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TEMA:

“A TEACHERS’ CURRICULUM GUIDE BASED ON THE CALLA
APPROACH DESIGNED FOR “IDSAPEDAC”



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DEDICATORY

First, I would like to thank God for everything He has given me. I am who I am because of him.

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Our goal in writing this thesis is to provide a guideline which will help us apply the Cognitive Academic Language Learning Approach (CALLA) in a local primary school.

In order to do this and according to our own research, we have adapted already existing texts and teaching material to meet the students' academic needs.

We agree with the theory that only by understanding how students learn can teachers enhance the learning process. That is why we have emphasized the teaching of learning strategies and alternative evaluation in this model of education, where learning, rather than teaching, is the central focus. As Benjamin Franklin said "Tell me and I forget. Teach me and I remember. Involve me and I learn"

INTRODUCTION

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model that was developed to meet the academic needs of students learning English in English speaking countries. In our dissertation, we have designed a teacher's guide based on the CALLA approach; which will be applied in a local school, at IDSAPEDAC.

As CALLA was originally designed for an English speaking background our aim is to obtain similar results applying in a non English speaking background this way helping students to achieve a competitive level of English, which will enable them to use the language as a tool for learning other things.

Research shows that students who attend bilingual schools are not all at the same level, especially when they transfer from a non-bilingual school to a bilingual school. Not being at the same level of language proficiency, students encounter difficulties in learning English and in academic achievement.

Based on these studies we have designed a teacher's guide to teach English as foreign language through content, based on students needs; following the principles of the CALLA approach.

We have focused on the need to strengthen instruction in teaching students the English language, before we attempt to use the language to teach individual subjects such as Mathematics, Science, etc. In doing this, we make sure that the students are learning both subjects, since not many students know English and do not understand the subject content in English.

In our guide, we recommend to start teaching social language in the first three years of elementary education, as it has been proven that students find the transition from social language to academic language easier, rather than to start teaching the academic language without any kind of language bases. We estimate that, by fourth grade, students will already have good bases of English to understand content of different subjects in the target language. In addition, they will have some basic knowledge of the principal subject in their native language. By principal subjects, we mean science, social studies and mathematics. Being less complex for them to transfer that knowledge to the target language and not be lost in the class; in this way, we will be building on previous knowledge, both in the foreign

language and the subject content itself, even if what they know only consists of a few words or some preliminary concepts in their native language.

The curriculum we designed is for a new experimental institute that will offer high standards of learning for development of the student, not only academically, but also psychologically and physically.

The idea of this institute comes from the fact that education throughout the world has been progressing and evolving into new and more effective phases that have helped in the formation of better and outstanding professionals.

However, here in Ecuador, in spite of the efforts made by the government authorities, education has not reached such standards as to offer students new perspectives for a better and more complete education.

In this province, and especially in Ambato, there are no institutes that allow students with high potential to develop their skills to their full capacity and intellectual level.

Most of the schools here in the city still maintain traditional teaching methods, with little or no updating in their teaching approaches and systems.

The institute “IDSAPEDAC” (Instituto de Super Aprendizaje Para el Desarrollo de Altas Capacidades) was created to meet the needs of improving the education system, as well as offering children and youngsters of Ambato a different approach to education. This will involve a different methodology aimed at exploiting each and every student’s potential to the maximum, according to his/her tendencies and needs. In this way, learning will become fun and exciting.

“IDSAPEDAC” was created on October 20 2003. It functions on Francisco Flor and Cevallos, Ambato – Ecuador. It started with a small number of students that came from different local schools.

Its aim is to form individuals that will be outstanding: physically, mentally, and spiritually as self-examiners, responsible, and with a high level of academic knowledge.

SPECIFIC OBJECTIVES

1. Offer individual and personalized education.
2. Encourage children to participate in different sporting activities.

3. Teach human values and principles to be applied in their everyday lives.
4. Teach advanced academic content.
5. Provide the necessary learning material and tools.
6. Carry out constant evaluation and assessment in a non stressful manner.
7. Encourage students to read faster with more comprehension.
8. Promote psychomotor development.
9. Provide a pedagogical assistant, according to the individual's needs.
10. Provide versatile methods of teaching.

MAIN DIFFERENCES WITH THE EXISTING INSTITUTES

1. It will not be governed by a traditional system.
2. It will aim at achieving intellectual development without pressure.
3. Students will experience freedom and responsibility in a system that will teach them to internalize values and principles, in order to apply them to their lives.

