

The summative assessment takes place at a specific time; teachers usually plan evaluations at the end of partials or units. On the other hand, the formative assessment is a process that takes place in a continuous way. Garrison (AMLE, n.d.) says: “Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame”. Some strategies to put into practice for formative assessment are: observations, remind students about the course expectations, questions which engage students in classwork; for example: asking students what they have learnt, self and peer assessment, and student record keeping. All these strategies help students to evidence how much they have learned beyond a grade.

In “Chatting About Your World” students face summative and formative evaluation. The summative evaluation takes place at the end of each unit through the elaboration of the projects. The evaluation is done in an individual as well as in a group basis. In this way it is guaranteed that each student works without exception. During the process of evaluation, students have the chance to learn from each other while working as a team for the project and also as passive observers while being part of the audience. Formative assessment takes place along the course. In a conversation class a teacher has to constantly evaluate their students with comments about their progress, asking what they have learnt, and also keeping record of his/her students improvement in English oral skills.

1.4.3 Rubric: evaluation instrument

A rubric is a printed set of scoring guidelines for evaluating work (a performance or a product) and for giving feedback. Conwell (College Community, School District, n.d.) says:

“At New Measure, Inc. we believe that the rubric and criteria design process must be more centered on teaching and learning than scoring. Beyond scoring, we believe that there are six reasons for using rubrics:

1. Focus instruction – intentionally.
2. Guide feedback – descriptively.
3. Characterize desired results – objectively.
4. Operationalize performance standards – purposefully.
5. Develop self-assessment competence – constantly.

6. Involve students - thoughtfully.

We believe that when focusing upon ‘quality quantifiers’ and ‘quality learning continuums’ new habits of mind emerge.”

The projects in “Chatting About Your World” foster the development and creation of different interactive speaking tasks, such as: role plays, descriptions, presentations, and speeches, through which students are assessed. These tasks are assessed in a summative way using individual and group rubrics. The rubrics are based on models designed by Brown (2004) but they have been modified with the purpose of having a rubric in which the teacher can assess 6 students in 10 minutes in an individual and group basis. The rubrics are over 20 points, the individual as well as the group one. The individual rubric is based on the content (10 marks) and delivery (10 marks); the group rubric is based on the effort and work as a group. (Annex 3)

The rubrics designed for the oral presentations of “Chatting About Your World” seek to achieve the five principles of how assessment should be measured according to Brown (2004, 19):

“How do you know if a test is effective? For the most part, that question can be answered by responding to such questions as: Can it be given within appropriate administrative constraints? Is it dependable? Does it accurately measure what you want to measure? These and other questions help to identify five cardinal criteria for ‘testing a test’: practicality, reliability, validity, authenticity, and washback. [...] there is no priority implied in the order of these principles.”

“Practicality.- the test is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient.” (Brown, 2004, 20)

- The individual rubrics of “Chatting About Your World” are included in the back of the book, students can make copies for each of their presentations so the teacher can have the students’ individual assessment paper. Copies are \$0.05 cents at school, so it is easy to administer and not expensive.
- The rubrics are time efficient due to the fact that the teacher reads a short and specific sentence to evaluate, for example: “States the purpose”, “Uses tone, speed,

and volume as tools”. This helps the teacher to evaluate 6 students while presenting their project.

“Reliability.- a reliable test is consistent and dependable” (Brown, 2004, 20). Several factors are included in this principle such as: the students’ mood or physical factors, the test subjectivity, conditions on how the test is administered, and the nature of a test; for example, a test can be long and tiring. (Brown, 2004, 20-22)

- The projects in “Chatting About Your World” are interesting for adolescents, so students in general are motivated and happy to develop and present them.
- The individual rubrics are the same for every student and the score is very specific. Every aspect to evaluate has got the following standard: High: 2 marks/ Average: 1.5 and 0.5 marks / Low: 0. The rubrics help the teacher be objective and not make other judgments about the student apart of what is being assessed.
- The nature of the assessment is an oral presentation which takes about 2 and a half minutes per student. It’s not long or boring and the topics for the presentations are always different.

“Validity.- There is no final, absolute measure of validity, but several different kinds of evidence may be invoked in support. In some cases, it may be appropriate to examine the extent to which a test calls for performance that matches of the course or unit of study being tested.” (Brown, 2004, 22)

The rubrics of “Chatting About Your World” test oral skills and not writing, reading or listening skills. The individual rubric is designed to evaluate the students’ performance according to what they say: *content*; and how they say it: *delivery*.

Content:

- States the purpose
- Organizes the content
- Supports ideas
- Incorporates stories and examples
- Summarizes the main idea(s)

Delivery:

- Catches listener's attention
- Speaks clearly with appropriate vocabulary and information
- Uses tone, speed, and volume as tools
- Demonstrates complexity of vocabulary and thought
- Appears comfortable with the audience

The group rubric is designed to evaluate students' performance and group work. The following is the standard in order to get 20 marks. If this is not accomplished then the grade gradually decreases.

- All group members participate equally.
- All group members speak clearly and are easy to understand.
- All group members speak to the entire audience.
- Information is presented in an organized way.
- Presentation is visually organized and complete.

“Authenticity.- authenticity may be present in the following ways: the language in the test is as natural as possible, items are contextualized rather than isolated, topics are meaningful (relevant, interesting) for the learner, some thematic organization to items is provided, such as through a story line or episode, tasks represent real-world tasks.” (Brown, 2004, 28)

All the projects in “Chatting About Your World” as formerly mentioned, seek to deal with students' interests, social concerns, and daily life. The topics are: Urban Tribes, Bullying, Social Networks, Music, Fashion, World Landmarks, Drugs, Friends, Literature, and Movies. The topics are contextualized in order to be meaningful and let students apply what they have learnt to their real life.

Washback.- “washback refers to the positive and negative effects. Positive washback refers to expected test effects and negative washback refers to the unexpected, harmful consequences of a test”. (A Guide for Foreign Language Educators, n.d.) “Washback enhances a number of basic principles of language acquisition: intrinsic motivation, autonomy, self-confidence, language ego, inter-language, and strategic investment, among others. [...] One way to

enhance washback is to comment generously and specifically on test performance.” (Brown, 2004, 29)

The individual and group rubrics in “Chatting About Your World” are easy to understand and they give feedback to the students in a way that they are able to know specifically what they need to improve in future presentations. The teacher must also provide positive feedback with comments, advice and recommendations in an individual way and also to the groups. The goal of the rubrics is not simply grade the students’ performance, but to motivate students to improve their English oral skills in terms of what they produce and how they do it.

2. CHAPTER TWO

2.1 SECTION I

2.1.1 “Chatting About Your World” - Design

The didactic material “Chatting About Your World” contains ten units which aim, through the elaboration of projects and different activities, to motivate students to develop English oral skills along the academic year. The topics were chosen after having open group discussions between the researcher and students at the end of the academic year 2010-2011. Students’ opinions were taken into account; some of the questions that guided the group discussion were:

- Do you feel the didactic material used in Conversation class helps you to develop English oral skills? How?
- Do you think the topics in the book deal with your social interests and needs as a teenager? If yes, why? If no, why not?
- Which topics would motivate you to participate in an oral discussion? Could you mention some?

Most of the answers to these questions were answered in a negative way. Students showed a reluctant attitude towards working with the material and stated they didn’t feel they learn something, but only memorized most of the content. With student’s opinions in mind, and taking into account the research from the websites Questia and Radical Parenting on page 4 in Chapter I; the researcher took into account most of the topics the students mentioned and chose ten topics to be included in “Chatting About Your World”: Urban Tribes, Bullying, Social Networks, Music, Fashion, World Landmarks, Drugs, Friends, Literature, and Movies. Each unit has four different stages to be developed in 5 weeks:

- I. Introduction of the topic through a minimum of 2 to 3 reflexive questions. In this stage students talk about personal experiences and share stories they know about the topic. When answering the questions they practice their English oral skills using their current knowledge of the language.
- II. Presentation and development of class activities. These vary from unit to unit; the activities could be watching videos and answering questions about them, readings

with updated information or filling out charts with thematic vocabulary after a power point presentation.

- III. Homework explanation. Each unit contains homework for students to develop at home for next class. The first 10 minutes of the second class are used for students who want to share their homework’s answers in an oral way. Homework is also assessed.
- IV. Project explanation. The units contain specific guidelines that give students a clear idea of what the projects are about. Because of time constraints three groups integrated by 5 and maximum 6 students in each group, will present their projects each class, this means two classes will be devoted only for oral presentations.

The charts below explain the homework, the projects, and the grammatical structures reinforced orally in each unit in a more detailed way.

HOMEWORK:

Units	Homework
Urban Tribes	Students design and draw three or five accessories that they would like to wear if they belonged to an urban tribe. The items require a short description and a new name.
Bullying	Students brainstorm ideas about possible psychological help for the bullies, the bullied and the spectators.
Social Networks	Students do research on the pros and cons of the usage of social network and cite their sources. They can use sources such as: videos, articles from the internet as well as newspapers or magazines.
Music	Students write the lyrics of their favorite song in English and then answer the questions about the feelings they experiment when listening to the song.
Fashion	Students design three new outfits based on vintage garments. They explain the steps they followed in order to create the new clothes.
World Landmarks	Students create new and mysterious stories explaining the reason and the purpose behind the construction of two world landmarks

	included in “Chatting About Your World”. After creating their stories, students will do research on the real story behind the world landmarks.
Drugs	Students come up with two advertisements: one telling people not to do drugs, and another one to motivate people to stop doing drugs.
Friends	Students make a collage to illustrate the most unusual circumstance of when and where they met a very good friend.
Literature	Students write a title and draw the cover for a book they would like to be published.
Movies	Students work with a classic movie from their parent’s adolescence and with their favorite movie in order to compare them in terms of characters, setting, and genre.

The homework activities in “Chatting About Your World” have been designed with the purpose of creating something new using their English knowledge learnt in previous or the current academic year. In the following class students have the opportunity to share their homework’s answers.

PROJECTS:

Each unit in the proposed didactic material includes a project with its instructions, and entails an oral presentation. The objective is that students make use of different methodologies and resources for the realization of their oral presentations. In this way the material fulfils what Díaz (2010, 16) expresses when talking about the programs and formative objectives:

“Los programas y objetivos de formación, desde la mirada de una educación por competencias, no se derivan en términos de conocimientos estáticos o declarativos, sino en términos de actividades generativas y tareas – problema que la persona en formación deberá enfrentar.”¹¹

¹¹ “The formative programs and objectives, from the point of view of competence learning, do not derive from static or declarative knowledge terms, but in terms of generative activities and problem solving tasks that the person in formation will face.” (Researcher’s translation)

The activities and projects demand the generation of something new through guided tasks according to the topics. For example, in Unit N°1 ‘Urban Tribes’, the information given is real and updated. This information leads the students to create their own urban tribes to be presented in an oral way while working in groups. Hence, the projects and activities promote the creation and development of new and creative ideas.

The following are the projects included in each unit:

Units	Projects
Urban Tribes	Students create a new urban tribe. They have to specify their ideology, hobbies, music, outfit and accessories in the presentation. They can work with a computer, music, and disguise if they like.
Bullying	Students create a homemade video which shows how the spectators act providing solutions against bullying.
Social Networks	Students create a social network which provides solutions to avoid addiction, isolation and cyber bullying, as well as incrementing security and privacy. For this Project students are not allowed to hire any System’s Engineer or technician. The project does not require students to present a web page on the internet. Cardboards or any didactic material could be used instead of using advanced technology which not all students are familiarized with.
Music	Students create a mix of songs which lasts less than 3 minutes; they also develop a questionnaire that shows how people of different ages react emotionally to the songs. Three people will be interviewed using the questionnaire; students will analyze and present the results.
Fashion	Students create and design 3 pieces of clothing based on vintage and modern fashion. Students explain the steps followed to make each garment and the material used. The creations are presented in a runway and students decorate the environment with music and other decoration materials.

World Landmarks	Students make up a story of a world landmark. They offer a trip to this special and mystic place in the world and they give a detailed presentation about the place.
Drugs	Students create a campaign against the consumption of drugs stating the consequences of consuming drugs.
Friends	Students develop a role play in which a group of friends - who come from different backgrounds, have diverse points of view, and social status - comment about tolerance and respect within the group.
Literature	Students present a role play about their own short story of any literary genre.
Movies	Students prepare a questionnaire for actresses and actors about their lifestyle. Students act out a role play where journalists interview actresses and actors.

All the presentations are done in groups; every presentation will last from 7 to 10 minutes maximum. In this way, two weeks are devoted to the 6 presentations of each grade.

Different grammar structures are integrated to reinforce and practice them orally in each unit. This grammar structures have already been learnt in previous years.

Units	Grammatical Structures practiced in an oral way
Urban Tribes	Descriptive Adjectives
Bullying	Modals
Social Networks	Connectives
Music	Question Words
Fashion	Linking Words
World Landmarks	Description of places and past tense
Drugs	Use of imperatives
Friends	Stative verbs (like/ know/love/hate...)
Literature	Use of as / like / past tense
Movies	Comparatives

“Chatting About Your World” also includes a teacher’s guide which facilitates the use of the material if it is employed in other educational contexts. The teacher’s guide will lead the teacher through each section providing tips and possible reflective questions for every topic. The guide contains the Answer Key for all the activities and the Individual and Group Rubrics for assessment.

2.2 SECTION II

2.2.1 Case Study

A case study is “a holistic inquiry that investigates a contemporary phenomenon within its natural setting” (Harling, Wilfrid Laurier University Waterloo, Ontario, n.d.). A case study is useful to do research on phenomenon occurring in a classroom. By applying some techniques of data collection, the researcher will be able to identify what happened during the implementation of “Chatting About Your World” and give a general qualitative view of facts.

As it was stated, in this particular case the researcher will base the investigation on the following hypotheses by implementing “Chatting About Your World”:

- Understanding adolescents’ reality, social context, needs and preferences can help teachers apply activities to develop English oral skills in a more motivating and meaningful way.
- The use of a proper didactic material with activities which focus on the development of English oral skills can achieve the goal of Conversation class.
- The assessment method for Conversation classes should not be written tests, but oral tests with rubrics as instruments of evaluation.

2.2.2 Participants

The data was collected from students at Cardinal Spellman Girls’ School. The group was formed by 95 tenth-grade students with whom “Chatting About Your World” was implemented as a pilot program. After covering the three first units, six students were interviewed individually focusing on their perception of the material. For means of comparing “Chatting About Your World’s” activities with the activities on the material provided by the school for Conversation classes, another group of 33 students was observed in the month of June, 2012; the second group was formed by 33 students of eighth grade.

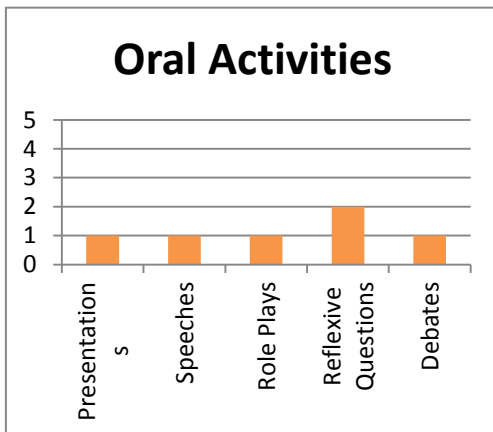
All the subjects are female students; their age range is 11 to 15 years old. All the students have been studying English for at least eight to ten academic years. There were two girls who were new at school, but in general they had a pretty good English level.

2.2.3 Procedure

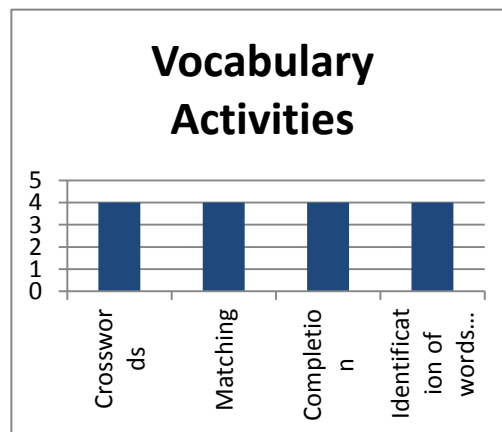
2.2.3.1 Pre - Survey– Group Condition (Annex 4)

The first stage of data collection was done through a survey which was measured in a quantitative method to be able to have an average of students' answers regarding activities practiced the most with the Conversation material provided by the school. The scale used was 1 to 5, being 1 the lowest and 5 the highest in terms of frequency. This was done with the group of 95 students of tenth grade before implementing "Chatting About Your World". The survey took place on Tuesday 6th - Grade B, Thursday 8th – Grade C, and Friday 9th – Grade A, September 2011. The following figures will show in a more detailed way the specific activities which students informed they develop the most in average with the school's material in Conversation class.