4. To provide students with the amount of knowledge they can cope with, and according to their needs.
5. To give students the opportunity to develop fully, physically, mentally, and emotionally, providing them with the unique combination of education with alternative medicine.
6. To provide children with the opportunity to master their native language as well as English in a pleasant environment with low anxiety levels, and free from stress, in contact with nature.

THEORETICAL FRAMEWORK

Discussing the future of anything is always challenging, especially the future of language teaching. The conservative temptation is to assume that things will carry on much as they have in the past, and that the future will be recognizable from clues in the present. After all, classrooms have maintained their familiar organization for many years. Why then, should methodology alter radically, if the classroom stays the same? The alternative is to predict a future in which, given the ecological and technological development, the future is nothing like the present.

Increasingly, the language teaching approach, like all of education, is faced with accountability issues that call for improved teaching approaches as a means of improving student learning. This interest in improvement in teaching seems to stem from the long overdue realization that, given good teaching, chances are learners will learn more.

One of the frequent problems of language teachers is how to transform the foreign language used in class from a school subject into a medium for authentic motivating communication. This transformation means not only using the language for tasks that entail authentic communicative exchanges, but also as a tool for self-expression and creativity. When

learners are able to use the foreign language in a creative and original way, they can construct their own meaning through the foreign language, and have become deeply involved in the process of communication and language production. We strongly believe that applying the CALLA approach, we will be able to achieve this, as it has been developed to teach English not only for the classroom, but also to be used as a tool for further learning and authentic communication outside the classroom.

GENERAL OBJECTIVE:

To provide a teacher's guide to teach English, based on content as well as social language that can be applied in bilingual elementary schools.

SPECIFIC OBJECTIVES:

- To create an English curriculum based on CALLA principles for “IDSAPEDAC”.
- To create a curriculum that presents the student's own cultural background through content in an interesting and practical manner.

- To propose alternative evaluation systems, which focus on achievement and are entirely student centred.



CHAPTER ONE

LEARNING VERSUS TEACHING

Based on the different theories of learning, many teaching methods and approaches have been developed, all with the objective of meeting student needs. As to what extent they have been successful is still a matter of debate. Research shows that the teaching methods used today in teaching English as a foreign language in elementary schools are not leading the students to the objectives proposed by the school.

Since the beginning, when the method used was the prescriptive grammar-based method, students, teachers and parents have not been happy with the effectiveness of this method. The goal of this method was to have a good mastery of literature in the other language, enabling the student to translate texts from the target language to the native language. The skills focused on were reading and writing. Vocabulary input came from the texts used. The basic unit was the sentence. The emphasis was placed on translation to high standards. The medium of instruction was the native language. Although this method is very old, it is still being used in some local schools with slight variations until now.

In recent years, new schools have been created with the aim of teaching English to children from a very young age, with the purpose of having them become bilingual by the time they finish elementary school.

These schools have used a combination of methods to try to accomplish their goals. One of the most popular methods has been inspired in the Direct Method, where the principles are based on first language acquisition. Vocabulary input comes from everyday vocabulary. It follows a graded progression from simple to complex, and grammar is taught inductively.

The target language is used in the class as much as possible; students have a set text that almost all the time comes with its respective workbook which is filled in during class and at home. Teachers always follow a lesson plan.

In these combinations of methods, a lot of Total Physical Response is used as the teachers focus on the idea of listening comprehension. This idea comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around him/her long before he/she ever says a word. In the class, students listen to the teacher using the target language communicatively from the beginning of instruction, and communicative activities prevail throughout the course. The teachers help students to understand by using pictures and occasional words in the native

language, and being as expressive as possible. The role of the teacher in this class is that of a director.

These methods have good principles behind them, but they pay little or no attention to how students learn. The means and techniques they use to comprehend language input are ignored and rather give students the feeling that English is another subject, and not a tool for learning. Classes become repetitive and tiresome for students who want to get involved in the learning process. For students who learn through concrete experiments, these classes provoke no interest at all.

Lesson content, is not always suitable for the students, due to the lack of context; for example, placing too much emphasis on the American customs lacks context as we do not share the same background; therefore, the topic does not apply to a student's prior knowledge, nor it is something he/she can relate to.

WHAT IS CALLA?

CALLA has been influenced and supported by cognitive theory, research, and ongoing classroom use. Research that was done on learning strategies and cognition conducted with English-speaking students was of great importance in CALLA, in the same way as the first studies of learning strategies in second language acquisition were. (CALLA handbook pg.4)

THE CALLA APPROACH

CALLA is designed to assist ESL students to succeed in school by providing transitional instruction from either standard ESL programs or bilingual programs to grade level content classrooms.

THE CALLA MODEL

The CALLA model includes three components and instructional objectives in its curricular and instructional design: topics from the major content subjects, the development of academic language skills, and explicit instructions in learning strategies for both content and language acquisition.

CONTENT TOPICS. Originally in CALLA, the content topics were aligned with an all-English curriculum, so that practice is provided with a selection of actual topics students would encounter in grade level classrooms. In our case, the content topics will be aligned with the Spanish curriculum. In this way, there would a sequence of content in both languages.

ACADEMIC LANGUAGE SKILLS. The second component of CALLA, academic language development, includes all four language skills (listening, speaking, reading, and writing) in daily lessons on the content subject. Language is used as a functional tool for learning academic subject matter. Students learn not just the vocabulary and grammar of the content area, but also important concepts and skills using academic language. Students learn the language functions that are important for performing effectively in the content area, such as analysing, evaluating, justifying, and persuading. Students develop academic language skills in English through cognitively demanding activities, in which comprehension is assisted by contextual support, and in which scaffolding instruction guides the acquisition of content. By this we refer to the process of introducing new

material to the students based on what they already know. We use the students' prior knowledge to enhance new language acquisition.

LEARNING STRATEGY INSTRUCTION. The third and central component of CALLA is instruction in learning strategies. Students, who are mentally active and analyse and reflect on their learning activities, will learn, retain and be able to use new information more effectively. The learning strategies are selected depending on their suitability for the task and students. They are taught explicitly by naming the strategy, telling students what the strategy does to assist learning and then providing ample instructional supports, while students practice and apply the strategy.

WHY WE ARE APPLYING CALLA PRINCIPLES IN THE DESIGN OF THE IDSAPEDAC CURRICULUM

ACADEMIC LANGUAGE DEVELOPMENT IN CALLA

WHAT IS ACADEMIC LANGUAGE?

Academic language is more difficult and takes longer to learn than social language. Social language takes place in a here and now context, and it has many non-verbal cues that help to understand and interact with each other.

On the other hand, academic language is decontextualized; it means that there are no non-verbal cues and interactive support, which makes it more difficult to understand. Besides, academic language has very specific purposes, including imparting new information, describing abstract ideas, and developing students' conceptual understanding.

WHY TEACH ACADEMIC LANGUAGE?

There are at least five reasons for focusing on academic language skills in the ESL content classroom:

- For ESL students, the ability to use academic language effectively is a key to success in the grade level classroom.
- Academic language is not usually learned outside the classroom setting.
- Grade level teachers may assume that all of their students already know appropriate academic language, when, in fact, former ESL students in their classes have often only acquired social language skills.
- Academic language provides student with practice in using English as a medium of thought.
- Students may need assistance in using learning strategies with academic language, just as they do with content knowledge and skills.

LEARNING STRATEGY INSTRUCTION IN CALLA

WHY LEARNING STRATEGIES ARE IMPORTANT

There are two major reasons to integrate learning strategies in the instruction of academic language and content. The first is the theoretical consistency of learning strategies with the cognitive view of learning which underlies CALLA .The second is the impressive amount of research that supports using learning strategies with academic language and content information.

Based on the theory and research related to learning strategies, there are four basic propositions that underline the use of learning strategies in CALLA.

- *Active learners are better learners.* Students, who organize and synthesize new information actively related to existing knowledge, should have more cognitive linkages to assist comprehension and recall, than students who approach each new task by simple rote repetition.
- *Strategies can be learned.* Students who are taught to use strategies and who are given positive experiences where they are applied will learn

more effectively than students who have had no experience with learning strategies.

- *Academic language learning is more effective with learning strategies.* Learning in content areas among ESL students should follow the same principles that govern reading and problem solving among native speakers of English. As strategies can be transferred students can use them in different subjects for example reading techniques used in social studies can be applied also to other subjects and not only in English but also in their native language.
- *Learning strategies transfer to new tasks.* Learning strategies will be used by students in new tasks that are similar to the learning activities in which they were initially instructed to use learning strategies.

For example, in learning to use a T-list for note –taking, students often require extensive information about how to identify a main idea, where to place this on the T-list, and how to identify or link supporting details to main ideas. Once the teacher has clarified all their inquiries, the students will be able to use this strategy again in other subjects or activities.

TYPES OF LEARNING STRATEGIES

Three broad categories of learning strategies have been proposed in CALLA. They are based on cognitive literature and research.

- **Metacognitive strategies.** Planning for learning, monitoring one's own comprehension and production, and evaluating how well one has achieved a learning objective;
- **Cognitive strategies.** Manipulating the material to be learned mentally (as in making images or elaborating), or physically (as in grouping items to be learned or taking notes); and,
- **Social/affective strategies.** Either interacting with another person in order to assist learning, as in cooperative learning, and asking questions for clarification, or using affective control to assist learning tasks.