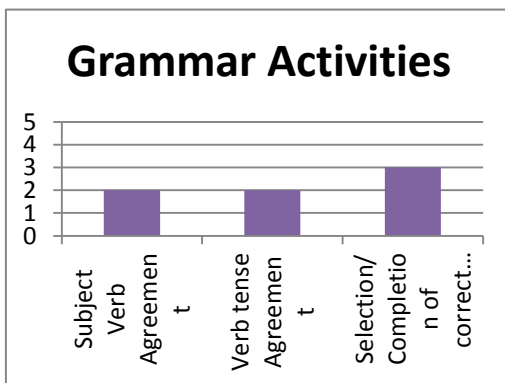
Oral activities: 1.2/5



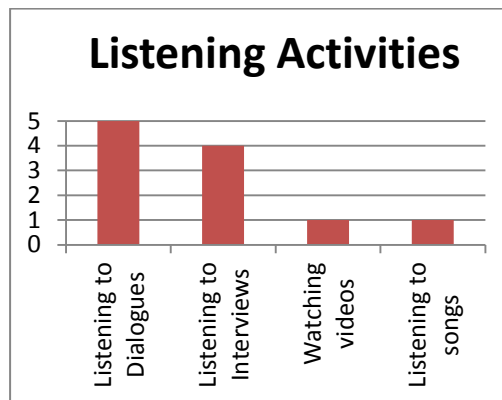
Vocabulary activities: 4/5



Grammar activities: 2.3/5

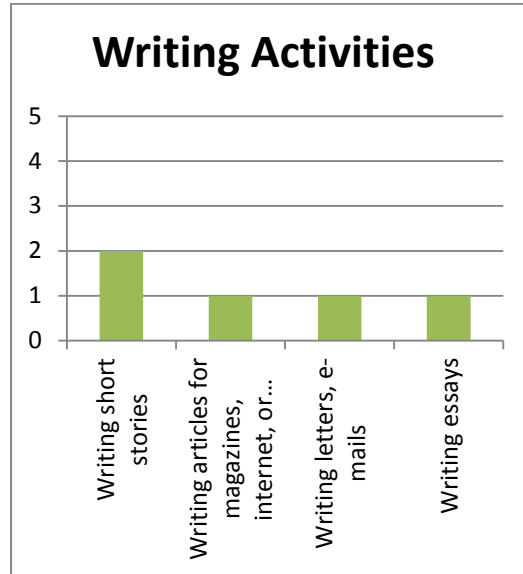
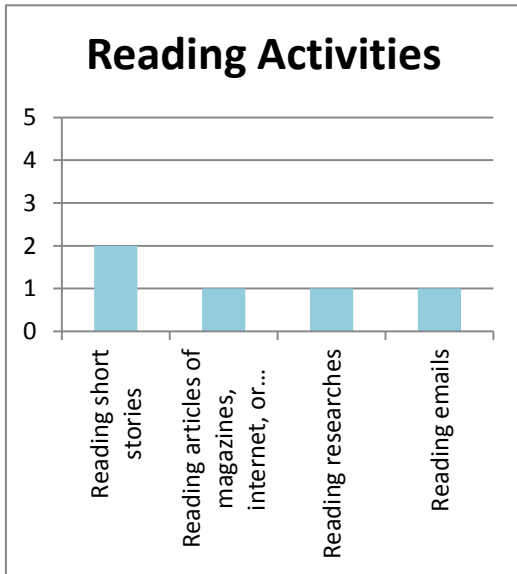


Listening activities: 2.75/5

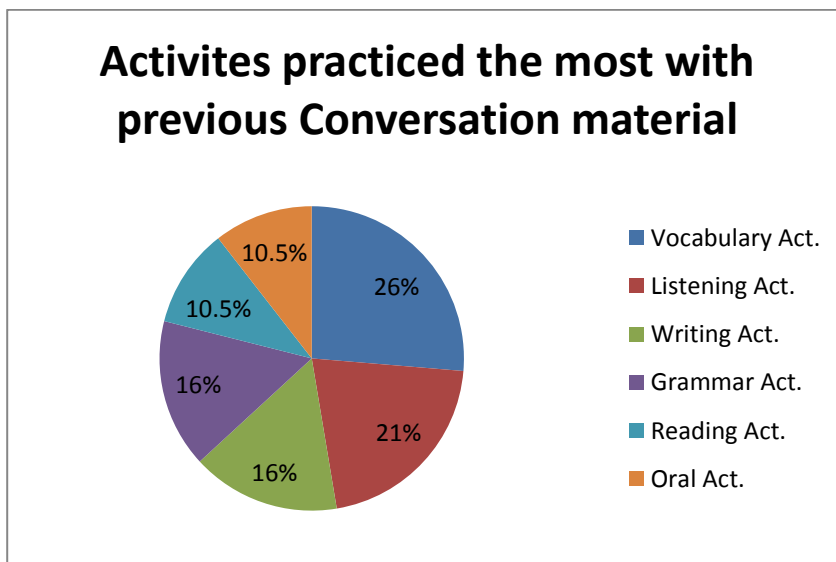


Reading activities: 1.25/5

Writing activities: 1.25/5

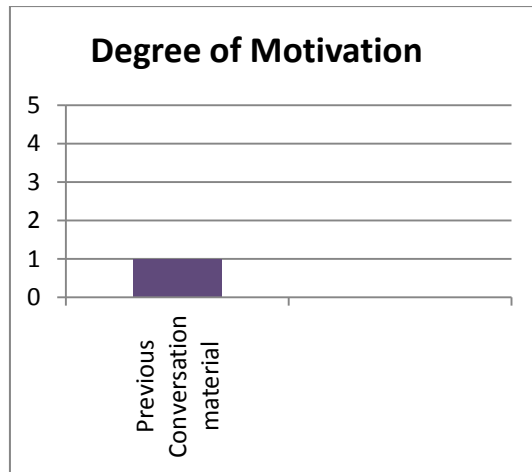


According to students' answers the activities which were practiced the most with the material provided by the school were: **vocabulary** and **listening activities**. **Oral activities were the least practiced.**

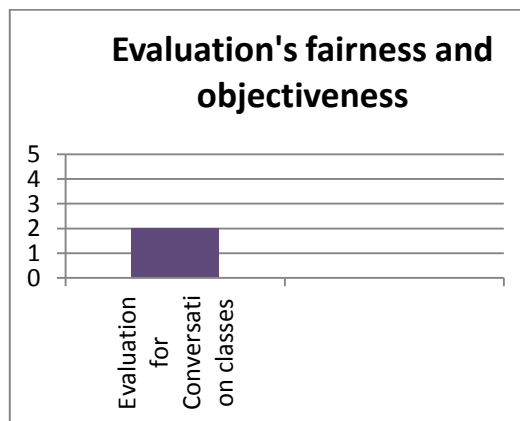


As stated before, students' perception towards working with the Conversation material provided by the school was also measured:

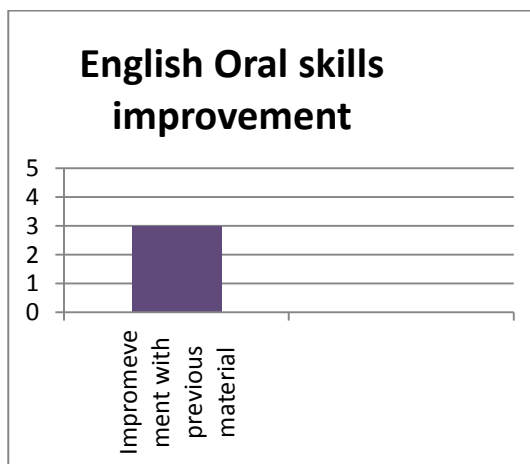
Degree of students' motivation working with the material provided by the school: 1/5



Students' perspective about evaluations -validity and objectiveness: 2/5



Students' opinion regarding their improvement with the previous Conversation material: 3/5



2.2.3.2 Resources

For the implementation of “Chatting About Your World” it was necessary to count with the following:

Students’ media:

- Each student of tenth grade needed to have their own handbook.
- Students needed to have access to radios, computers, and internet to research in their free time in school.

School’s media:

- An audiovisual room where videos were played. The audiovisual room needed to have Internet access for displaying information.

Once all these conditions were accomplished, the researcher started working as a participant observer.

2.2.3.3 Observation forms (Annex 5)

Since the beginning of the academic year the researcher worked as a teacher with students. This is why another teacher from the English department at school collaborated with class observations. A total of thirty classes out of forty five were observed among the three grades and commented by the teacher. The researcher used this information as feedback of how classes were being conducted.

The categories being observed were: class structure, methods, teacher-student interaction and content. These four categories included several aspects which are stated on Annex 5. In average the perspective of the observer varied from a range of *Acceptable* to *Excellent*.

2.2.3.4 Description of Group Sessions

It is important to mention, as stated before, that each class happened in three tenth grades: A, B, and C in a period of time of forty minutes. The researcher is presenting a

summary of her general observations of the ninety five students' performance and development while using "Chatting About Your World" in a group basis.

2.2.3.4.1 Class One (Grades A, B, C)

Unit 1: Urban Tribes

Dates: Tuesday 13th - Grade B, Thursday 15th – Grade C, and Friday 16th – Grade A, September 2011.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Identify some of the existing urban tribes and their characteristics.
- Reinforce descriptive adjectives in an oral way through the activities proposed in the unit.

The teacher began by asking students reflective questions proposed in the beginning of the unit. Students participated in a random and voluntary way giving their personal opinions based on their experience. Students were enthusiastic the moment they started to tell experiences and life examples about friends who belonged to different urban tribes, such as, Emos, Skaters, Cumbieros, among others. Some students showed acceptance towards these social groups and others even said they belong to groups like Emos or Floggers. After this, students described some urban tribes with the vocabulary provided in the second exercise and reported their answers orally. Some words such as *dyed hair* were new for certain students, but in general they were rehearsing their previous knowledge. Finally, the teacher explained homework to be presented for next class.

2.2.3.4.2 Class Two (Grades A, B, C)

Unit 1: Urban Tribes

Dates: Tuesday 20th - Grade B, Thursday 22th – Grade C, and Friday 23th – Grade A, September 2011.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Share homework in an oral way describing the creation of accessories they would like to wear if they belonged to an urban tribe using descriptive adjectives.
- Learn about Urban Tribes in Madrid through the reading “The way we dress, the way we speak, the way we do”.
- Reinforce descriptive adjectives in an oral way through activities proposed in the unit.

Students felt a little anxious at the beginning of this class because they were reluctant to share their answers in front of all their classmates. When several students started sharing their creations in a volunteer way some others felt more comfortable and felt confident to talk about their creations. After this, the teacher moved on to the next activity and asked students to read out loud one by one up to a period. Students found of great use the glossary presented at the end of the reading to understand main ideas. When the reading was finished the teacher asked to comment it and students said that some names of Urban Tribes in Madrid were new for them. They also commented about all these social movements coming to Ecuador as social trends. After this, a power point was presented which included descriptive adjectives for students to add to their vocabulary knowledge. At the end, the teacher explained the project for next class and divided the class in groups. The teacher answered to the questions and doubts the students had concerning their presentation for next class. She also told the groups the presentations’ order; in this way, students could be prepared and bring all the material they needed.

2.2.3.4.3 Class Three and Four (Grades A, B, C)

Unit 1: Urban Tribes

Dates: Tuesday September 27th and Tuesday October 4th -Grade B, Thursday September 29th and Thursday October 6th - Grade C, Friday September 30th and Friday October 7th Grade A, 2011.

Lessons Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Present their oral group projects of the creation of an urban tribe.

Two classes were devoted for the projects presentations in each grade. Three groups presented their group work each class. All the groups showed great creativeness at the moment of presenting their ideas on the creation of a new Urban Tribe. The majority of the groups displayed Power Point presentations to indicate all the parameters asked in the project. All of them disguised and brought or created new accessories to include them as part of their urban tribe. The instructions to develop the project were the following:

In groups of 5 to 6 persons, create your own urban tribe. Think about your:

- Ideology
- Identity symbols
- Hobbies
- Music
- Outfit and accessories

Organize and present your urban tribe; you may disguise and bring the material you need for your presentation such as the accessories, the music, and an example of your hobby. Be creative!

(Your group presentation should take from 7 to 8 minutes)

The students gave the teacher their individual rubrics for evaluation before their presentation. At the moment of evaluating, the teacher felt a little anxious having five to six individual rubrics to grade in each presentation. However, the structure of the rubric made it easy to work and recognize each parameter to be graded in a faster way.

Students also did their best in speaking clearly and coherently because they knew they were being evaluated in an individual way. In general students made a great effort on their first presentation, and most of the groups were well organized and showed creativeness.

2.2.3.4.4 Class Recordings – Unit N° 1 Urban Tribes Projects (Annex 6)

The teacher who observed the class helped with the recording of the projects presentations. Class recordings are presented in DVD format in order to observe a sample of some of the students' presentation of the three grades.

2.2.3.4.5 Class Five (Grades A, B, C)

Unit 1: Urban Tribes

Dates: Tuesday 11th - Grade B, Thursday 13th - Grade C, Friday 14th Grade A, October 2011.

Lessons Objectives:

- Give feedback to students by delivering their individual and group rubrics.

At the binning of the class the teacher started by giving comments and recommendations for future presentations. The teacher said that students should be punctual so time would not be a problem for groups presenting last. She told students that in general their English oral skills were good but they could improve by checking the grading parameters. Then, the teacher congratulated students for their effort, their creativeness, and group organization. After this the teacher gave back the individual and group rubrics for students to check and make any questions. At the moment of getting their rubrics students were a little confused, it was the first time they were evaluated this way. They took ten minutes more or less to check their group rubric, and other five minutes to check their individual one. Some students approached in an individual way to ask why they lost marks in certain parameters and the teacher explained them, in an individual way, the parameter and how the student can improve it. Most students showed satisfied with their evaluations, but there were a few a little worried about their grades.

2.2.3.4.6 Class Six (Grades A, B and C)

Unit 2: Bullying

Dates: Tuesday 18th - Grade B, Thursday 20th - Grade C, Friday 21th Grade A, October 2011.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.

- Learn about Bullying as a social problem through the reading “Who is a Bully”.
- Reinforce frequency adverbs in an oral way through the activities proposed in the unit.

At the beginning the teacher asked students the reflective questions and students answered in a volunteer way. These questions gave place to a small debate regarding students’ opinions about the differences between the bullies and the bullied. Few students gave their personal testimony of being victims of bullies in other schools. The teacher monitored the class and continued to the next exercise. The teacher asked students in a random way to read the quotes in the exercise and comment. After this, the teacher asked for students to read in a random way “Who is a Bully?” up to a period. Students answered in a very reflective way. The teacher was amazed at students’ critical thinking and opinions about psychological issues in the three grades. Students shared personal experiences or close friend cases who were victims of bullying in other schools. Finally, the teacher explained the homework for next class.

2.2.3.4.7 Class Seven (Grades A, B, and C)

Unit 2: Bullying

Dates: Tuesday 25th - Grade B, Thursday 27th - Grade C, Friday 28th Grade A, October 2011.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Share homework in an oral way describing the psychological help the bullies and the bullied need.
- Reinforce frequency adverbs through oral activities proposed in unit.

The teacher began by asking volunteers to share their homework. Some students shared their answers in an oral way. They made special emphasis on what spectators should do if they see a case of bullying. Then, the teacher prepared the material to show them the three videos. Students watch the videos silently and very attentive. Some students were very touched and showed emotional about the videos. After the three videos were over, the teacher continued by asking the reflective questions. The class turned into a small debate room and most students were eager to give their opinions and share their knowledge. Finally, the teacher explained the project, divided the class in groups, and told the presentations’ order.

2.2.3.4.8 Class Eight and Nine (Grades A, B, and C)

Unit 2: Bullying

Dates: Tuesday 8th and Tuesday 15th - Grade B, Thursday 10th and Thursday 17th - Grade C, Friday 11th and Friday 18th Grade A, November 2011.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Present their oral group projects about bullying.

The teacher booked the audiovisual room to have the class there. Students started projecting their videos about bullying in complete order. The instructions for this project were the following:

In groups of 5 to 6 persons, elaborate a video for class about an act of bullying where the important thing is:

- HOW THE SPECTATORS ACT.

Focus about the solutions they provide: what they do and what they say to stand against bullying.

(Your group presentation should take from 7 to 8 minutes)

Students enjoyed and had fun watching their classmates' videos. The participants of each group were a little embarrassed to show their performance and acting skills. Some groups included subtitles to their speeches in case something was not clear in the video. Videos were recorded at students' homes and others at school. Students created different situations where spectators stood by the bullied and defended them from the bullies. At the end the groups included messages in the videos against bullying and advice their peers to act against bullies. In this case, the teacher collected the individual and group rubrics and evaluated the groups at home.

2.2.3.4.9 Class Ten (Grades A, B, C)

Unit 2: Bullying

Dates: Tuesday 22th - Grade B, Thursday 24th - Grade C, Friday 25th - Grade A, November 2011

Lessons Objectives:

- Give feedback to students by delivering their individual and group rubrics.

At the beginning the teacher gave feedback to students and congratulated them for their great effort recording the videos. She told students she could see how much sacrifice it took to be able to create a complete script for the video and record it. It not only involved practicing their oral skills, but also their acting skills. The teacher gave back the individual and group rubrics. This time students were already familiarized with the grading system so there were no many questions. Few students approached to talk to the teacher in an individual way asking for advice to improve their oral skills. In this class the teacher also gave students the questions to prepare for the First Term Evaluation which its process is explained in the evaluation description.

2.2.3.4.10 Video Recordings Unit N° 2 Bullying Projects (Annex 7)

Samples of students' video recordings are presented in DVD format so the reader can view the work displayed by the students.

2.2.3.4.11 Class Eleven (Grade A, B, C)

Unit 3: Social Networks

Dates: Tuesday 10th - Grade B, Thursday 12th – Grade C, and Friday 13th – Grade A, January 2012.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Identify some of the existing social networks and comment about them.
- Reinforce connectives in an oral way through the activities proposed in the unit.

The teacher began the class asking the reflective question in the first exercise. Students immediately wanted to talk voluntarily about how great they believed social networks were and how much time they spent surfing through the net. The teacher could recognize that the social network which was used the most was Facebook, and in second place Twitter. After answering the questions, the teacher asked students to recognize the logos presented in the book for each social network. Students recognized almost all of them; they had a little trouble recognizing the ones used by professionals.

For this class the teacher had already booked the audiovisual room and displayed the video about addiction to social networks. Students watched the video very attentively, and later on the teacher asked the questions about the video. A little debate was hold among students' opinions. Some believed it was perfectly normal to spend more than 4 hours surfing through a social network, and others believed this was already an addiction. Finally, the teacher explained the homework for next class.

2.2.3.4.12 Class Twelve (Grades A, B, C)

Unit 3: Social Networks

Dates: Tuesday 17th - Grade B, Thursday 19th – Grade C, and Friday 20th – Grade A, January 2012.

Lesson Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Share homework in an oral way about pros and cons of the usage of social networks.
- Reinforce connectives in an oral way through activities proposed in the unit.

The teacher booked the audiovisual room for this class. Students shared their homework voluntarily and they used the Internet to show the sources they took the information from to elaborate their homework. After displaying their source of information they explained the pros and cons of the usage of social networks. Then the teacher moved on to the next exercise and displayed the videos which students watched very attentively. They

completed the missing information in the book relating to the videos and reported their answers in an oral way.

After this, the teacher started a debate with the proposed questions in the book. Students were eager to comment their beliefs and perceptions about being addicts or not to social networks. They shared personal experiences about being in trouble with parents, classmates and school authorities because of the usage of Social Networks. They also mentioned how useful social networks are to contact friends or family from abroad. They showed a positive and very participative attitude. Finally, the teacher explained the project, divided the class in groups, and told the presentations' order.