EXPLANATION OF MAJOR LEARNING STYLE PREFERENCES

VISUAL MAJOR LEARNING STYLE PREFERENCE

Students learn well from seeing words in books, on the chalkboard, and in workbooks. Students remember and understand information and instructions better if they see them written.

AUDITORY LEARNING STYLE PREFERENCE

Students learn from hearing words spoken and from oral explanations. Students remember information by reading aloud or moving their lips as they read, especially when reading new material. Learners benefit from hearing audio tapes, lectures and class discussion.

KINESTHETIC MAJOR LEARNING PREFERENCE

Students learn best when they experience, by being involved physically in classroom experiences. Students remember information well when they

actively participate in activities, field trips, and role-playing in the classroom.

TACTILE LEARNING PREFERENCES

Students learn best when they have the opportunity to do “hands on” experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide one with the most successful learning situation. Physical involvement in class- related activities may help one understand new information.

GROUP LEARNING STYLE PREFERENCE

Students learn easily when they study with at least one other student, and they will be more successful completing work well, when they work with others. Students value group interaction and class work with other students and remember information better than students with two or three classmates.

INDIVIDUAL LEARNING STYLE PREFERENCE

Students learn best when they work alone. Students think well when they study alone and remember information they learn by themselves. New material is learnt better when working alone, and make better progress in learning when students work by themselves.

HOW TO SELECT LEARNING STRATEGIES

We have to take into consideration the following guidelines:

- The curriculum determines the strategy.
- Start with a small number of strategies.
- Use tasks of moderate difficulty.
- Use strategies with strong empirical support.
- Use strategies that apply to different content domains.

HOW TO TEACH LEARNING STRATEGIES

Preparation

Develop students' metacognitive awareness and self-knowledge through activities such as:

- Discussions about strategies students already use for specific tasks;
- Small group interviews in which students describe and share their special techniques for completing a task successfully;
- Learning strategy questionnaires in which students indicate the frequency with which they use particular strategies for particular tasks; and
- Individual think-aloud interviews in which the student works on a task and describes his/her thoughts.

Presentation

Teach the strategy explicitly by:

- Modeling how you use the strategy with a specific academic task by thinking aloud as you work through a task (e.g., reading a text or writing a paragraph);
- Giving the strategy a name and referring to it consistently by that name;
- Explaining to students how the strategy will help them learn the material; and
- Describing when, how, and for what kinds of tasks they can use the strategy.

Practice

Provide many opportunities for strategy practice through activities such as:

- *Cooperative Learning*. In cooperative learning students with varying degrees of English proficiency and content knowledge work in a group setting that fosters mutual learning rather than competitiveness (CALLA pg. 90)
- *Reciprocal Teaching*. In this strategy approach to reading, students sit in small groups and take turns “teaching” the

text the first group reads a section of the text, then one student makes a brief summary, asks the other students questions about the text read, identifies any difficult parts, and predicts what the next section will be about. Then the group continues reading and a different student goes through the same teaching process. (CALLA pg. 91)

- *Hands-on science experiments*
- Mathematics word problems
- Research projects
- Developing oral and written reports
- Analyzing literature
- Process writing

Evaluation

Develop students' metacognitive awareness regarding which strategies work for them- and why- through self – evaluation debriefing discussion after using strategies.

Learning logs or journals in which students describe and evaluate their strategy use.

Comparing their own performance on a task completed without using learning strategies and a similar task in which they applied strategies;

- Checklists of their degree of confidence in using specific strategies;
- Self-efficacy questionnaires about their degree of confidence in completing specific academic tasks; and
- Self-reports telling when they use or do not use a strategy, and why.

Expansion

Provide for transfer of strategies to new tasks through activities such as:

- Scaffolding, in which reminders to use a strategy are gradually diminished;
- Praise for independent use of a strategy;
- Self-reports in which students bring tasks to class in which they have successfully transferred a strategy;
- Thinking skills discussion in which students brainstorm possible uses for strategies they are learning;
- Follow-up activities in which students apply the strategies to new tasks and contexts;

- Analysis and discussion of strategies individual students find effective for particular tasks.

USING LEARNING STRATEGIES FOR MOTIVATION:

- ❖ Expectations- support students' expectations of success by building on previous knowledge, scaffolding, and strategy instruction.
- ❖ Value- increase students' value of academic material by linking language to content.
- ❖ Attribution- encourages students to monitor their own learning activities and to identify strategies that effectively support their learning efforts.

Over all, learning strategy instruction is designed to enable students to be independent and autonomous learners whose motivation for school learning comes from an awareness of their own skills as a learner, experience in using these skills with materials of the kind they expect to encounter, and value in being able to link new information either to personal experience or to new applications. Furthermore, if students believe that they are learning

important tools for learning through strategy instruction, self- esteem and self- confidence should increase accordingly.

CALLA instruction will often involve teachers reorganizing effective techniques already in use, reflecting metacognitively on their successful teaching techniques, and developing an understanding of the learning process of their students.

CALLA teaching requires thoughtful planning. The teacher not only thinks about the ways in which he or she will deliver instruction, but also thinks through how individual students receive and act upon that instruction. Because this type of instruction integrates key curriculum concepts, development of academic language functions and vocabulary and explicit instruction in the learning strategies that facilitate both language and content development, teachers need to include all of these components in their lesson planning and delivery.

EVALUATION

TESTS - ASSESSMENT AND EVALUATION

One of the responsibilities of the teachers is to select or develop tests for their classrooms and programs. It will become a very difficult task to do, especially when there is an increasing variety of instruments, procedures and practices available for testing.

In fact, the tests are not the only source for evaluating the learner process. So far, the tests are seen as instruments to gather particular kinds of information. They are given at a particular point in time and sample student learning, but they do not show what the learner has achieved.

In using traditional and standardized tests, as Ana Uhl says, (Forum Teachers Magazine, *Methodology in the New Millenium*, July 2003, pg. 16) teachers believe that they are gathering the most objective source of information about student achievement and rely too much on them using this information for school accountability. However these tools do not

Batzle gives the following definition: Assessment refers to the gathering of information, or data collecting. Evaluation refers to the process of examining the evidence and finding value in it. Here judgements and interpretations are made in the collected data. (http://www.ed.gov/databases/ERIC_Digests/ed376695.html)

John M. Morris in “Forum Magazine” writes: “Language assessment is the process of using language tests to accomplish particular jobs in language classrooms and programs. In language assessment, we first gather information in a systematic way with the help of language testing tools”. (Forum, Jan 2000, pg.19)

In the same way, Hancock (Forum, Jan 2000, pg. 19) states that “Assessment is usually an ongoing strategy through which student learning is not only monitored- a trait shared with testing, but by which students are involved in making decisions about the degree to which their performance matches their ability”.

He also suggests that assessment should be viewed as an interactive process that engages both teacher and student in monitoring the student's performance.

A shorter definition is given by B. Cambourne in his book Responsive Evaluation, and says "assessment is the gathering of data and evaluation is the making of value judgements on these data" (pp. viii-ix). In other words, what is more important to us is to monitor student progress through different activities and provide the learner with useful tools for the learning process.

This is indeed one of the principles in CALLA. We want to encourage the learner to use important language functions in communicating meaningful academic content and to use "higher" – order thinking skills such as synthesis, analysis, and evaluation" (CALLA pgs. 104- 105). It means that apart from learning the language, the student will be able to acquire learning strategies that will be applied in other subjects, helping him or her to be a better learner.

WHAT ARE ALTERNATIVE ASSESSMENT, PERFORMANCE ASSESSMENT AND PORTFOLIO ASSESSMENT?

Numerous terms and definitions can be found and used to describe alternative assessment. We want to point out the main characteristics that are summarized from some authors in an article from the internet. (Baron, 1992; Stiggins, 1987; Tierney, Carter, & Deasi, 1991).

ALTERNATIVE ASSESSMENT:

- It is any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and is not a standardized or traditional test;
- It is by definition criterion –referenced;
- It is authentic because it is based on activities that represent actual progress toward instructional goals, and reflects tasks typical of classrooms and real- life settings;

- It requires integration of language skills, and
- It may include teacher observation, performance assessment, and student self-assessment,

PERFORMANCE ASSESSMENT

- It is a type of alternative assessment ;
- It is an exercise in which a student demonstrates specific skills and competencies in relation to a continuum of agreed upon standards of proficiency or excellence ;and
- It reflects student performance on instructional tasks and relies on professional judgement in its design and interpretation.

PORTFOLIO ASSESSMENT

- It is the use of records of a student's work over time and in a variety of modes to show the depth, breadth, and development of student abilities;
- It is the purposeful and systematic collection of student work that reflects accomplishment relative to specific instructional goals or objectives;
- It can be used as an approach for combining information from both alternative and standardized assessments; and
- It has as key elements, student reflection and self- monitoring

Performance assessment and portfolios are complementary approaches for reviewing student language development and academic progress.