2.2.3.4.13 Class Thirteen and Fourteen (Grades A, B, C)

Unit 3: Social Networks

Dates: Tuesday January 24th and Tuesday January 31 -Grade B, Thursday January 26th and Thursday February 2nd - Grade C, Friday January 27th and Friday February 3rd - Grade A, 2012.

Lessons Objectives:

- To foster English oral skills practice through activities which focus on oral performance.
- Present their oral group projects of the creation of social network.

They teacher booked an audiovisual room for the project presentations. For this project instructions were the following:

In groups of 5 to 6 persons, create and enterprise that wants to launch a new Social Network. You are going to present your product in class. Take into account the following:

- Your social network should provide a solution to avoid: ADDICTION, SOCIAL ISOLATION and BULLYING.
- The target users are teenagers.
- The applications of your social network should provide good terms of privacy and reports of abuse.

The presentation will be done on cardboards so you can design, draw, and create easily.

(Your presentation should take from 7 to 8 minutes)

Students gave the teacher their individual and group rubrics. They started presenting their projects. Some students disguised and made use of different didactic material to create their social networks. They used cardboards, markers, colors, photographs, pictures, and created beautiful representations of web pages. They showed their creativeness at the moment of promoting their social networks. Most of the groups reached the three objectives of their social networks which were avoiding isolation, addiction and cyber bullying. The teacher was able to evaluate in a faster way using the individual and group rubrics.

2.2.3.4.14 Class Fifteen (Grades A, B, C)

Unit 3: Social Networks

Dates: Tuesday 7th - Grade B, Thursday 9th - Grade C, Friday 10th - Grade A, February 2012

Lessons Objectives:

- Give feedback to students by delivering their individual and group rubrics.

The teacher started by giving suggestions and recommendations for future presentations. In general comments were positive because of their effort and creativeness displayed on their social networks. The teacher gave back the individual and group rubrics and students check them. This time there were fewer students asking questions about their grade. The majority of students showed satisfied with their grades. However, there were some cases in which the teacher approached in an individual way to talk to students about how they could improve their performance.

2.2.3.4.15 Photographs of Projects' Presentations–Unit N°3 Social Networks (Annex 8)

Photographs of unit three projects' were taken and are included in the annexes to show the effort and creativeness of students.

2.2.3.5 First Term Evaluation

At Cardinal Spellman Girls' School the assessment consists of two partial grades in each term and a term exam. "Chatting About Your World" didactic material assessment was as follows:

First Term:

Unit N° 1 – Urban Tribes

- Assessment of homework: 20 marks.
- Individual assessment based on a rubric: 20 marks.
- Group assessment based on a rubric: 20 marks.

The three grades were averaged and this was the first partial grade. The same was done with Unit N°2 – Bullying, and this was the second partial grade.

For the term exam, where 60 minutes are assigned for all the students, the following was done: the students had the chance to choose between one of the two units of the term and they were asked to answer a reflexive question previously given for them to prepare their answers as a short speech. They had 1 minute and 30 seconds each to present their answer orally. This segment was assessed by means of the same individual rubric based on 20 marks.

2.2.3.6 Interviews – Individual Cases (Annex 9)

As mentioned before, two students from each grade were selected to carry an individual interview about their perspective while working with "Chatting About Your World" and the new evaluation system for Conversation class. Subjects will be named as A1-A2 for grade A; B1 – B2, for grade B; and C1 - C2 for grade C.

The interview took place after the three units were over; the teacher took notes of their answers. The following chart presents a summary of their interviews.

<p>Did you find the topics being covered up to now in “Chatting About Your World” interesting? Why?</p>	<p>Subjects A1, A2, and C2, answered in an affirmative way and didn't add any comments.</p> <p>B1 said she felt interested in all the topics, but most of all in Bullying. She said one day she would like to be a psychologist, so learning about what happens with the bullies and the bullied was of great interest.</p> <p>Subject B2 said that she found it interesting, but in the case of Urban Tribes she just wanted to acquire a general knowledge, she was not so interested to know in depth their ideologies. She also said she liked very much the unit of Social Networks. She considers herself as an addict to Facebook.</p> <p>Subject C1 showed a lot of interest in Unit 1 because she herself belonged to the Urban Tribes: Floggers.</p>
<p>Did you feel like participating and telling your opinions in class? Why?</p>	<p>For this case all subjects answered in an affirmative way.</p> <p>Subject C2 said she was not such a participative person, and in general it takes a lot for her to express in public.</p> <p>Subject A2 add that she felt anxious to say her opinions because most of times she couldn't find the words in English. Sometimes she combines English and Spanish to express herself.</p>
<p>Do you feel you are practicing</p>	<p>All subjects answered in an affirmative way to</p>

<p>your English oral skills with the activities in “Chatting About Your World”? Why?</p>	<p>this question. They all agree that with “Chatting About Your World” they are dealing with topics they find interesting.</p>
<p>What do you think about using rubrics for your oral presentations?</p>	<p>All subjects, except C2, believed that the rubric was more objective than how they were graded in previous Conversation classes.</p> <p>Subject C2 said that she didn’t feel so comfortable being graded only with the rubric. She believed that the teacher could also grade how she prepared for the presentation. This meant checking a piece of writing she wrote in order to present her part of the project orally.</p>

2.2.3.7 Comparison of the school’s Conversation material between “Chatting About Your World”

The researcher recorded a Conversation class in eighth grade with the purpose of comparing the activities developed with the school’s material for Conversation classes, and “Chatting About Your World” proposed for adolescents from eleven to fifteen years old. The participants in this class were thirty three adolescent students from eleven to thirteen years old. The conversation material for eighth grade was a collection of three books of Ecuadorian Legends in English. These books tell stories and legends about the three regions of Ecuador: the highlands, the coast, and the rainforest. The books contain short readings, vocabulary and grammar exercises, all based on readings which are no longer than 3 pages. In this particular class, the teacher is reviewing homework in an oral way. Three legends are reviewed.

2.2.3.7.1 Description of the video recording from eighth grade Conversation class (Annex 11)

The class recording is presented in DVD format included in this work so the reader can have access to this information.

The teacher in charge of Conversation class is supposed to use the material for practicing oral skills; in the video it is seen how students are asked to participate in an oral active way. The teacher reads instructions; then she asks students to answer questions or develop certain exercises:

- In the first segment, the first legend is reviewed. One student gives a summary about it; the student takes about one minute and fifty seconds to do so while the rest of the class is listening quietly. Then, thirteen students report their answers of homework. They had to look up meanings of vocabulary and write a sentence with each word. Two of the students participated twice. All students read their answers. After this, students report their answers of special tasks. In a previous class they were divided by rows and were given each row a task, for this legend they had to draw something based on facts of the legend. The row which developed the drawings shows them to the whole class and two students explain their drawings. To end the review of the first legend, students read their answers of questions about the story.
- In the second segment, the second legend is reviewed. One student gives the summary about it; she takes a minute and thirty five seconds to do so while the rest of the class is listening quietly. Then, seven students report their answers of homework about vocabulary. All students read their answers. After this, students report their answers of the special task which was to write the continuation for the legend. Two students read their answers.
- In the third segment, the third legend is reviewed. The summary of this legend is told by the same student who told the second one. She takes two minutes to do so while the rest of the class is listening quietly. The teacher asks some questions about details of the story and students answer voluntarily. Then, five students report their answers of homework about vocabulary. All students read their answers. After this, three students read their answers about the special task which was to write a letter to one of the character of the legend.

All these activities are part of class participation, and every student who participates gets extra points; in a way this is done to try to motivate students to participate. The school’s policy is to use and finish the proposed material, so this is why all these activities have to be done.

As it can be seen in the video, not all students participate in an active way; they read their answers of the words they looked up in the dictionary and the other proposed tasks as well; students are motivated to participate only because of the extra points they can get for reading their answers, not because they find the class interesting.

2.2.3.7.2 Differences stated between the school’s conversation material and “Chatting About Your World”

School’s Conversation Material	“Chatting About Your World”
Activities focus on the acquisition of vocabulary and reading skills practice.	Activities focus on oral skills practice while <u>reinforcing</u> their previous English knowledge.
Students’ motivation to participate is based on grades.	Students’ motivation is based on dealing with topics which connect with their current needs and social interests.
Assessment is done through written tests.	Assessment is done through rubrics grading students’ oral skills.
Individual work is fostered.	Individual and group work is fostered.
The degree of teacher talking time is higher.	The degree of teacher talking time is lower, in some classes the teacher is only an observer.

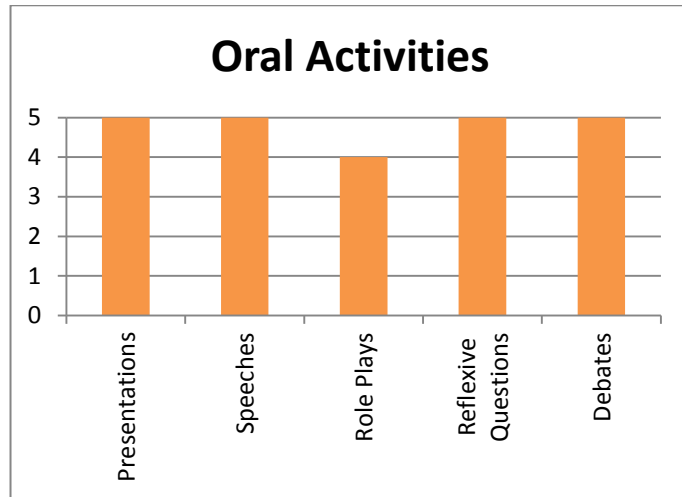
2.2.3.8 Post – Survey Group Condition (Annex 11)

After the three first units were completed a post-survey took place to analyze students’ perceptions after working with “Chatting About Your World”. The survey took place on Tuesday 13th – Grade B, Thursday 16th – Grade C, and Friday 17th – Grade A, February, 2012.

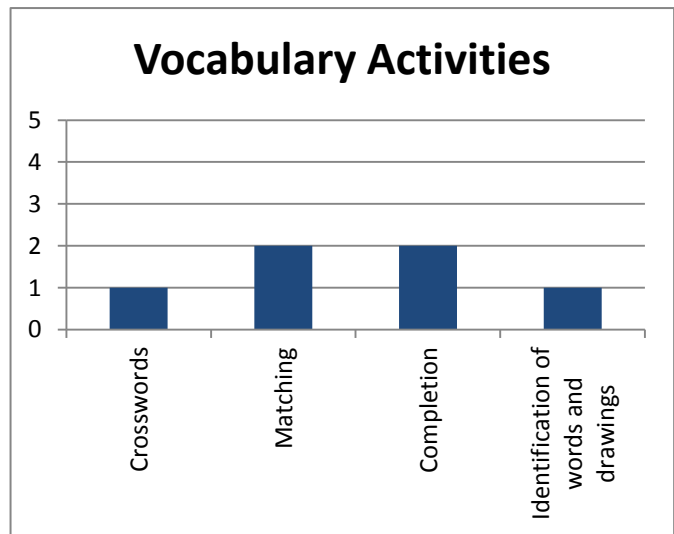
The data was measured in a quantitative method to be able to have an idea of students' answers.

The following figures will show in a more detailed way the specific activities which students informed they develop the most with "Chatting About Your World".

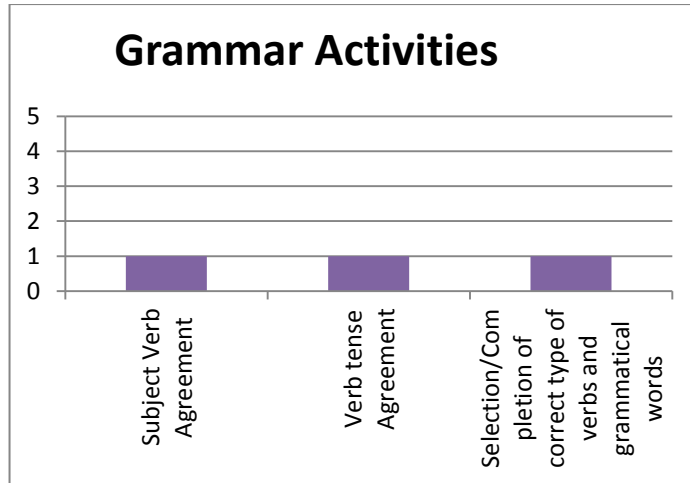
Oral activities: increased from 1.2 /5 points to an average of 4.8/5 points.



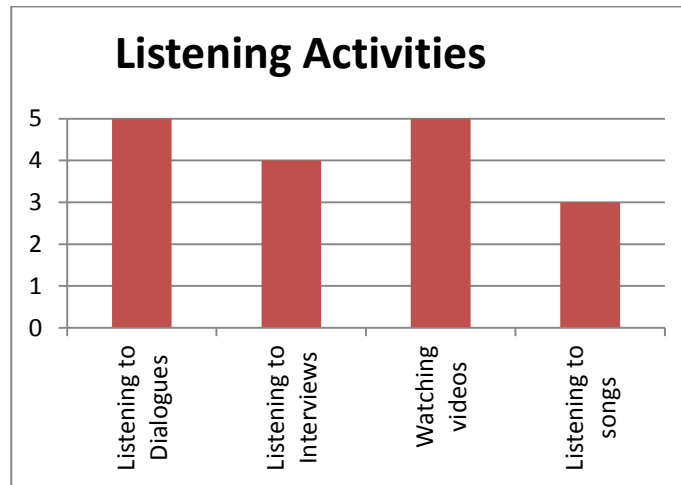
Vocabulary activities: decreased from 4/5 points to an average of 1.5/5 points.



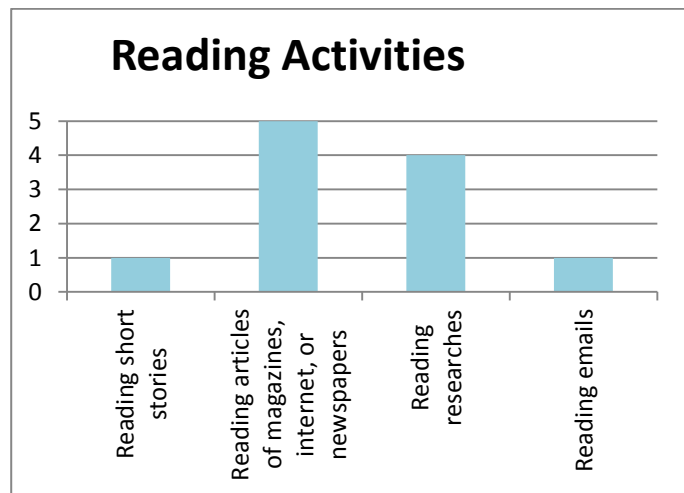
Grammar activities: decreased from 2.3/5 points to an average of 1/5 points.



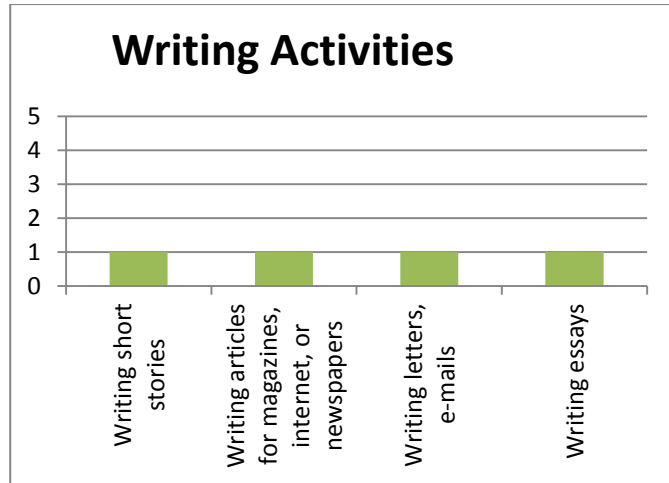
Listening activities: increased from 2.75/5 points to an average of 4.25/5 points.



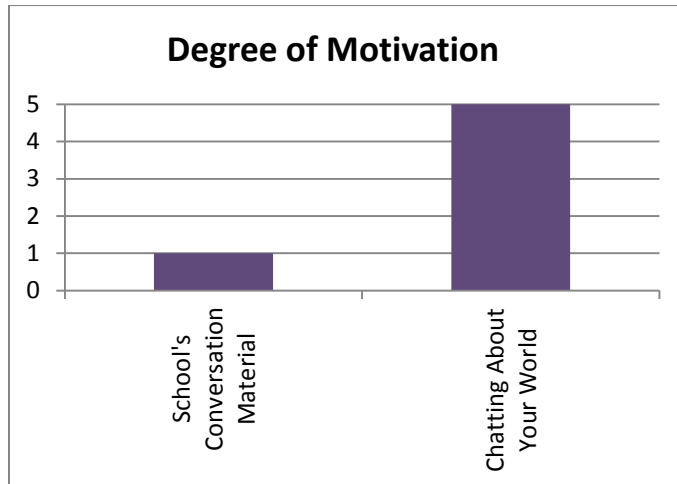
Reading activities: increased from 1.25/5 points to an average of 2.75/5 points.



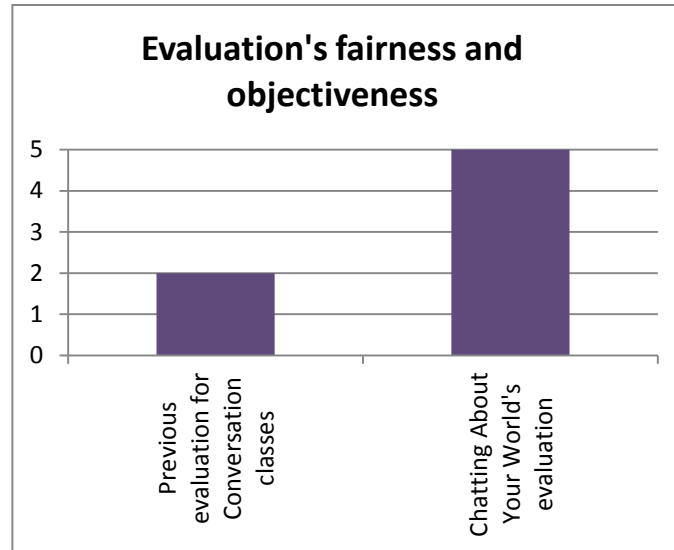
Writing activities: decreased from 1.25/5 points to an average of 1/5 points



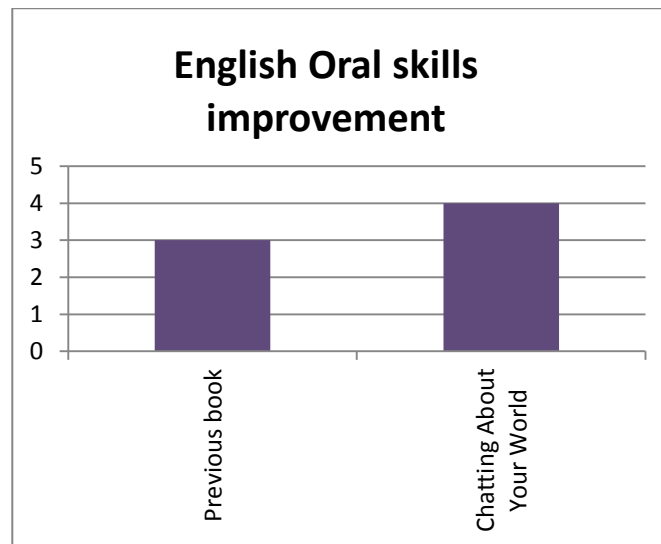
Students' perception towards working with "Chatting About Your World" was also measured: **Degree of students' motivation working with "Chatting About Your World"** increased from 1/5 points to an average of 5/5 points.



Students' perspective about evaluations-validity and objectiveness: increased from 2/5 to an average of 5/5 points.



Students' opinion regarding their improvement in English oral skills with "Chatting About Your World": improved from 3/5 to an average of to 4/5 points.



CONCLUSIONS

- “Chatting About Your World” is a new and innovative didactic material which promotes the development of English oral skills from A2 to B1 level, according to the Common European Framework of Reference for Languages. This material includes activities which focus on the development of English oral skills to achieve the goal of Conversation class. Students responded positively when using the material and were immersed in real practice and reinforcement of English oral skills.
- Understanding adolescent reality, social context, needs and preferences help teachers apply activities to develop English oral skills in a more motivating and meaningful way. The activities in “Chatting About Your World” deal with teenager interests and social trends; hence, students develop intrinsic motivation and face situations which take place day to day at school, home, with their peers and friends.
- Students developed meaningful learning because they did not work with repetitive drills or activities which only transmit theory or concepts. They worked with activities that made them link their previous knowledge.
- Students became aware of their English oral production while developing the oral tasks in “Chatting About Your World” and it helped them to integrate their previous English knowledge. Students were immersed in competence learning through the use of the didactic material in a positive and productive way.
- Students were involved in cooperative work while developing the proposed projects at the end of each unit. Students’ academic performance, knowledge acquisition, retention, and transference showed improvement.
- Students’ social relationships got better: respect, solidarity, and tolerance were retrieved; hence, emotional intelligence was developed.

- Students developed a positive attitude towards assessment through rubrics. This happened because they did not only aim at a certain grade, but they got a clear and specific feedback of what they had to do to improve their English oral production. The assessment methodology was successful for Conversation class.
- The material provided by the school for Conversation classes is **not** appropriate, because:
 - > Student's motivation is based on grades.
 - > Evaluation is done through written tests.
 - > Only individual work is fostered
 - > Teacher talking time is higher than student's talking time.

Students require a more appealing material to get involved and respond positively in an English Conversation class; therefore "Chatting About Your World" was developed.

- The results of the post-survey showed that: debates, dialogues, conversations, speeches, and presentations were the most practiced in Conversation course. Therefore, "Chatting About Your World" **is** appropriate for Conversation class because students reinforce their oral skills developing activities that focus on English oral production and promote their participation.
- The researcher could notice that students were able to connect their personal reality to topics such as, Urban Tribes and Bullying. Students were able to benefit from personal stories, experiences and opinions of their peers.
- The researcher could determine that the topics in "Chatting About Your World" are suitable because the students who were interviewed expressed their approval and connection to the topics.
- The post-survey showed that students were much more motivated to work and participate actively in Conversation classes. The difference in terms of motivation between the pre-survey and the post-survey was from 1/5 points using the school's didactic material to an average of 5/5 points with "Chatting About Your World".

- The post-survey also showed that students' appreciation of evaluations-validity and objectiveness increased in a positive way towards assessment from 2/5 points using the school's didactic material to an average of 5/5 points with "Chatting About Your World". Students felt they were fairly evaluated by the implementation of rubrics.
- The post-survey final result showed that students' self-appreciation regarding their improvement in English oral skills increased from 3/5 points using the school's didactic material to an average of 4/5 points with "Chatting About Your World". It is clear that the activities in the didactic material are more suitable for a Conversation class because it motivates their participation.
- The teacher's guide encourages the instructor to motivate students towards reflection and active participation making him/her aware of teacher talking time. (TTT)
- "Chatting About Your World" teacher's guide leads the teacher to become a facilitator and not a person who only teaches concepts and transmits theory. The teacher monitors, observes and assesses the students' oral production.
- The time assigned to Conversation class was a constraint. Forty minutes are not enough to develop the activities. It would be better to have at least two periods a week of forty minutes.
- Large classes are another constraint for the teacher and students. On one hand, the teacher cannot handle equal student participation. On the other hand, some students tend to monopolize the class, and some others adopt the role of passive observers.
- Large classes are represent a problem when trying to assess in an objective and fair way. It would be better to have two or three periods dedicated to assessment in order to avoid anxiety and time pressure.

RECOMMENDATIONS

- New Conversation didactic material could be designed for another target of students, such as young adult learners. The material should include topics which deal with young adults' interests and concerns in order to motivate the students to participate and work with the material. Topics could vary from issues of daily life, to travel, work, and fun, among others.
- The English level according to the Common European Framework of Reference for Languages should be taken into consideration when developing a didactic material.
- A previous analysis of the students' interests, social context, needs and preferences should be done before developing a material for Conversation classes. Students can develop intrinsic motivation and work effectively with appropriate topics.
- Tasks and activities in a didactic material should be designed according to the constructivism approach to develop meaningful learning. Tasks should not be repetitive or only a mere transmission of concepts.
- The tasks and activities designed for future Conversation classes should be interactive to help the development of meaningful learning and reinforcement. Interactive tasks should foster investigation and research so students learn from their social context and share their knowledge in class in an oral way.
- Conversation classes require the teacher to be tolerant and flexible in order to foster students' creativity and provide them with a space where they can express their feeling and emotions.
- The material could also include the learning and comprehension of idiomatic expressions of English language cultures.

- Cooperative work should be promoted to develop emotional intelligence. Through cooperative work students social relationships get better.
- Rubrics are excellent assessment tools when evaluating oral skills in large groups.
- Different rubric models for Conversation class could be designed to aim at different evaluation aspects. The assessment rubrics could vary so the teachers using the material could have several options to assess their students according to the aspects teachers want to evaluate.
- A Teacher's Guide material could include extra oral activities for the classes. These would help the teacher assign tasks to the students to work at home or as make-up tasks.
- Students' motivation should not be based only on grades or academic rewards.
- Assessment in a Conversation class should be done in a continuous way. (Formative Assessment). Students need a constant feedback about their progress in order to improve their oral skills.
- The teacher's guide could include information for the educators to acknowledge the importance of oral skills, strategies to teach and promote a meaningful and motivating learning.
- Time assigned for Conversation classes should at least be two periods a week with large groups. With good time management the teacher is able to monitor his/her students in a fair and objective way.
- When working with adolescents the teacher should be perceptive as to social relationships inside the group, especially when organizing work groups. This way the teacher would know when to intervene or let the adolescents work on their own.

- Presentations are integral activities that demand dealing with language as whole. This strategy is useful to reinforce language skills. Besides, there is cooperative learning because students learn from each other.

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ANNEXES

ANNEX N° 1: "CHATTING ABOUT YOUR WORLD"

1 Urban tribes

1. What does "urban tribes" mean? What do you know about urban tribes and their ideologies?
2. Have you met someone who belongs to an urban tribe? Share your experience.
3. There are six urban tribes in the picture, can you identify them?



Chart taken from: <http://poster.4teachers.org>. Accessed on: 02/08/11. Adapted for academic purposes.

4. Describe the following urban tribes with at least three characteristics using descriptive adjectives. Refer to their appearance and personality traits.

Here is some vocabulary that may help you, add some of your own.

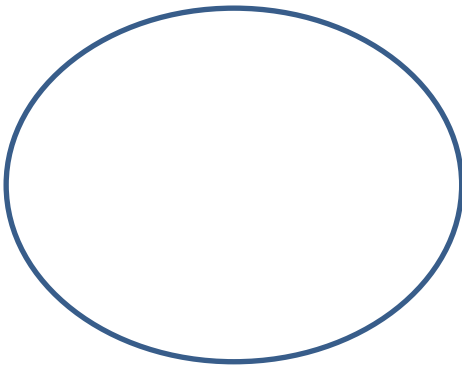
emotional dyed hair serious funny dark

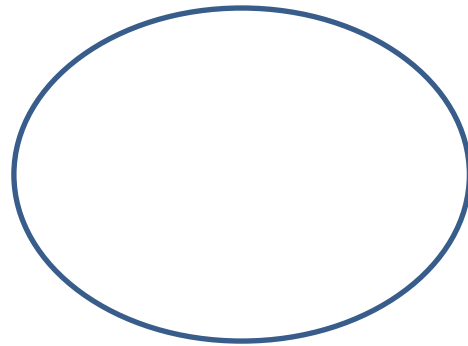
Prepi	
Hippie	
Flogger	
Gothic	
Emo	
Skater	

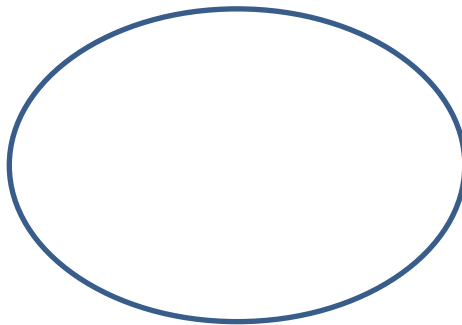
Homework

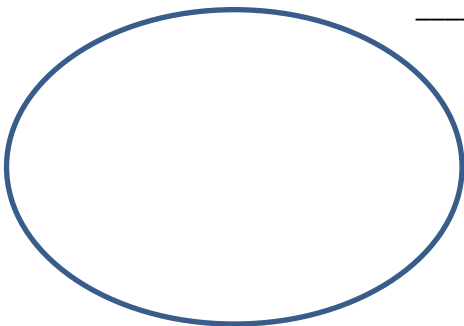
5. Urban tribes have special accessories as complements of their outfits; some of them are piercings, sunglasses, gloves, among other stuff. If you belonged to an urban tribe what would be the accessories you would like to wear? Draw at least four items created by you in the following circles.

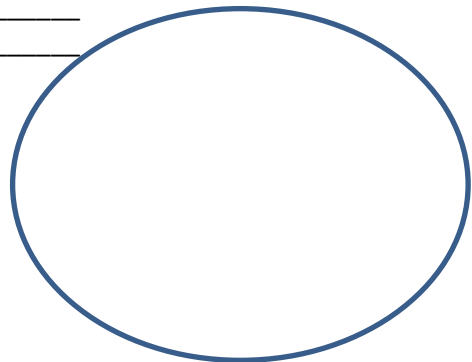
6. Write the name, the use, and a short description about the item. Share with your classmates the one you like the most. Be creative!











7. Share your homework in class.

8. Read the following excerpt about Urban Tribes in Spain, published by Oscar, an English teacher living in Madrid. <http://poster.4teachers.org>. Accessed on: 02/08/11. Adapted for academic purposes.

"THE WAY WE DRESS, the way we speak, THE WAY WE DO"

"Urban tribes are groups of people in urban areas who have some kind of close association based upon similar lifestyles or activities"

"Urban tribes are young city people that gather in relatively small, fluid groups. These groups share common interests that are, in general, different from the interests of *mainstream culture". (Michel Maffesoli)

They are made up by groups of people - usually young, with a distinct common identity: the same **aesthetic codes, the same identity symbols, the same rules, the same language, the same music..... A whole ideology! They are a reflection of what they love or what they hate and of their own instincts. We can find them in any Spanish city, but they are usually concentrated in the big cities like Madrid, Barcelona or Seville.

SOME URBAN TRIBES

Ñetas, Latin Kings, Pijos, Ocupas, Pelolais o Barbies, Mods, Emos, Heavies, Rastas, Hardcores, Goths, Grunges, Skaters, Rockers, Rapers, Wannabes, Lolailos, Frikis, Canis, Bakalaeros, etc.

Some of them are nearly extinct, and others in full expansion. It is estimated that in Madrid alone coexist more than fifteen tribes. They usually meet in central, commercial or nightlife areas.

Sometimes people associate urban tribes with violence. In fact, there are some of them which are linked to incidents, brutal attacks and social problems; but many of them are inoffensive.

Merriam Webster Dictionary.

***Mainstream:** a prevailing current or direction of activity or influence.

****Aesthetic:** of, relating to, or dealing with aesthetics or the beautiful.

9. Watch the following power point presentation about some urban tribes. Write down the new vocabulary words:

.....
.....
.....
.....
.....
.....
.....
.....

10. **Project!**

In groups of 5 to 6 persons, create your own urban tribe. Think about your:

- Ideology
- Identity symbols
- Hobbies
- Music
- Outfit and accessories

Organize and present your urban tribe; you may disguise and bring the material you need for your presentation such as the accessories, the music, and an example of your hobby. Be creative!

(Your group presentation should take from 7 to 8 minutes)

2

Bullying

1. Have you ever heard the term "bullying"? What does it mean? Why do you think it happens?
2. What is the difference between the bully and the bullied?
3. Who do you think has more emotional and psychological issues, the bully or the bullied?



4. Read the following statements and questions to connect with the text:

1. A bully is someone who ismean to others:

- a. habitually b. sometimes c. occasionally

2. Bullies themselves are often former or current

3. Keeping in mind the following quote from the text answer the following questions in an oral way:

"Children who have unstable home lives, for example, may take out their frustration and aggression on other children"

- How do you think bullies actually feel about themselves?
- Why do you think they feel the urge to denigrate or harm someone else?

- What should bullies do to control their frustration and aggression?
- What should bullied children do when they feel abused?

5. Read the excerpt:

**WHO IS A
BULLY?**

A bully is someone who is habitually mean to others, inflicting both physical and psychological abuse on his or her victims. Bullies can appear at schools, in workplaces, and on the Internet. Bullying can also take on an international scale when nations bully each other with their politics and militaries. Bullying can be extremely harmful on every level, and there are a variety of ways to deal with bullies and their actions.

Bullies tend to pick on targets they think are weak. Children, for example, will target children who are younger than they are, along with children who look different because of race, disabilities, or fashion sense. People who appear emotionally weak may also be targeted for bullying. Bullies themselves are often former or *current victims of bullying. Children who have unstable home lives, for example, may take out their frustration and aggression on other children.

Bullying behavior often marks the start of larger antisocial behavior, which is one reason why it's important to catch bullies early. In addition to sparing victims considerable pain and suffering, early intervention can also prevent the development of additional antisocial behaviors, getting the bully the help he or she needs to address problems at home, emotional stress, and other issues.

<http://www.wisegeek.com>. Accessed on: 04/08/11, Adapted for academic purposes.

Glossary:

Former: coming before in time. / of, relating to, or occurring in the past.

Glossary

***Current:** presently elapsing. / Occurring in or existing in the present time.

Homework

6. In the following circles write ideas about what you think the bullies, the bullied, and the spectators, should do to stop bullying and the help they need.

BULLIES CHILDREN

What kind of help do they need?

.....
.....
.....

What should they do to stop bullying?

.....
.....
.....

BULLIED CHILDREN

What kind of help do they need?

.....
.....
.....

What should they do to stop bullying?

.....
.....
.....

SPECTATORS

What kind of help do they need?

.....
.....
.....

What should they do to stop bullying?

.....
.....
.....

7. Share your homework in class.

8. Watch the videos and discuss the following questions.

VIDEO 1: <http://www.youtube.com/watch?v=1j6YA03hm4k&feature=related>

VIDEO 2: <http://www.youtube.com/watch?v=9v7eQVzvyI8&NR=1>

VIDEO 3: <http://www.youtube.com/watch?v=nWJut7KQhI4>

- What do you do when you see an act of bullying? Do you:
 - stand by the bully,
 - stand by the victim
 - or don't do anything?

Why do you react that way?

- If you were the principal of your school and you see an act of bullying, what would you do?

9. Project!

In groups of 5 to 6 persons, elaborate a video for class about an act of bullying where the important thing is:

- HOW THE SPECTATORS ACT.
Focus about the solutions they provide: what they do and what they say to stand against bullying.

(Your group presentation should take from 7 to 8 minutes)

3

SOCIAL NETWORKS

1. What is Social Networking? Can you name some of the current Social Networks existing nowadays?
2. Do you have an account in any Social Network? Which ones do you use?
3. Have you ever had any trouble with your parents, friends or school because of the usage of Social Networks? Share your experience.



<http://www.avtecmedia.com>. Accessed on: 06/08/11, Adapted for academic purposes.

4. Watch the following video and discuss the following questions in class:

VIDEO 1: <http://www.youtube.com/watch?v=eK5n63-3TZM&NR=1>

- How often do you check your social network?
- What is your opinion about being and "addict" of social networks?

Homework

5. The usage of social networks has both: pros and cons. Research on the Internet about what people think and say about the positive and negative facts about social networking. Read the example given:

PRO	CONNECTIVE	CON	SOURCE
1. You can make friends all around the world	However /but	you can make friends with people you don't know if they are telling the truth and could be dangerous	Jim Burns, President of HomeWord is joined by Roger Marsh. www.youtube.com
2.			
3.			
4.			
5.			