Together, they represent authentic assessment, continuous assessment of the progress, possibilities for integrating assessment with instruction, assessment of learning processes and higher –order thinking skills, and a

collaborative approach to assessment that enables teachers and students to interact in the teaching learning process. (O'Malley & Pierce, 1991)

WHY USE ALTERNATIVE ASSESSMENT?

There are six basic reasons why alternative assessment is of interest to most educators, and why it is valuable in CALLA instruction,

- **Authentic** - reflects actual classroom tasks in content areas and reveals information about academic language.
- **Varied** - looks at student performance from multiple perspectives instead of relying on only one assessment approach, so that all aspects of content and academic knowledge are assessed.
- **Process as well as product oriented** - shows progress with respect to work products, processes and learning strategies used to complete the work.

- **Continuous** – provides information about student performance that shows growth throughout the entire school year.
- **Interaction with instruction-** can be used to adapt instruction to student needs and provide feedback on instructionally valued tasks.
- **Collaborative-** is planned and conducted by teachers interactively in order to share and gain independent views of student performance.

DESIGN OF ALTERNATIVE ASSESSMENT

There are four basic procedures in instrument development that have to be taken into account before designing the alternative assessment instruments.

They are;

- Construction
- Administration
- Scoring
- Interpretation

Construction: First, the teachers must determine the *purpose* of the assessment. It will influence in the form of the assessment. Depending on the objectives that are going to be reached by the end of the program, the assessment has to be designed.

The next step is to determine the instructional outcomes the instruments will be designed to assess. We can consider the following outcomes as an example:

- Students will be able to communicate effectively through oral and written expression;
- Students will be able to solve problems effectively in academic areas and in daily living;
- Students will be able to use an experimental approach to collect, interpret, and describe information about their world.

All the instruments will differ one from the other because they have to be designed according to the subject too. In this way, an instrument to assess Science is going to be different from one designed for Math.

Finally, it is important to take into account the standards for student performance at any grade level and in any content area, in which the outcomes will be taught. The standards indicate what students are expected to do to demonstrate mastery related to each outcome, given the purpose of the assessment. The standards must include content knowledge, language, and learning strategies covered in the unit.

Administration: The instrument may require individual or group administration, extensive or limited time demands, or may entail paper and pencil assessment, specific types of materials, and specific procedures for observing and recording a student's responses.

Scoring: Criteria for scoring alternative assessment procedures should always be determined in advance through the development of a scoring rubric.

Interpretation: Interpretations are based on the standards expressed in the scoring rubric.

EXAMPLE OF ALTERNATIVE MEASURES

- ❖ Performance Measures; the student is asked to perform a comprehensive task requiring integration of knowledge and skills in order to generate a written subject-related product
- ❖ Text Retelling: Similar to story telling as a measure of oral proficiency, but adapted to be used with academic content.
- ❖ Cloze Testing: Assessment of reading comprehension in which every seventh or ninth word is deleted from a narrative and the student is asked to supply the missing word.
- ❖ Holistic Scoring of Writing Samples: A passage written by the student that is given one global score or rating based on criteria such as organization, vocabulary and word forms, language use, and mechanics.
- ❖ Teacher Rating Scales: teacher ratings of student performance related to instructional objectives on observation.

- ❖ Student Self-Rating Scales: Self-Ratings by the student on performance related to instructional objectives or other areas in which performance can be understood (see Appendix 1 - 6 page 133-139)

REASONS FOR USING A PORTFOLIO

Portfolios are useful for monitoring student progress and for adapting instruction to student needs. Portfolio Assessment in CALLA is understood as a systematic collection of student work, and other information about the student that is combined with a procedure for determining whether or not the student has maintained progress in accomplishing important instructional goals. Thus, portfolio assessment is more than merely a collection of student work - it is part of an integrative plan that enables teachers to monitor student progress in important curriculum areas

Portfolio assessment is systematic. (CALLA, pp.127)

PORTFOLIO ASSESSMENT IS SYSTEMATIC: It is a practical way to keep specific student information and work that illustrates progress for the student and others.

THE PORTFOLIO PROVIDES VISIBLE EVIDENCE OF STUDENT

PROGRESS: The sample collection is a visible proof of a student's progress and can be shown to the parents and other teachers, as a support for tests and other grades.

PORTFOLIOS ARE USEFUL FOR MAKING INSTRUCTIONAL

DECISIONS: teachers can use the portfolio information to modify instructional methods or materials for individual students or for a group of students.

THE PORTFOLIO IS ACCESSIBLE: Teacher and students can have

access to it at any time, so the teacher or student can check the sample collection.