6. Share your homework in class.

7. Watch the following video about the dark side of Social Networking.

VIDEO 2: <http://www.youtube.com/watch?v=yaZw8EJ2hvw&feature=related>

8. Complete the following statements based on the video:

- 1) According to the video the excessive or improper use of social networks sites can lead to:
 -
 -
 -
- 2) The percentage of kids or adolescents who have not told their parents or an adult about something mean or harmful being said online is.....%.
- 3) You would never dare to say something to aface; you are willing to..... something that is or share or post something you know is not

9. Discuss:

According to the video:

- When does social networking become a problem?
- Why do you think even though the usage of social networking is growing everyday social isolation is becoming more prominent?

10. Project!

In groups of 5 to 6 persons, create an enterprise that wants to launch a new Social Network. You are going to present your product in class. Take into account the following:

- Your social network should provide a solution to avoid: ADDICTION, SOCIAL ISOLATION and BULLYING.
- The target users are teenagers.
- The applications of your social network should provide good terms of privacy and reports of abuse.

The presentation will be done on cardboards so you can design, draw, and create easily. (Your presentation should take from 7 to 8 minutes)

4

MUSIC

1. Here are pictures of some artists which have succeed in the last years. Which of them have been an inspiration to you? Can you identify the genre each one of them performs?



2. Listen to the following song called '*Alegria*' of Cirque du Soleil, it is sung in Portuguese, French and English.

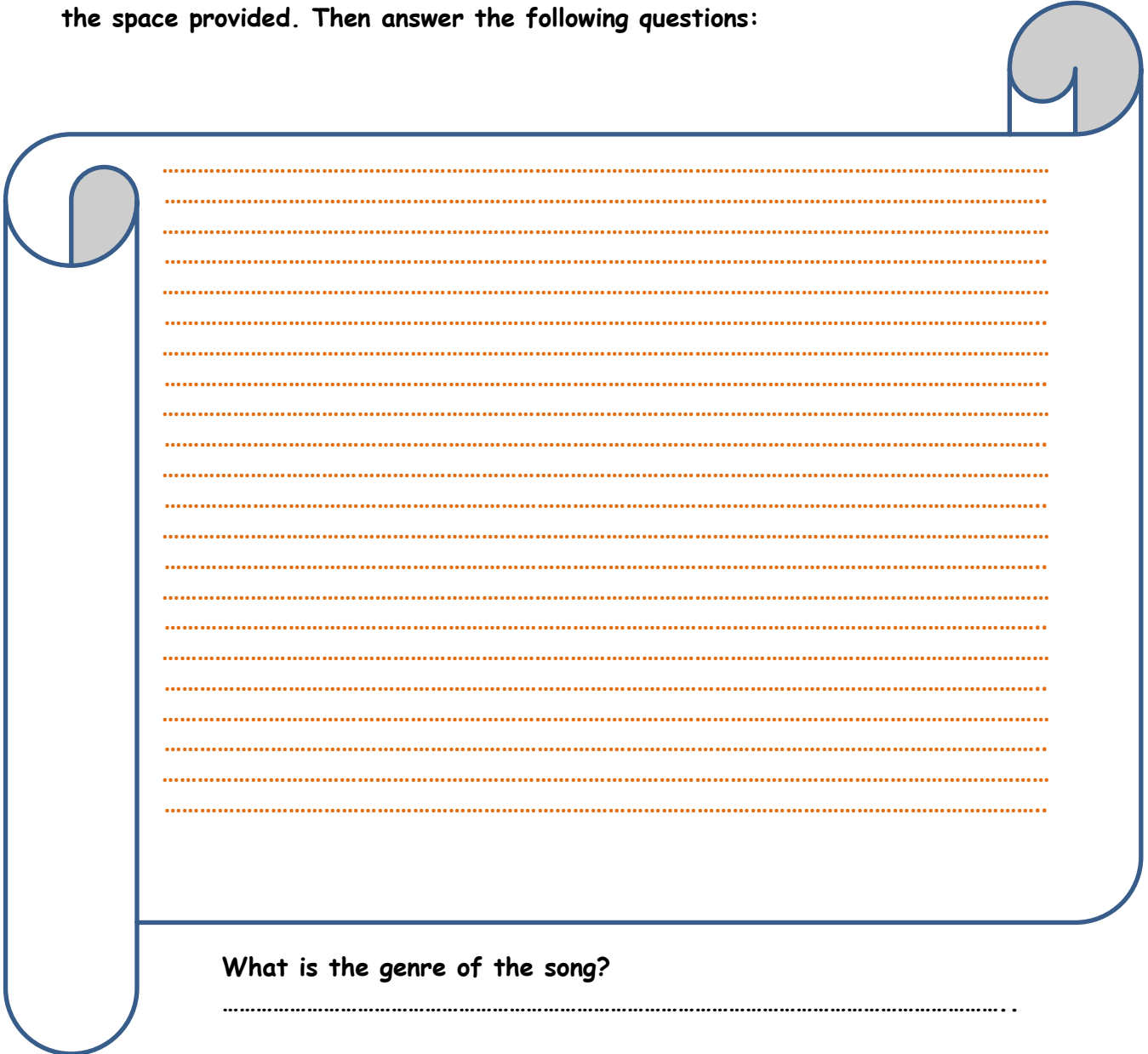
VIDEO 1: <http://www.youtube.com/watch?v=fIIDB3FK7pI&feature=related>

Think about:

- What do you feel when you listen to the song?
- Does it bring any memories?
- Do you remember anybody with this song?

Homework

3. Think of a song that has had an impact on you, listen to it and write its lyrics in the space provided. Then answer the following questions:



A large blue-outlined scroll with orange dotted lines for writing lyrics. The scroll is partially unrolled at the top and bottom, with grey circular accents at the corners.

What is the genre of the song?

.....

When was the first time you listened to it?

.....

What was the first feeling that you experienced while listening to the song?

.....

What is special about the song: the lyrics of the rhythm?

.....

4. Share your homework in class.

5. Read the following article about how music influences mood. Comment in class your insights and opinions about the reading.

Seven Ways Music Influences Mood



[Photo by [MarS](#)]

Good music has direct access to the emotions. As such it's a fantastic tool for *tweaking our moods. Saarikallio and Erkkila (2007) investigated the ways people use music to control and improve their mood by interviewing eight adolescents from Finland. The participants may be a small, very specific group, but they actually present a really useful list:

1. **Entertainment** - At the most fundamental level music provides stimulation. It lifts the mood before going out, it passes the time while doing the washing up, it accompanies travelling, reading and surfing the web.
2. **Revival** - Music revitalizes in the morning and calms in the evening.
3. **Strong sensation** - Music can provide deep, thrilling emotional experiences, particularly while performing.
4. **Diversion** - Music distracts the mind from unpleasant thoughts which can easily fill the silence.
5. **Discharge** - Music matching deep moods can release emotions: purging and cleansing.
6. **Mental work** - Music encourages daydreaming, sliding into old memories, exploring the past.
7. **Solace** - Shared emotion, shared experience, a connection to someone lost.

These seven strategies all aim for two goals: controlling and improving mood. One of the beauties of music is it can accomplish more than one goal at a time. Uplifting music can both divert, entertain and revive. Sad, soulful music can provide solace, encourage mental work and discharge emotions. The examples are endless.

Many of Saarikallio and Erkkila's findings **chime with previous research. For example, distraction is considered one of the most effective strategies for regulating mood. Music has also been strongly connected with reflective states. These tend to allow us greater understanding of our emotions.

One of the few negative connections Saarikallio and Erkkila consider is that sad music might promote rumination. Rumination is the constant examination of emotional state which, ironically, can lead to less clarity. On the contrary, however, Saarikallio and Erkkila found that music increased the understanding of feelings, an effect not associated with rumination.

<http://www.spring.org.uk>- Accessed on: 09/08/11, Adapted for academic purposes.

Glossary

Merriam Webster Dictionary.

***Tweak:** to make usually small adjustments.

****Chime:** to be or act in accord.

6. Project!

In groups of 5 to 6 persons, do the following:

- Make a mix of three of your favorite songs. The time duration of the mix should take from 2 to 3 minutes.
- Choose three people of different ages to listen to your tape.
- Elaborate a questionnaire of 5 questions based on: '*How does this song make you feel?*' (The questions should ask for complete answers and NOT: yes and no answers.)
- Make a comparison of the three persons' answers and present your results in class.

(Your group presentation should take from 7 to 8 minutes)

"Its true isn't it? Fashion does tend to repeat itself. Take a good look at what the runways have right now and if you search hard enough...you will find that at least a quarter of the current stuff on the runways has been inspired by retro or vintage looks!!

But what does retro or vintage actually mean? Does it mean that the same old clothes are removed and washed, and presented again as new looks? Or does it mean that designers combine old fashions with current trends to create vintage-inspired new looks?

It can be very surprising and frankly, it does sound like cheating. How can major designers stop to recycle old fashions into new trends when they look exactly the same? Are we that uninspired in the modern age that designers have to resort to cannibalizing old fashions?" BabaPande.

<http://www.babapandey.com>. Accessed on: 12/08/11, Adapted for academic purposes.

Glossary

Merriam Webster Dictionary

***Cringe:** to shrink in fear or servility.

Answer the following questions from the reading:

- **Do you agree with Ali and Baba?**
- **Is fashion cyclic by nature?**

Share your opinions in class.

Homework

5. Look at the following pictures of vintage fashion in the chart. Draw a new model based on the vintage outfit as you think it would look like in the 21st century. Be creative!

6. Explain which were the changes you did to the models in class. You would need to use words such as: *First, Second, Then, After, Finally...*

<p>Woman's Bathing Suit</p> 	
<p>Girl's Dress</p> 	
<p>Man's Shoes</p> 	

7. Share your homework in class.

8. Look at the following videos about creating your own accessories.

Flower Hair Clip

VIDEO 1: <http://www.youtube.com/watch?v=j4qhHeRepH8&feature=related>

Painting Shoes

VIDEO 2: <http://www.youtube.com/watch?v=nr5Ksv4YtNc>

How to Turn a Scarf into a Purse Clip

VIDEO 3: <http://www.youtube.com/watch?v=CKCGaWGinMc&feature=fvsvr>

9. Project!

In groups of 5 to 6 persons, design three new, creative and fashionable items for teenager girls and boys. You will present your designs in a runway. You will explain the following:

- The items you created
- Your inspirations: vintage or modern style?
- The materials you used.
- The process and steps to create your items.

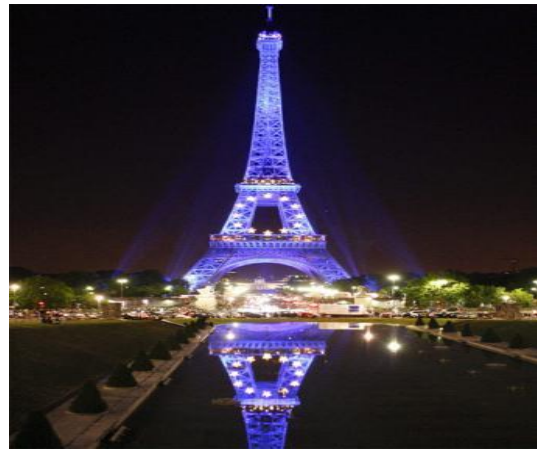
You can use music so as to create the mood of a runway.

(Your group presentation should take from 7 to 8 minutes).

6

WORLD LANDMARKS

1. Do you recognize any of these places? Where do you think they are located?
2. If you have been in any of these places, share your experience in class.



3. If you haven't, which of these would you choose to travel to? Why?

4. Read the story of the following landmark and circle the correct verb tense.

The Taj Mahal



Why Was Taj Mahal Built

Taj Mahal 1) stands/stood in the city of Agra, in the northern Indian state of Uttar Pradesh, on the banks of the Yamuna River. It is 2) built/was built in the memory of the beautiful Arjumand Bano Begum, who 3) won/win the heart of a Mughal prince. Their love story 4) was/is the most important factor behind the Taj Mahal history. She 5) is/was married at 21 to Emperor Jahangir's third son Prince Khurram and 6) stayed/stay loyally by his side through good times and bad: in the luxurious royal palaces of Agra as well as the transient tents of war camps. In AD 1628, Khurram 7) become/became king after a bloody battle of succession: 8) he took/take the name Shahjahan or "King of the World" and showered his beloved begun with the highest titles. She 9) became/become Mumtaz Mahal, the exalted of the palace and Mumtaz-ul-Zamani, the exalted of the Age. But Mumtaz Mahal was not 10) destined/destine to be queen for long.

In 1631, Shahjahan 11) went/go on an expedition to the south and, as always, Mumtaz Mahal 12) accompany/accompanied him. But she 13) died/die in childbirth at Burhanpur. She 14) had/has borne Shahjahan fourteen children, of whom four sons and three daughters 15) survived/survive. When Mumtaz Mahal died, she was just 39 years old. Shahjahan was inconsolable and contemporary chronicles 16) tell/told of the royal court mourning for two years. There was no music, no feasting, and no celebration of any kind. This 17) is/was the sad chapter behind the Taj Mahal history.

Epitome Of Love -Taj Mahal

Shahjahan, who 18) was/is a passionate builder, now 19) decide/decided to erect a memorial to his queen in pristine marble that the world would never forget. The site selected for the tomb 20) was/is a garden by the Yamuna river, unshadowed by any other structure. The garden 21) had/has been laid by Raja Man Singh of Amber and now belonged to his grandson, Raja Jai Singh. By a royal *firman, Shahjahan gave Jai Singh four **havelis in exchange for the garden. The site was also chosen because it 22) was/is located on a bend in the river, and so could be 23) seen/see from Shahjahan's personal palace in Agra Fort, further upstream. This 24) is/was why Taj Mahal history 25) is/was still reminded by the lovers all over.

Construction Of The Mausoleum - Taj Mahal

The history of Taj Mahal behind its construction 26) is/was quite amusing. Work on the mausoleum 27) begins/began in 1633 and 20,000 workers 28) labored/labor for 17 years to build it. The most skilled architects, ***inlay craftsmen, calligraphers, stone-carvers and masons 29) came/come from all across Indian and lands as distant as Persia and Turkey. The master mason 30) was/is from Baghdab, an expert in building the double dome

from Persia, and an inlay specialist from Delhi.

Yemen 31) sent/sends ****agates, the corals came from Arabia, the *****garnets from Bundelkhand, onyx and amethyst from Persia. Mumtaz Mahal's final resting-place 32) was/is ornamented like a queen's jewel-box. This 33) is/was the undying story that 34) has/had now 35) became/become an integral part of the Taj Mahal history and its construction.

www.tajmahal.org. Accessed on: 12/08/11, Adapted for academic purposes.

Glossary

Merriam Webster Dictionary

***Firman:** an edict of an Oriental sovereign.

****Haveli:** is the term used for a private mansion in [India](#) and [Pakistan](#). The word *haveli* is derived from [Persian](#) meaning "an enclosed place". They share similar features with other mansions derived from Islamic Architecture such as the traditional mansions in Morocco called Riads.

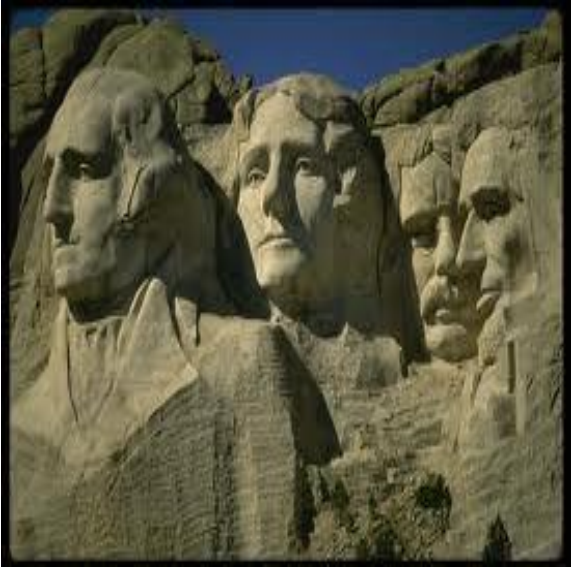

*****Inlay:** is a decorative technique of inserting pieces of contrasting, often coloured materials into depressions in a base object to form patterns or pictures that normally are flush with the matrix.

******Agate:** is a [microcrystalline](#) variety of [quartz](#) ([silica](#)), chiefly [chalcedony](#), characterised by its fineness of grain and brightness of color. Although agates may be found in various kinds of rock, they are classically associated with volcanic rocks but can be common in certain metamorphic rocks.

*******Garnet:** group includes a group of minerals that have been used since the Bronze Age as gemstones and abrasives.

Homework

5. Look at the following pictures of landmarks. Write a short paragraph of a story made up by you that tells why it was built and its meaning. After this, research its real history and see if you were close.

<p>Mount Rushmore National Memorial South Dakota, United States of America</p> 	<p>Your story</p>	<p>Real Story</p>
<p>Notre Dame Cathedral Paris, France</p> 	<p>Your story</p>	<p>Real story</p>

6. Share your homework in class.

7. Watch the following video and discuss the questions below in class.

VIDEO 1: <http://www.youtube.com/watch?v=BdALkK2yDEE>

- Would you like to visit the pyramids?
- What do you think is so special about them?
- What impressed you the most about the construction of this landmark?

8. Project!

In groups of 5 to 6 persons, choose a landmark that attracts you the most. Give it a new, creative and mysterious history. Present it in a role play as if you were a traveling agency. You may include photographs, videos and extra material. Take into account:

- Why would your client love to travel to that place?
- What is so special about it?
- What is the history behind it?

(Your group presentation should take from 7 to 8 minutes).

7

DRUGS

1. When did you first hear about drugs? (How old were you? Where did you hear about them at home? At school?)
 2. What kind of drugs do you think are more popular nowadays?
 3. Which, in your opinion, are drugs that people do not see them as drugs?
4. Read the comic and comment it with your classmates.