PORTFOLIO ASSESSMENT IS FOCUSED AND EFFICIENT: It is

focused in that the information in the portfolio can be related directly to the goals of instruction, and it is efficient, because the approach forces choices about the type of information that should be maintained in the portfolio.

TYPES OF PORTFOLIOS

According to Janine Batzle (<http://olam.ed.asu.edu/epaa/v3n6.html>), there are many types of portfolios that can be used in the classroom. Each of them has advantages and disadvantages. We are going to use the ones we believe match with our purposes:

THE WORKING PORTFOLIO

The working portfolio is one in which the teacher and child assess and evaluate together. The student chooses samples that show his/her growth, parents contribute comments, and the teacher adds samples and other records. All perspectives (student, teacher and parent) are included to present a realistic picture.

The strength of this type of portfolio is that it presents the most accurate picture of the child's progress. It tells the whole story of the child with process and product samples showing daily progress. (Batzle, Janine, p.24, 1992). This is the reason why we believe it is going to work in a better way than others. We want to record child's progress to help him/her to improve his/her strength areas as well as the weak ones.

TEACHER'S CHOICE

It will include a variety of works that he/she considers appropriate to be placed in the portfolio. They must be process samples as well as product samples. For example, this list will be:

- Running records
- Conference records
- Reading inventory
- Writing inventory
- Student work samples
- Progress checks
- Parent survey
- Attitude inventory

STUDENT'S CHOICE

On the other hand, a student will select other samples according to what he/she considers important or relevant to present in the portfolio. The list will include:

- Projects
- Published books
- Photographs
- Math journal samples
- Reading responses
- reflections

THE SHOWCASE PORTFOLIO

This portfolio differs from the first one because it is going to show only the child's very best work. It is limited, and process pieces are not presented.

At any rate, this portfolio is powerful in the sense that children are motivated to publish books and to develop projects and other exhibitions of their best work and abilities. Here, the student has total ownership. Parents indeed are impressed and excited with the child's work.

The disadvantage we would like to point out here is that parents will not understand the needs of their child, because the portfolio samples do not represent the full picture.

This portfolio will include:

- projects
- published books
- photographs
- videos and tapes
- reading responses

RECORD KEEPING PORTFOLIO OR TEACHER PORTFOLIO

In case the teachers are using only a showcase portfolio, they often develop a record-keeping portfolio. In it, the teacher keeps necessary assessment and evaluation samples and records not chosen by the student for the showcase portfolio. Tests and quizzes will be kept in these portfolios.

GUIDELINES FOR PORTFOLIO ASSESSMENT

- Determine the purpose
- Select information for the portfolio
- Decide how to organize the portfolio
- Establish a data collection plan
- Review the student's progress
- Portfolio use

ROLES

THE ROLE OF TEACHER AND STUDENTS

THE ROLE OF TEACHERS

Teachers bring a professional educator's knowledge to the evaluation of each student. They determine the desired outcomes, design the learning activities, and plan strategies for implementing the curriculum. It is their task to track some outcomes as the students work, and they can draw upon suitable and relevant language to describe the strengths, advances and weaknesses of each student. (Responsive Evaluation, pp.62)

THE ROLE OF THE STUDENT

If the students are involved in the learning process, any activity that is done in the classroom will be more meaningful for them. In the assessment process, it is important for students to have input into any evaluation of their learning. They know a lot about their strengths and weaknesses, and then they can contribute with any oral or written evaluative report made on them.

CHAPTER TWO

THEORETICAL FRAMEWORK FOR THE CURRICULUM PROPOSED

Our goal in writing this thesis is to provide a foundation for using the Cognitive Academic Language Learning Approach (CALLA) program in a non-English speaking country, as it originally was designed for, and suggestions for implementing CALLA in some subject areas of the curriculum.

Any instructional approach such as CALLA should be based on a theory that meets at least three criteria:

- a. It is grounded in research
- b. It explains what is learned
- c. It provides guidance for instruction

In other words, the theory must say something about how academic content is learned as well as how language is learned, and why the use of learning strategies results in improved learning. Besides, the theory should say something about learning in two languages.

The cognitive theory provides many answers as to what CALLA is. It also considers the model both students and teachers have of learning, which is relevant in this approach, because teachers must meet the student's needs. They have to consider how they teach and how students learn.

COGNITIVE THEORY

Cognitive theory is based on the work of psychologists. One of the most influential researchers is Piaget and his work, which dwells on the idea that students can learn things when they are developmentally ready to do so; since learning follows development, it can be regarded as a starting point of the cognitivist ideas.