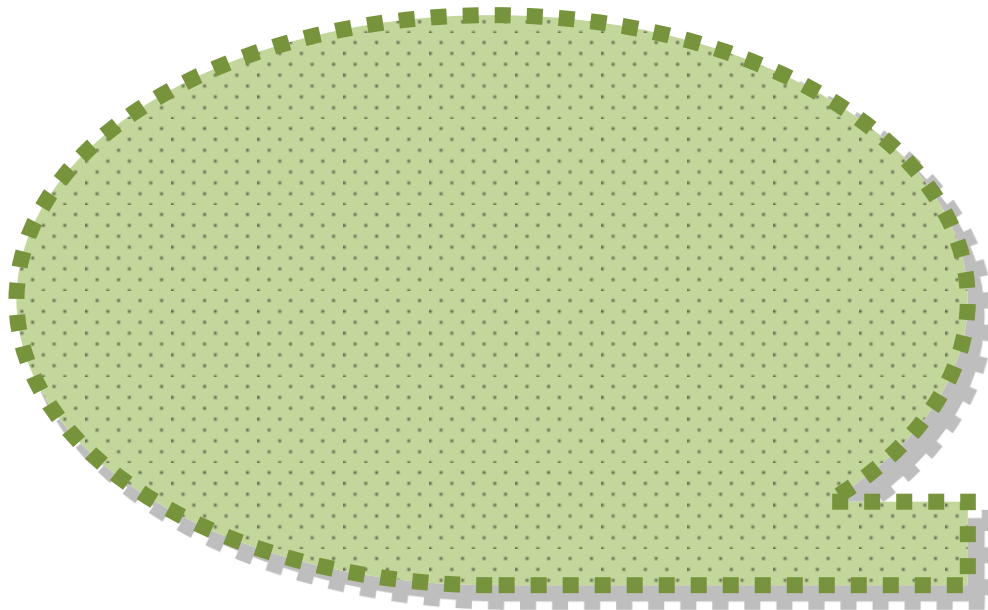
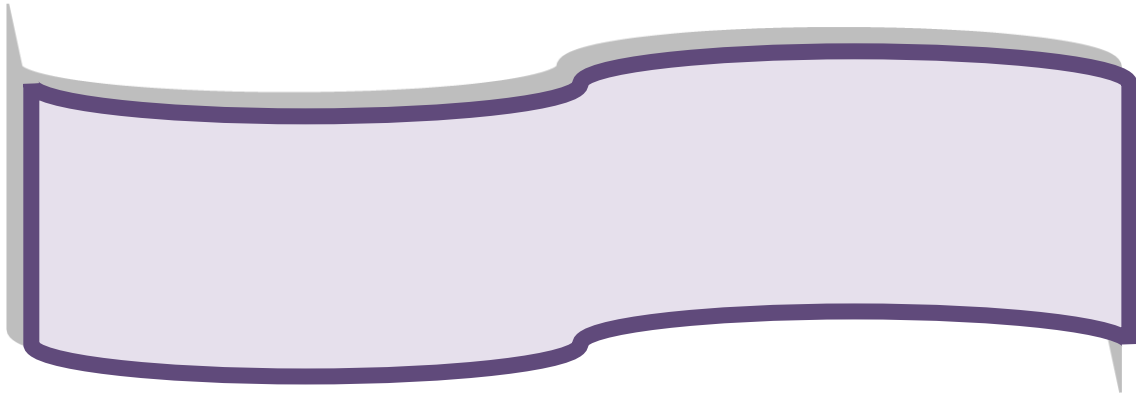
5. Watch the following video and answer the following questions:

VIDEO 1: <http://www.youtube.com/watch?v=F-t8HsHNN-k>

- What kind of ads do you remember were shocking and tried to fight drugs?
- Do you think these ads had any positive effect on adolescents?
- Do you think the government has a good antidrug policy to influence adolescents against drugs?

HOMEWORK

6. In the following chart, create two ads related to drugs. One must aim for adolescents to avoid using drugs, and the other one should aim for adolescents to stop doing drugs. Use imperative forms for the verbs you use.



7. Share your homework in class.

8. Read the following questions posted by a worried mother on a blog and the reply she gets.



How can I convince my teen not to smoke Marijuana

Other than the usual threats to take away "Stuff" how can I convince my son that smoking Marijuana is a bad idea? He is full of so called "facts" that it is harmless. Please help! For every article that I provide with information that it is harmful he has two that say it isn't.

Asked by [angelsmom](#) 39 months ago

Similar questions: [convince teen smoke Marijuana](#)

Health

Answers to the mother's question:

Answer from [Glacier Water Is Cold](#)

2 people found this helpful

you can't...

You really can't.

One thing to mention, as I have heard a lot about that crap that weed does not hurt you is that its still a drug and no matter what when you take it, you lose some control of your mind and body. Also remember that any of the studies and stuff was done on older people and older weed, that was not and is not as strong as the stuff today, and also the stuff today could be laced with stuff, to make it stronger or even kill. Also since a child's/teen's body is growing and developing the affects it has can't be foreseen. Some say that smoke weed will limit a boy's testicles grown as well as could harm his sexual performance for life. As that is a major part that is growing and developing as a boy is a teen, even at 18-20. Thus they don't know exactly how it can harm you, but no matter what it can make you do things you would not normally do, and those can have repercussions that last a lifetime.

If he is smoking it as them to try to remember the entire conversation the last time they smoked it. And what did they do and who were they with and why did they do what they did and such. Then there is always the other rule, That as a parent its your say. Be hard nose if

need be. Tell him if you find out or catch him smoking it, you will enroll him in a drug rehab center. And if he is arrested for possession, which you will let him spend time in jail to let it sink in how harmless it really is.

The big thing is that his body is growing and any drug, be it weed, whiskey, beer, cocaine or etc, it will damage cells and can also allow or cause him to do things he would not normally do and that could be very bad. What if it lowered his standards and he got involved in an orgy and got an STD or worst Aids from it. Or one of the girls later claimed rape and he was arrested for that and would be labeled a sex offender for life. Maybe those things will make him think if its really worth it.

Good Luck

Sources: Hope this helps

<http://askville.amazon.com> Accessed on: 14/08/11, Adapted for academic purposes.

9. Discuss in class the following questions:

- **In your point of view, do you think the answer the person gives to this worried mother is correct?**
- **Which way do you think could be effective for your parents to communicate with you and talk about drugs?**
- **Do you think you would listen more to unknown people about avoiding drugs?**
- **In your opinion, what could be some good advice or information for teenagers not to consume drugs or avoid them?**

10. Project!

In groups, of 5 to 6 persons you are going to design a new, creative campaign against drugs and their consequences.

Take into account:

- Your campaign's objective should be for teenagers not to consume drugs and/or quit consuming drugs.
- You should provide a clear explanation about your ads.
- The campaign should be creative; you can use songs, videos, interviews, flyers, among other resources to be able to catch your audience attention.

(Your group presentation should take from 7 to 8 minutes).

1. Do you think your best friend is similar or very different from you?
2. In your opinion, what should be the values and characteristics a good friend should have?
3. Is a good friend the one who never tells you what you are doing wrong or the one who is honest with you? Share your opinion about honest friendship.



4. Read the following quotes and comment each one of them in class. Do you think any of these apply to any friendship you have had?

"Everyone hears what you say. Friends listen to what you say. Best friends listen to what you don't say."
Anon

"We all take different paths in life, but no matter where we go, we take a little of each other everywhere."
Tim McGraw

**"Many people will walk in and out of your life, but only true friends will leave footprints in your heart."
Anon**

**"Surround yourself only with people who are going to lift you higher."
Unknown**

**Remember, we all stumble, every one of us. That's why it is a comfort to go hand in hand." Emily
Kimbrough**

**"Promise you won't forget me, because if I thought you would, I'd never leave."
Winnie the Pooh**

**"If I had one gift that I could give you, my friend, it would be the ability to see yourself as others see
you, because only then would you know how extremely special you are."
B.A. Billingsly**

**"A true friend is someone who knows there's something wrong even when you have the biggest
smile on your face."
Unknown**

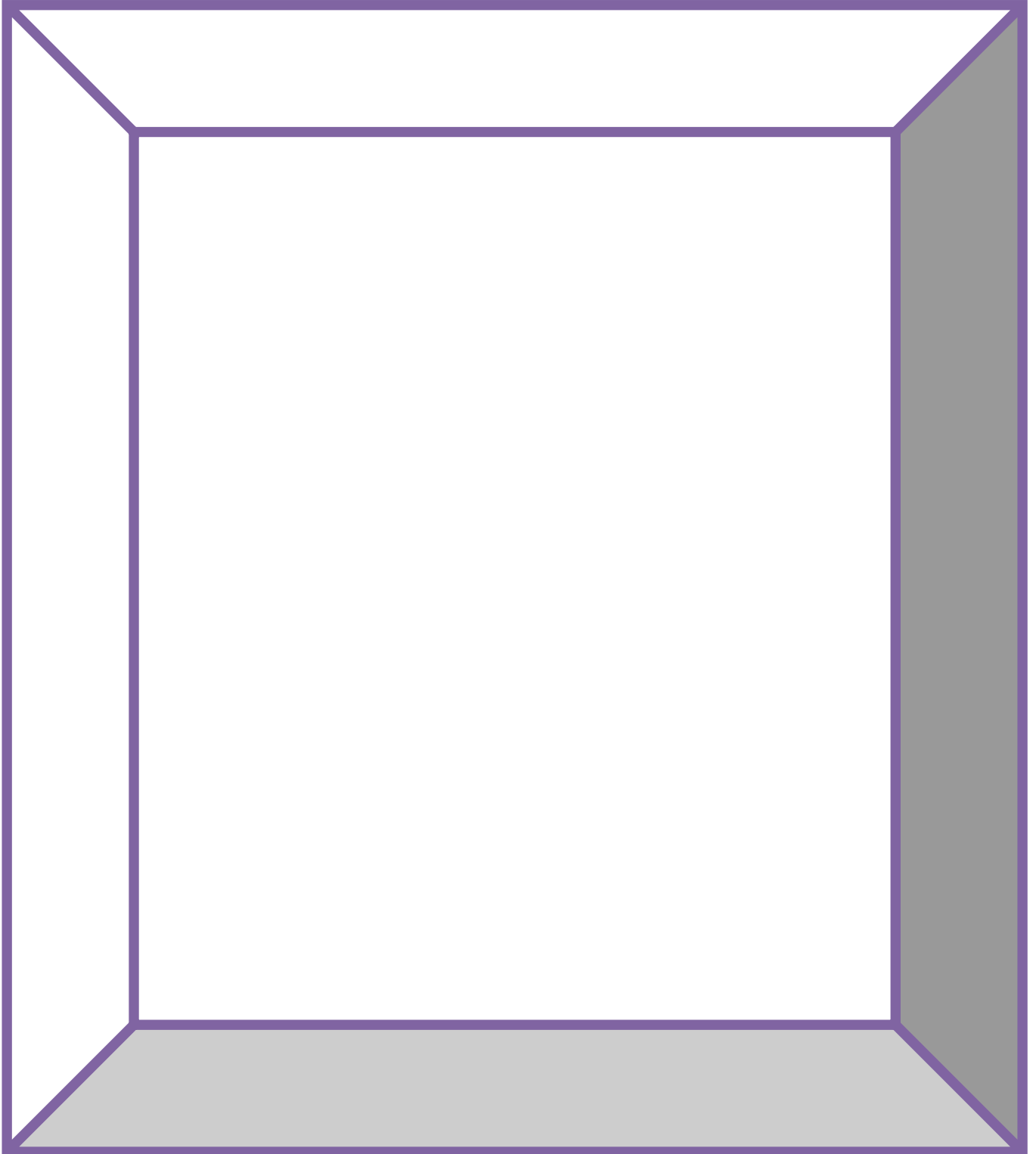
**"It is by chance we met...
By choice we became friends."
Unknown**

**"Walking with a friend in the dark is better than walking alone in the light"
Helen Keller**

**"It takes years to build up trust, and just seconds to destroy it"
Unknown**

Homework

5. Explain through a collage the weirdest situation when you met a friend in the space provided. Be creative!



6. Share your homework in class.

7. Read the following article about the benefits of friendship by Laurie Pawlik-Kienlen.

The Emotional Health Benefits of Friendship

Psychological research shows that stressed-out hamsters with skin wounds who were paired with other hamsters healed faster than those left alone to heal. The hamsters with friends also produced less of the stress hormone cortisol, which has negative effects on mood and immunity. You may not be a hamster, but the effects are transferable to human friends. If you're depressed, recuperating from an illness, or stressed you'll heal and deal faster with friends. This is a huge health benefit of friendship.

Researchers haven't figured out exactly how, but friends boost your immune system. Good friends help you relax, take a deep breath, and remember what really matters – and why. The connection and relationship you feel when you're with your friends boosts your feelings of hope, faith, and belief that things will be Okay. Friends provide comfort and companionship, laughter and honesty. A strong support network can also keep you motivated and energized! This is why it's important to know how to be a good friend.

A strong support network isn't just about emotions and feelings. A major emotional health benefit of friendship is moral support. Practically speaking, when a friend accompanies you to a doctor's appointment or medical procedure, you're more likely to experience lower blood pressure and a slower heart rate. You'll heal faster and live longer. Without social ties or friends to keep you going, you're more likely to experience negative emotions, more illnesses, and even earlier death than normal.

A strong support network will keep you alive and well - especially if you know how to be a good friend.

6 Ways To Be A Good Friend

1. **Spend quality time together.** If you can't go for walks or to yoga class together, then telephone or email your friend regularly. The conversations needn't be long or personal; those quick "I'm thinking of you" moments can go a long way in making a strong support network.
2. **Make friends a priority.** Maybe you "should" clean the house, wash the dog, go grocery shopping, or watch tv (some people feel they should do that!). But give those "shoulds" the brush and prioritize your friendships. There will be plenty of time for those "shoulds" when you're dead. For now, think about the health benefits of friendship.
3. **Be there for the good and bad.** Show up for the funerals and the weddings, the surgeries and the celebrations! Be sincerely sad or genuinely happy for your friend and include them on the good and bad in your life, too. One way to be a good friend is to be inclusive.
4. **Don't keep score.** Who called who last? Who bought lunch last? Who spent the most on Christmas gifts? Who forgot whose birthday? Who cares? If you have a good friend, cut a little slack. If your friendship really isn't that great, then maybe you need to re-evaluate it. The health benefits of friendship will outlast the score-keeping cards.

5. **Notice the little things.** The conversations that matter the most are the quick little ones that last only a few minutes. It's not always the deep long heart-to-hearts that bond friends together -- it's the day to day minutiae of everyday life. One way to be a good friend is to have short, sweet conversations.
6. **Focus on the positive.** We all have quirks and weaknesses; focusing on your friend's strengths and wonderful qualities will keep your friendship alive and strong. To be a d friend, forget about the things you wish were different.

<http://suite101.com>. Accessed: 19/08/11, Adapted for academic purposes.

8. Read the following excerpts and complete them with the information from the article.

- 1) [...] hormone _____, which has negative effects on mood and immunity [...]
- 2) [...] if you're depressed, recuperating from an illness, or stressed you'll heal and deal faster with _____ [...]
- 3) [...] friends _____ your immune system [...]
- 4) [...] a major emotional health benefit of friendship is _____ support [...]

In your opinion, number the 6 ways of being a good friend from the most important to the least important.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

9. Project!

In groups of 5 to 6 persons, act out a role play in which adolescents become friends in the following situation:

- The teens in the group have a different point of view about a topic. (choose a controversial topic you would like to discuss)
- The teens in the group are from a different social contexts.
- The teens are from different countries.

In spite of all the facts mentioned before, the teens have to show tolerance, acceptance, and respect to what others say and think.

(Your group presentation should take from 7 to 8 minutes)

1. Do you consider yourself a person who loves reading? Why? Why not?
2. What genre do you prefer when choosing a book to read: novels, mystery, love stories, detective stories, fairy tales, etc.?
3. Look at the following covers, have you read any of these? Which do you find more interesting? Why?



4. Read the following excerpts about different writers. What kind of writer do you think you would like to be?



Edgar Allan Poe

Like a lot of great horror writers, Poe died very young and you can't help but wonder what works he would have produced had he lived a full life. Poe's work cannot be described as anything else but macabre. He was infatuated with death and themes of premature burial and torture. Poe's stories read like the Hall of Fame of horror tales: **The Black Cat**, **The Cask of Amontillado**, **The Fall of the House of Usher**, **The Masque of the Red Death**, **The Murders in the Rue Morgue**, **The Pit and the Pendulum**, **The Tell-Tale Heart**, **The Premature Burial**, and **Ligeia**. All of these stories have been adapted for film or TV, some multiple times. Legendary horror actor, Vincent Price, made a career out of starring in roles based on Poe's stories. Even his Poetry has been adapted to film including **The Raven**, **The Conqueror Worm**, and **The Haunted Palace**. As recently as the second season of Showtime's "Masters of Horror" we saw an adaptation of **The Black Cat**, showing how relevant his work still is over 150 years later.



J.R.R. Tolkien



C.S. Lewis

Mythopoeia is a narrative genre in modern literature and film where a fictional mythology is created by the writer of prose or other fiction. This meaning of the word *mythopoeia* follows its use by J. R. R. Tolkien in the 1930s who wrote *The Lord of the Rings*. The authors in this genre integrate traditional mythological themes and archetypes into fiction. C.S. Lewis is another writer

who uses this technique in order to write his books. Some of his books are the collection of The Chronicles of Narnia.



J.K. Rowling

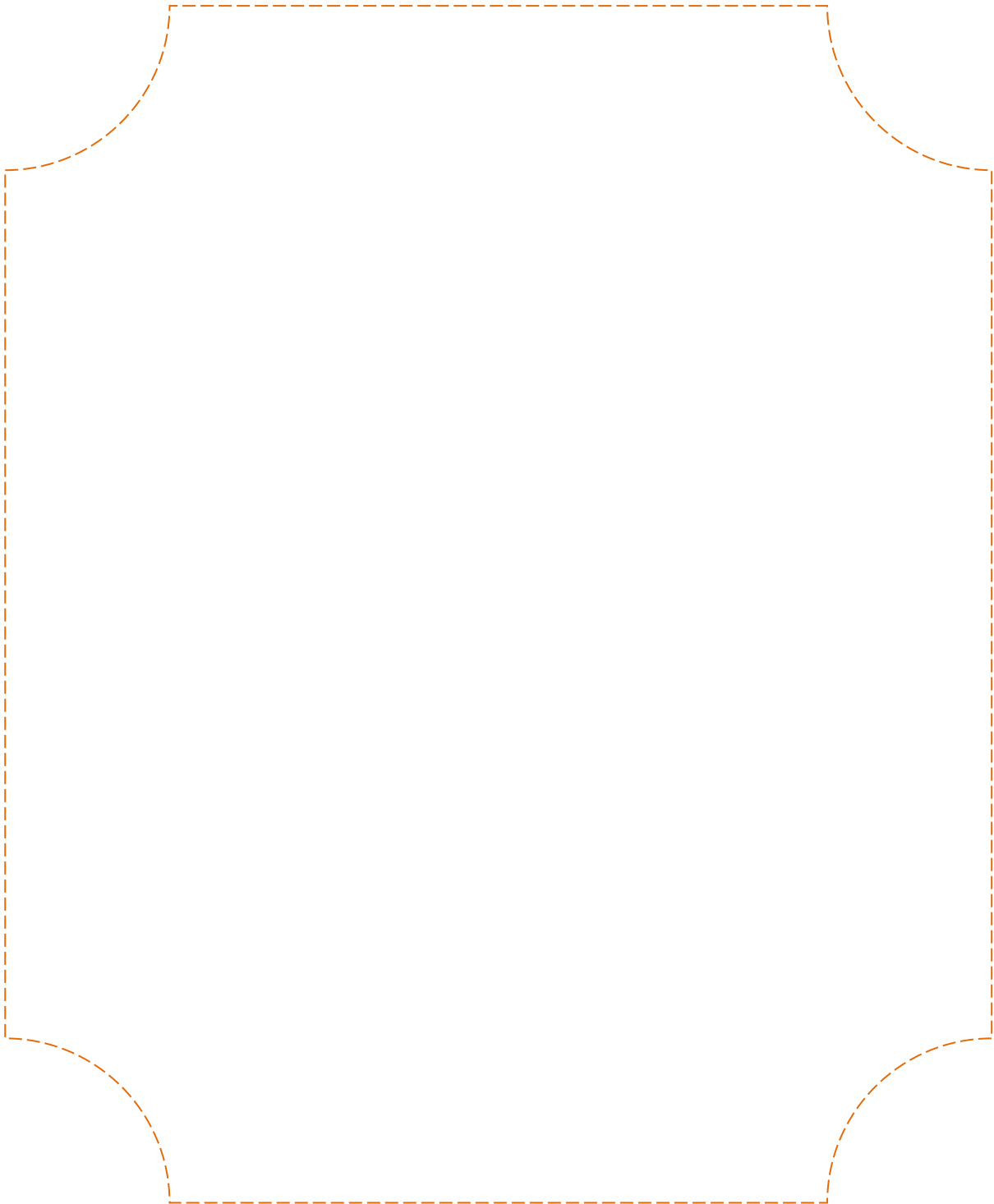
The *Harry Potter* novels fall within the genre of fantasy literature; however, in many respects they are also *bildungsromans, or coming of age novels, and contain elements of mystery, adventure, thriller, and romance. They can be considered part of the British children's boarding school genre.

(*Bildungsromans: or coming-of-age story is a literary genre which focuses on the psychological and moral growth of the protagonist from youth to adulthood)

Retrieved from <http://www.teenreaders.com.ed/r4/>, Accessed on: 19/08/11, Adapted for academic purposes.

Homework

5. Write an original title for a book you would like to read in the space provided. Think about your favorite literature genre and after writing the title draw the cover of your book, you can use different type of colors, pictures, markers, crayons, or any other resource. (fabric, cotton, seeds, etc.)



6. Share your homework in class. Explain the title for the genre you chose and also explain the drawings. Explain its elements, symbols and colors.

7. Read the following question and the comment a teenager posted on a blog. Read the answers that the comment gets. Do you agree or not? Why?

ASKER SAYS: Does anyone notice that teen literature nowadays is... shallow?

A lot of the teen fiction I see nowadays is so cliché that I want to rip my head off. But that's not my point.

Whenever I write, I try to compare what I've written to *The Outsiders*, one of my favorite books of all time. It's chock full of literary themes and hidden meanings, and if you can draw those hidden meanings out of the text the book comes alive with more life than ever before. I try to put that same feeling into my writing, turning simple everyday objects like a lamp into metaphors for life and death, rain as a signal of impending doom, etc, etc.

But lately in a lot of teen fiction books, I can't see that same amount of heart put into the writing. I see a lot of stories that are there just for the sake of being a story, and nothing else. They don't show any moral or meanings. They are simply there for a beginning, middle, and end.

Have you read this far? If you have, you deserve a cookie. Anyway, I wanted some other opinions on this. Do you think that teen writing, and maybe writing in general, has become more shallow? Is it just me?

Thanks for your time and any answers you have! :)

Additional Details

Don't get me wrong, I love a good throw away book where I don't have to think much either, but when you DO want a book to make me think, it's so hard to find one nowadays. That's my point.

/ o o \
_____/ <-----share this cookie.

Answers:

Best Answer - Chosen by Asker

The Magical Quill says: Thank you for the cookie, my favorite is chocolate chip. Anyway, I fully agree with you. I guess teens right now are too lazy to actually put some effort into reading and understanding good books, and authors know that, so they write shallow books that are easy reads. And teens just gobble them up because they were

brought up that way---"reading is for nerds, except when you read Twilight or something of the sort". It makes me want to throw up.

What happened to nice kids, who read *Pride and Prejudice*, and *A Midsummer Night's Dream*, and *Huckleberry Finn*? What happened to those who care about real literature, not just some *snotty teenager who enjoys shopping and kissing her boyfriends? What happened to the world?

I think this needs to be changed. Kids and teens should be exposed to good classics, or good modern books, not *Twilight*, or *The Clique*, or whatever Meg Cabot has conjured up with. They should know good literature from bad, they should know what a good read is and what a bad read it. Unfortunately, they don't.

And this is very, very, very hard to fix.

Thanks for the cookie, it was delicious.

Jazz Fizzy: Thank you for the cookie, but I'd rather eat my



Anyway. I know! It's a real shame that most teenagers only like *Twilight* or other 'Hip' books... I think authors recognize this, and they're like "Ooh, an easy way to sell books!"

Ccvs ays: Too true. That's all kids want to read these days. And soon, even the teen literature will be gone. I believe that any reading, no matter how shallow, is worthwhile. But television is eclipsing the art. I'll be expecting that cookie soon.

Ninja says: Yeah, I noticed that. It makes me sad. I think the best books have some sort of hidden meaning. The best people will catch it :D

<http://www.huffingtonpost.com> Accessed on: 20/08/11, Adapted for academic purposes.

8.Project!

In groups of 5 to 6 persons, choose a genre to create a story. You will act it out in class.

- Your story should include hidden meanings and a moral to make it special.
- There has to be a narrator which gives details of special meanings you will convey in the story to help the audience understand it.

(Your group presentation should take from 7 to 8 minutes).

10

MOVIES

1. Which is your favorite movie and why?
2. What kind of movies do you like the most? Romance, Comedy, Terror, Thrillers, Suspense?
3. Do you think movies nowadays are similar to the ones your parents used to watch when they were your age? Share your opinion.



4. Watch the following videos and state conclusions about the differences of how movies were filmed in your parent's adolescence and your adolescence.

VIDEO 1 : Your parent's adolescence:

<http://www.youtube.com/watch?v=HoUpF7rvfnk>

VIDEO 2: Your adolescence:

<http://www.youtube.com/watch?v=5y2szViJlaY>

Homework

5. Ask your parents about their favorite movie in their adolescence. Compare it with the one you like nowadays in the same genre category. Look for a picture of your parent's movie and yours; paste them in the spaces provided. Write the most important similarities and differences you can find.

Movie Pictures

Comparisons

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

6. Share your homework in class.

7. Read the following article taken from the web page AOWL, acting workshop online, and answer the questions at the end.

An actor's life: "What Should I expect?"

We get frequent requests for information about what it takes to be an actor: What kind of training is required? What's the money like? How much experience do you need? Where can you get experience? The following is a brief look at the nature of acting. Also producing and directing.

Significant Points

- Actors endure long periods of unemployment, intense competition for roles, and frequent rejections in auditions.
- Formal training through a university or acting conservatory is typical; however, many actors, producers, and directors find work on the basis of their experience and talent alone.
- Because earnings for actors are erratic, many supplement their incomes by holding jobs in other fields.

Nature of the Work

Actors, producers, and directors express ideas and create images in theater, film, radio, television, and other performing arts media. They interpret a writer's script to entertain, inform, or instruct an audience. Although many actors, producers, and directors work in New York or Los Angeles, far more work in other places. They perform, direct, and produce in local or regional television studios, theaters, or film production companies, often creating advertising or training films or small-scale independent movies.

Actors perform in stage, radio, television, video, or motion picture productions. They also work in cabarets, nightclubs, and theme parks. Actors portray characters, and, for more complex roles, they research their character's traits and circumstances so that they can better understand a script. Most actors struggle to find steady work and only a few achieve recognition as stars. Some well-known, experienced performers may be cast in supporting roles or make brief, cameo appearances, speaking only one or two lines. Others work as "extras," with no lines to deliver. Some actors do voiceover and narration work for advertisements, animated features, books on tape, and other electronic media. They also teach in high school or university drama departments, acting conservatories, or public programs.

<http://redbirdstudio.com> Accessed on 20/08/11, Adapted for academic purposes.

Answer the following questions:

- Do you think becoming an actor/actress is *easy*?
- In what country do you think actors have a better possibility for success?
- Can you picture and imagine how an actor's life is and how it affects their relationship with their family and friends?

8.Project!

In groups of 5 to 6 persons, act out a role play in the following situation:

- Half of the group members are journalists and half of the group members are actors and actresses.
- Journalists will interview the actors and actresses asking about their way of living, their families, their privacy issues, etc. This could be done as a talk show.
- The talk show's audience is your classmates, so try to act taking into account your audience.

(Your group presentation should take from 7 to 8 minutes.)

RUBRIC FOR PUBLIC SPEAKING

Individual grade

Content

		High	Average		Low	
1	States the purpose	2	1.5	1	0.5	0
2	Organizes the content	2	1.5	1	0.5	0
3	Supports ideas	2	1.5	1	0.5	0
4	Incorporates stories and examples	2	1.5	1	0.5	0
5	Summarizes the main idea(s)	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Delivery

		High	Average		Low	
6	Catches in listener's attention	2	1.5	1	0.5	0
7	Speaks clearly with appropriate vocabulary and information	2	1.5	1	0.5	0
8	Uses tone, speed, and volume as tools	2	1.5	1	0.5	0
9	Demonstrates complexity of vocabulary and thought	2	1.5	1	0.5	0
10	Appears comfortable with audience	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Group Oral Presentation Rubric

20	18	15	13
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

Total= /20

Chatting About Your World

Teacher's Guide

1 Urban tribes

Reflexive questions 1 and 2: read the questions and let 2 or 3 students answer each question. You can share your own experience of what you know about urban tribes in your adolescence.

Key Answers: these are possible answers; your students may give other names (chart from left to right): Skater - Hippie - Prepi

Prepi - Flogger - Flogger

Emo - Cumbiero - Rastafari

Activity 3: tell students to look at the pictures and describe each character's outfit, accessories and special characteristics. Choose one of the pictures and describe it yourself to give an example to students. When speaking, emphasize on descriptive adjectives.

After describing the characters tell students to write the names of each character in an individual way. Ask students to share their answers.

Activity 4: Before filling out the chart, tell students to relate the names of the chart to their answers in activity 3 and look if they match.

Read through the vocabulary and explain any unknown meanings. Students should fill out the chart using descriptive adjectives.

Homework Activities 5 and 6: Read the instructions of the homework. After this, explain students they need to create some new items and accessories and draw them in the circles. Explain they need to give the item a name and describe it in three lines.

Activity 7: ask 3 or 4 students to share the items they created in oral way. After their presentation, ask them what inspired them to create the items.

Activity 8: Before reading the text, ask students to think about the meaning of title. Tell them to predict what the text is going to be about.

Students should read out loud taking turns and stop if there are any questions. After each paragraph stop and ask for comments or opinions about the reading.

When you have finished reading, ask students if they have acquired new knowledge or whether they already knew the information given. Ask them to share their knowledge about urban tribes in their city and if they have had any close relationship with a member of an urban tribe. Make it a conversation!

Activity 9: Look through the power point presentation in the DVD, Unit 1. Ask students to read the content taking turns. Explain any meaning if necessary.

After the presentation ask students if some of the presented urban tribes were unknown for them.

Explain your students that every urban tribe has got their ideology, likes and dislikes, and characteristics which make them particularly special.

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can make 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have 7 minutes for each group oral presentation. Emphasize on creativeness.

2 Bullying

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Share what you know about bullying as a teacher.

Look at the picture and ask students to imagine how they think each character's emotional situation is.

Activity 4: read the title and ask the students to differentiate between the terms: *bully, bullied and spectators*. Before reading the whole text, ask students what they think the title means and predict what the text is going to be about.

Make students read out loud taking turns and stop if there are any questions. After each paragraph stop and ask for comments or opinions about the reading.

Activity 5: For items 1 and 2 tell students to fill out the missing words in an individual way, and after 2 or 3 minutes ask them to share their answers in an oral way.

For item 3, tell students to rephrase the quote in their own words, and explain what they understand about it.

After this, tell students to answer the questions about the quote. Give students your answer as a teacher. When talking emphasize on modals. Make it a conversation!

Key Answers: 1. a / 2. Bullied children

Homework Activity 6: Explain students that once they know the difference between bully, bullied and spectators, they should think about ideas how to avoid bullying and the psychological help each character may need. Explain they should use modals in their ideas. For example: bullies *may* go to a psychologist.

Activity 7: Ask 3 or 4 students to share their homework's answers in an oral way.

Activity 8: After watching each video ask students which is the situation and what they think the video is trying to convey. Ask if they have seen any similar situation before. Answer the following questions in an oral way, make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative. For this project in particular ask students not to spend money on professional video makers; a normal house made video is perfect. Tell them you will value more their effort.

3 SOCIAL NETWORKS

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Share your experience with social networks, and while speaking, emphasize on connectives.

Look at the picture and tell students to identify the pictures with the names of the different Social Networks that exist. Ask them to willingly share if they are currently using more than one social network.

Activity 4: Watch the video and ask 3 or 4 students to answer each question. Share your experience about the use social networks. When speaking, emphasize on connectives.

Homework Activity 5: read the instructions of the homework with your students and go through the first example. If you have access to Internet, show them the interview in Youtube. Tell them it is not necessary to obtain all the information from the Internet; they can also look at articles, research, etc. It is important to cite the source.

Activity 6: Ask 3 or 4 students to share their homework's answers in an oral way.

Activity 7: Tell students they are going to watch the video once without looking at the book. Ask 2 or 3 students to comment the video.

Activity 8: Read all the questions without answering them. Tell students they are going to watch one more time the video so they can fill out the information they need. After this, ask students to share their answers with the class, and tell students to complete any missing information.

Key Answers: 1. - *Privacy issues*

- *Cyber bullying*

- *Addiction*

2. *58%*

3. *person's / and yet / say / terrible / gossip / true*

Activity 9: Tell students to think about the questions and comment in class. Make it a conversation! Try that your students get conclusions and share your personal opinion as well.

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

In this project in particular tell students they should not hire any specialized person in computers, engineers or anybody else. It would be preferable that they use simple materials such as cardboards or posters, and in these they should draw, paste, and design their webpage. They can use as many posters or cardboards they need in order to present all the services their social network offers according to what is asked in the project.

4 MUSIC

Reflexive question 1: read the questions and let 2 or 3 students answer it. You can share your personal opinion as well. When speaking, emphasize on question words.

Activity 2: Tell students they will watch a video of Cirque du Soleil. Ask students if they have heard about this circus or if any of them have been in one of their presentations. After this, tell them that the song they are going to listen in the video is

sung in three languages: English, French and Portuguese. Ask them to pay special attention to the lyrics in English so they can understand what the song is about. Then answer the questions, make it a conversation!

Homework Activity 3: Read the instructions and explain the homework, tell students the song must be in English. Questions must be answered in a written way.

Activity 4: Ask 3 or 4 students to share their homework's answers in class.

Activity 5: Read the article as a class. Tell students they should take turns while reading. Stop after each excerpt about how music influences mood and ask students if what the article says happens to them. Make students comment about the reading. When speaking, emphasize on question words. Explain vocabulary if it is needed.

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

Tell students they can record the music in cassettes, cds, or use a computer if they need it. The most important thing is that they show they have developed very good questions to be able to compare the answers among the people of different ages.

5 FASHION

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Share your experience about wearing strange accessories. When speaking, emphasize on linking words.

Activity 4: Read the excerpts and comment with students in class. After each excerpt ask students what they think about them, if they agree or not. Make it a conversation!

Homework Activities 5 and 6: Read the instructions and explain the homework. Tell students they can use any material to elaborate their designs. They can use fabric, pieces of magazines, cotton, etc.

Activity 7: Ask 3 or 4 students to share their homework's answers in class.

Activity 8: Watch the videos and after each ask students if they have created something similar before. After the 3 videos you can comment in whether they liked or not the designs. Make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

Tell students the meaning of *RUNWAY: the path where models walk modeling clothes*, then explain the project according to the instructions in the book.

6 WORLD LANDMARKS

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each question. Share your experience if you have traveled anywhere or if you would like to travel. When speaking, emphasize on present tense and descriptive adjectives.

Activity 4: Before reading ask students if they know the legend of the Taj Mahal. If any student knows the legend let him/her tell the class the story. After this, continue reading and stop after each paragraph to comment and explain vocabulary if it is necessary. Tell students they should circle the correct verb tense as the instruction says and share their answers in class.

Key Answers:

1) stands	10) destined	19) decided	28) labored
2) was built	11) went	20) was	29) came
3) won	12) accompanied	21) had	30) was
4) is	13) died	22) was	31) sent
5) was	14) had	23) seen	32) was
6) stayed	15) survived	24) was	33) is
7) became	16) tell	25) is	34) has
8) took	17) is	26) is	35) become
9) became	18) was	27) began	

Homework Activity 5: Read the instructions and explain the homework, tell students not to look information about the different world landmarks before creating a story for each. Tell them to check the use of correct tenses.

Activity 6: Ask 3 or 4 students to share their homework's answers in an oral way.

Activity 7: Tell students they are going to watch a video of the construction of a world landmark. Ask them where the pyramids are. **Key Answer:** Egypt. When you finish watching the videos answer the questions, make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

7 DRUGS

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Share your experience too; you can tell your students what you know about drugs and your point of view about it. When speaking, emphasize on imperatives.

Activity 4: Read the instruction with the students and tell them to analyze the answer of the "Heroin" character in the comic. Comment and make it a conversation!

Activity 5: Tell students to find the irony in the video. After watching it, ask them which the irony was. **Key Answer:** *even though lots of good advertisements have been created against drugs, nowadays its consumption has increase dramatically.*

Let 4 or 5 students answer the questions. When they tell you about the advertisement against drugs emphasize on imperatives. Answer the questions and make it a conversation!

Homework activity 6: Read the instructions and explain the homework, tell students they should create logos using imperatives. Example: Do not.... Avoid....

Activity 7: Ask 3 or 4 students to share their homework's answers in class.

Activity 8: Read the title and ask students to think about an answer for the desperate mother. Let 2 or 3 students say what advice they would give. Start reading the excerpt taking turns. Stop to explain vocabulary meanings if necessary.

Activity 9: Answer the questions and share your point of view as well. Use the questions to make a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

8 FRIENDS

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Look at the picture and use it to point out differences between friends and how friendship can still take place. Share your experience about having a very different friend and how your friendship is. When speaking, make emphasis on stative verbs, ex: like, know, love...

Activity 4: Read the quotes and pause after each to comment them in class. Tell students to analyze each quote and express what they think and feel about friendship. Make it a conversation!

Homework Activity 5: Read the instructions and explain the homework. Tell students that a collage is done with pictures they cut out off magazines, newspapers or pictures they can find in the web. Tell them to create the story about how they met their friend using the pictures in a collage.

Activity 6: Ask 3 or 4 students to share their homework's answers in class.

Activity 7: Read the title and ask students to brainstorm what they think the emotional benefits of having a friend are. Then read the article taking turns; pause after every paragraph to comment and explain vocabulary if necessary.

Activity 8: Tell students they should answer the questions individually. After a few minutes, they can share the answers in class.

Key Answers: 1. Cortisol

2. Friends

3. Moral

For the next exercise ask students to share their answers and to explain why they choose that particular order. Make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

9 LITERATURE

Reflexive questions 1, 2, and 3: read the questions and let 2 or 3 students answer each question. Share your personal opinion with students. When speaking, emphasize in the use of past simple.

Activity 4: before reading the excerpts tell students to look at the pictures of every author and say if they have read any work of these writers. Tell them to share their experience reading these books and whether they liked it or not. After this, read the excerpts and pause after each excerpt to comment. Make it a conversation!

Homework Activity 5: Read the instructions and explain the homework. Tell students they must be creative when creating their cover. Tell them that the title should have a relationship with what they draw or design.

Activity 6: Ask 3 or 4 students to share their homework's answers in class.

Activity 7: Before reading the article tell students to read the title and say whether or not they believe teen literature has become shallow. If it is necessary explain the meaning of *shallow: not showing serious or careful thought*.

After this, start reading taking turns and pause after every answer the question gets. Make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

10 MOVIES

Reflexive questions 1, 2 and 3: read the questions and let 2 or 3 students answer each. Share your personal opinion with students. When talking, emphasize on comparatives.

Activity 4: After watching the videos answer the questions. The answers may turn a little technological, try to use the questions to make a conversation!

Homework Activity 5: Read the instructions and explain the homework. Tell students they have to make a very good use of comparatives.

Activity 6: Ask 3 or 4 students to share their homework's answers in class.

Activity 7: Before reading the article, read the title and ask students to predict what they think the reading is going to be about. Make inferences about how an actor's life could be. Then, read taking turns and pause after every paragraph to comment. Make it a conversation!

Project!

Help students to get in groups. If you have a large class, meaning more than 30 students, you can form 6 groups of maximum 5 to 6 persons. Explain the instructions, and tell them they have got from 7 to 8 minutes for each group oral presentation. Tell them the most important thing is to be creative.

RUBRIC FOR PUBLIC SPEAKING

Individual grade

Content

		High	Average		Low	
1	States the purpose	2	1.5	1	0.5	0
2	Organizes the content	2	1.5	1	0.5	0
3	Supports ideas	2	1.5	1	0.5	0
4	Incorporates stories and examples	2	1.5	1	0.5	0
5	Summarizes the main idea(s)	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Delivery

		High	Average		Low	
6	Catches in listener's attention	2	1.5	1	0.5	0
7	Speaks clearly with appropriate vocabulary and information	2	1.5	1	0.5	0
8	Uses tone, speed, and volume as tools	2	1.5	1	0.5	0
9	Demonstrates complexity of vocabulary and thought	2	1.5	1	0.5	0
10	Appears comfortable with audience	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Group Oral Presentation Rubric

Total= /20

20	18	15	13
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

ANNEX N°3:

Rubrics Evaluation Instrument

RUBRIC FOR PUBLIC SPEAKING

Individual grade

Content

		High	Average		Low	
1	States the purpose	2	1.5	1	0.5	0
2	Organizes the content	2	1.5	1	0.5	0
3	Supports ideas	2	1.5	1	0.5	0
4	Incorporates stories and examples	2	1.5	1	0.5	0
5	Summarizes the main idea(s)	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Delivery

		High	Average		Low	
6	Catches in listener's attention	2	1.5	1	0.5	0
7	Speaks clearly with appropriate vocabulary and information	2	1.5	1	0.5	0
8	Uses tone, speed, and volume as tools	2	1.5	1	0.5	0
9	Demonstrates complexity of vocabulary and thought	2	1.5	1	0.5	0
10	Appears comfortable with audience	2	1.5	1	0.5	0
	Total=					
	Grade= /10					

Group Oral Presentation Rubric

20	18	15	13
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
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All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

Total= /20

ANNEX N° 4:**Pre- Survey – Conversation Class**

Answer the following questions by selecting numbers from 1 to 5 being 5 the highest and 1 the lowest according to frequency and degree.

1. Which were the activities that you practiced the most with Conversation material provided by the school?

Oral activities	1	2	3	4	5
Vocabulary activities	1	2	3	4	5
Grammar activities	1	2	3	4	5
Listening activities	1	2	3	4	5
Reading activities	1	2	3	4	5
Writing activities	1	2	3	4	5

2. What type of oral activities did you practice the most with Conversation material provided by the school?

Oral Activities:

presentations	1	2	3	4	5
speeches	1	2	3	4	5
role plays	1	2	3	4	5
reflexive questions	1	2	3	4	5
debates	1	2	3	4	5

Vocabulary activities:

crosswords	1	2	3	4	5
matching	1	2	3	4	5
completion	1	2	3	4	5
identification of words and drawings	1	2	3	4	5

Grammar activities:

exercises for subject verb agreement	1	2	3	4	5
exercises for verb tense agreement	1	2	3	4	5
selection / completion of correct type of verbs and grammatical words	1	2	3	4	5

Listening activities:

listening to dialogues	1	2	3	4	5
listening to interviews	1	2	3	4	5
watching videos	1	2	3	4	5
listening to songs for identifying lyrics	1	2	3	4	5

Reading activities:

reading stories and short stories	1	2	3	4	5
reading articles from magazines, internet, or newspapers	1	2	3	4	5
reading researches	1	2	3	4	5
reading e-mails	1	2	3	4	5

Writing activities:

writing stories and short stories	1	2	3	4	5
writing articles for magazines, internet, or newspapers	1	2	3	4	5
writing letters / e-mails	1	2	3	4	5
writing essays	1	2	3	4	5

3. In what degree the topics of the material used in Conversation class in the previous year motivated you to work on the subject and develop the activities?

1	2	3	4	5
---	---	---	---	---

4. Do you feel your evaluations were fair and objective according to the purpose of Conversation class?

1	2	3	4	5
---	---	---	---	---

5. How would you rate your improvement of your English oral skills in Conversation classes with the use of Conversation material provided by the school?

1	2	3	4	5
---	---	---	---	---

Annex N°5

Classroom Observation Checklist

Name _____ Date _____
 Class Observed _____ Time _____
 Observer _____ Department _____

**All items marked Not Observed must be explained in Comments*

	Could Improve	Acceptable	Excellent	Not Observed*
Class Structure				
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Methods				
Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Teacher-Student Interaction				
Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Content				
Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Other Comments -Note either effective or ineffective teaching practices observed
 -Attach additional pages if necessary

Observer Signature _____ Date _____

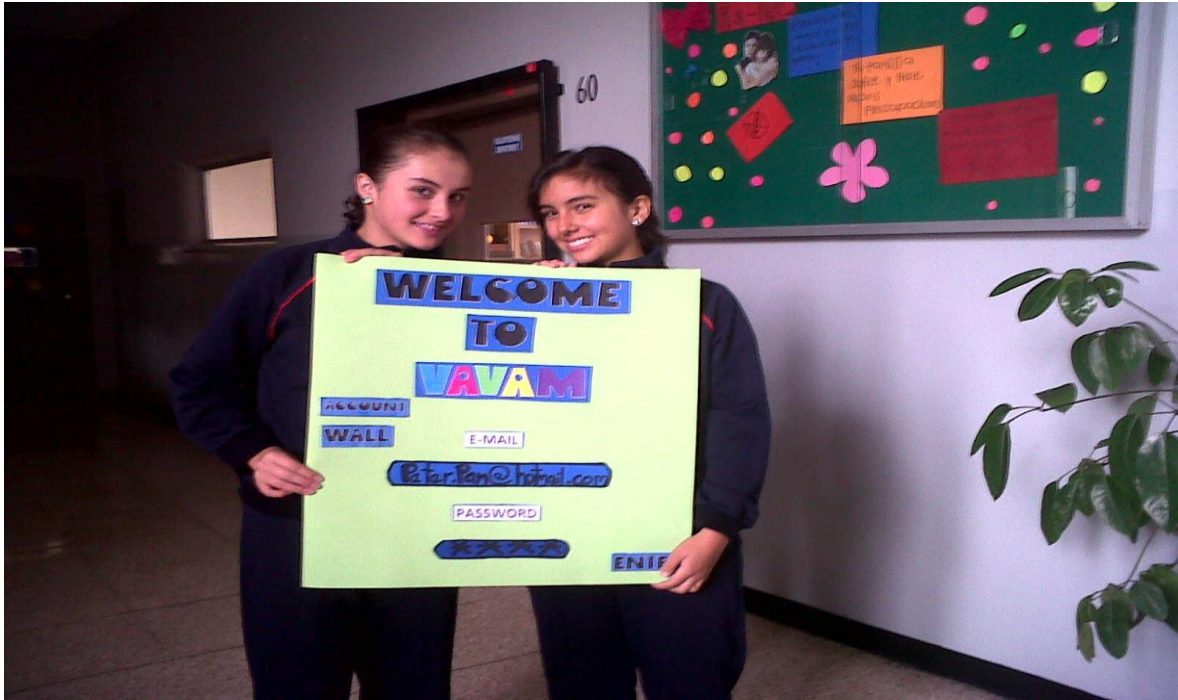
ANNEX N°6: Class Recordings – Unit N° 1 Urban Tribes Projects

[Chatting About Your World, Eulalia Annexes\urban tribe videos](#)

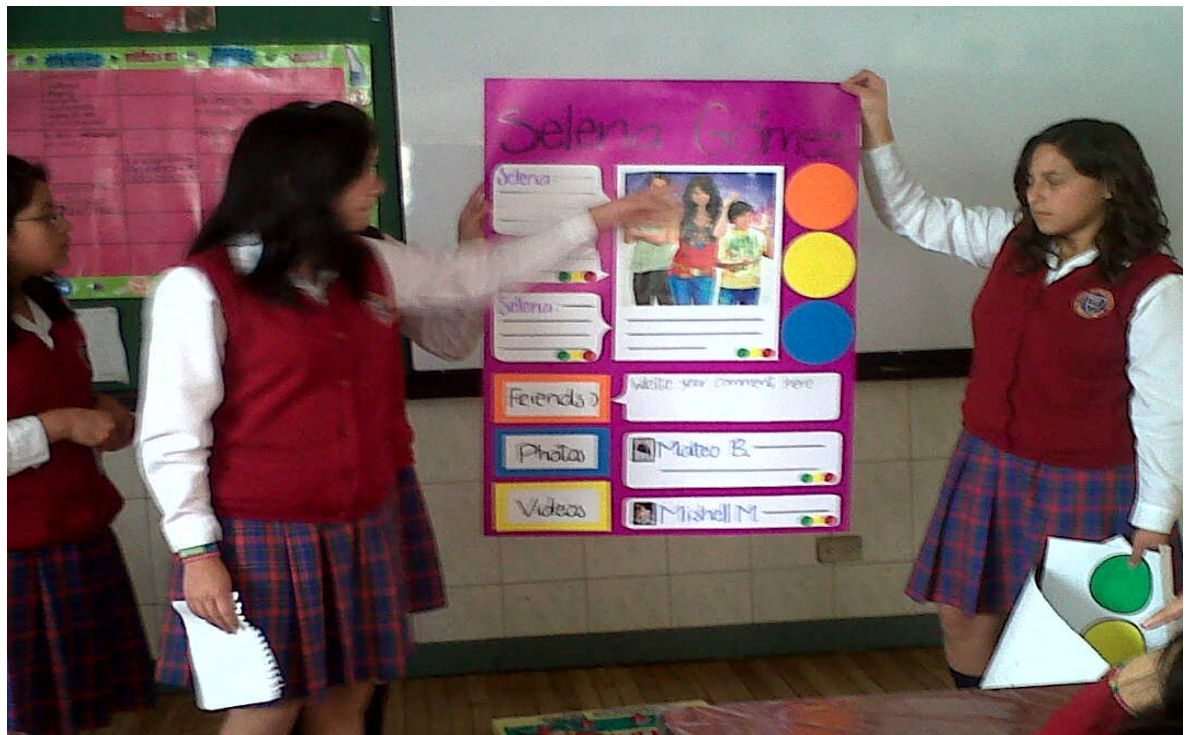
ANNEX N°7: Video Recordings – Unit N° 2 Bullying Projects

[Chatting About Your World, Eulalia Annexes\Bullying Projects - Samples](#)

ANNEX N°8: Picture Samples – Unit N° 3 Social Networks













- 1. Did you find the topics being covered up to now in “Chatting About Your World” interesting? Why?**
- 2. Did you feel like participating and telling your opinions in class? Why?**
- 3. Do you feel you are practicing your English oral skills with the activities in “Chatting About Your World”? Why?**
- 4. What do you think about using rubrics for your oral presentations?**

ANNEX N° 10 Video Recording - Eighth Grade Conversation Class

[Chatting About Your World, Eulalia Annexes\eight grade conversation.3GP](#)

ANNEX N°11:**Post- Survey – Conversation Class**

Answer the following questions by selecting numbers from 1 to 5 being 5 the highest and 1 the lowest according to frequency and degree.

1. Which are the activities that you currently practice the most in Conversation class with the material: Chatting About Your World?

Oral Activities:

presentations	1	2	3	4	5
Speeches	1	2	3	4	5
role plays	1	2	3	4	5
reflexive questions	1	2	3	4	5
Debates	1	2	3	4	5

Vocabulary activities:

crosswords	1	2	3	4	5
Matching	1	2	3	4	5
completion	1	2	3	4	5
identification of words and drawings	1	2	3	4	5

Grammar activities:

exercises for subject verb agreement	1	2	3	4	5
exercises for verb tense agreement	1	2	3	4	5
selection / completion of correct type of verbs and grammatical words	1	2	3	4	5

Listening activities:

listening to dialogues	1	2	3	4	5
listening to interviews	1	2	3	4	5
watching videos	1	2	3	4	5
listening to songs for identifying lyrics	1	2	3	4	5

Reading activities:

reading stories and short stories	1	2	3	4	5
reading articles from magazines, internet, or newspapers	1	2	3	4	5
reading researches	1	2	3	4	5
reading e-mails	1	2	3	4	5

Writing activities:

writing stories and short stories	1	2	3	4	5
writing articles for magazines, internet, or newspapers	1	2	3	4	5
writing letters / e-mails	1	2	3	4	5
writing essays	1	2	3	4	5

2. In what degree the topics of the material currently used in Conversation class **in the present year with the material Chatting About Your World** motivate you to work on the subject and develop the activities?

1	2	3	4	5
---	---	---	---	---

3. Do you feel your evaluations with the use of a rubric are fair and objective according to the purpose of Conversation class?

1	2	3	4	5
---	---	---	---	---

4. How would you rate your improvement of your English oral skills in Conversation class **in the present year with the material Chatting About Your World?**

1	2	3	4	5
---	---	---	---	---

ANNEX N°12:**INSTITUTIONAL CRITERIA**

Cardinal Spellman Girls' School, founded in 1959, has a history of 50 years in the work of bilingual education of primary and high school of adolescent girls; it is located in the city of Quito, Mercadillo street OE340 and Versailles.

The school is characterized because of its catholic and salesian education, following the philosophy of the Preventive System of Saint John Bosco and Saint Mary Mazzarello, which is to educate while evangelizing.

The school is an educational particular entity that maintains a relationship with the Salesian entity in Rome. The social, educative and economic context is at the service of the community of Quito.

Below there is the agreement and written authorization to develop the present thesis.

Madras Educativa
"Cardinal Spellman Girls' School"
Madras - Sisters of Jesus Maria
Residencial Co. 350 y Fozzales P.O. Box. 17-03 199
Quito, 222 6578 234 1940 Fax: 234-7336

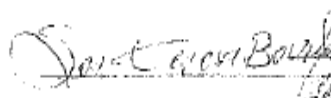
Quito 1 de septiembre del 2011

Señorita
Eulalia Urgilés
Profesora de Inglés
Colegio Cardenal Spellman Femenino
Presente

De mi consideración:

Yo, Sor Teresa Barba, Rectora de Colegio Cardenal Spellman Femenino, autorizo a usted, la utilización del material didáctico Chatting About Your World en la materia de Conversation en los Décimos Años de Educación Básica, así como también la nueva forma de evaluación con rúbricas para las estudiantes.

Atentamente,


Sor Teresa Barba
RECTORA