Cognitive psychologists emphasized the importance of meaning, knowing and understanding. According to them, "meaning" plays an important role in human learning. "Learning" is a meaningful process of "relating new events or items to already existing cognitive concepts." (Brown, H.D. 1987:47) and it is thought to involve internal representations that guide performance.

In the case of language acquisition, these representations are based on the language system, and involve procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use.

Cognitive psychologists see second language acquisition as the “building up of knowledge systems that can eventually be called automatically for speaking and understanding” (Lightbown and Spada, 1993:25). Language learning, in this sense, has some Gestalt (http://www.uog.edu/coe/ed451theory/leranterm_c.html) characteristics in that language learning is a holistic process and is not analysable as stimulus - response associations. Language learners pay attention to any aspect of the language that they are attempting to understand and produce. Then, step by step, they become able to use certain parts of their knowledge through experience and practice.

According to Bruning, (*Cognitive Psychology and Instruction*. Englewood Cliffs, NJ: Prentice Hall, 1995) the goal in the cognitive movement in

education is to help the student to learn how to develop strategies for learning. He states:

Cognitive psychology is a theoretical perspective that focuses on the realms of human perception, thought, and memory. It portrays learners as active processors of information, and assigns critical roles to the knowledge and perspective students bring to their learning. What learners do to enrich information, in the view of cognitive psychology, determines the level of understanding they ultimately achieve.

In other words, the cognitive model of learning indicates that learning is an active, dynamic process in which learners select information from their environment, organize the information, and relate it to what they already know, retain what they consider to be important, use the information in appropriate contexts, and reflect on the success of their learning efforts. (CALLA HANDBOOK, p.13)

In this sense, the traditional teacher - centred class must change into a learner - centred class. Learning will become an interactive activity that will provide the learner with enough experiences for life. In the following

table, we present the principal changes that will occur in the class from a cognitive perspective. (It was taken from an article in the net: <http://www.udel.edu/fth/pbs/webmodel.htm>)

Teacher -Dominated Perspective

Cognitive Perspective

Teacher - centred	Learner - centred
Teachers present knowledge	Students Discover and Construct Knowledge
Students Learn Meaning	Students Create Meaning
Learner as Memorizer	Learner as Processor
Learn Facts	Develop Learning Strategies
Rote Memory	Active Memory
Teacher Structures Learning	Social Interaction Provides Instructional Scaffolding
Repetitive	Constructive
Knowledge is Acquired	Knowledge is created
Teacher Provides Resources	Student Find Resources
Individual Study	Cooperative Learning and Peer Interaction
Sequential Instruction	Adaptive Learning
Teacher Manages Student Learning	Students Learn to Manage Their Own Learning
Student Learn Others' Thinking	Students Develop and Reflect on Their Own Thinking
Isolationist	Contextualist
Extrinsic Motivation	Intrinsic Motivation
Reactive Teachers	Proactive Teachers
Knowledge Transmission	Knowledge Formation
Teacher Dominates	Teacher Observes, Coaches, and Facilitates
Mechanistic	Organismic
Behavioralist	Constructivist

As a result, we will have students truly educated, and not just trained. They will be able to continue finding, judging, critiquing, synthesizing and constructing new knowledge.

RELATED INSTRUCTIONAL CONCEPTS

LANGUAGE ACROSS THE CURRICULUM

This model seeks to infuse language teaching and learning into all areas of the curriculum. In a “Language Across the Curriculum”, all teachers, including science, mathematics, and social studies teachers, carry out language development activities associated with their individual content areas.

Even though this model was originally developed for native English-speaking students, it has enormous potential in addressing the needs of language minority students.

LANGUAGE EXPERIENCE APPROACH

The Language Experience Approach, in the same way as Language Across the Curriculum, was developed for native English-speaking students as a way of providing support for initial reading experiences.

WHOLE LANGUAGE

This approach to literacy development is based on the belief that language should not be separated into component skills, but rather experienced as a whole system of communication. Authentic material is handled by the students, which is really important in language learning.

In a Whole Language Classroom, activities such as reading aloud by the teacher, journal writing, story writing, sustained silent reading, higher-order thinking skills discussions about what is read, student choice in reading materials, and frequent conferences with the teacher and other students about what is being read and written, are performed.

PROCESS WRITING

In Process Writing approaches, students learn that writing involves thinking, reflection, and multiple revisions. Teachers model the writing process by thinking aloud about their own ideas, jotting them down, organizing them, developing a draft, reading it aloud, making revisions, asking students for their comments, and continuing to make more revisions. The classroom becomes a writing workshop in which students learn the craft of writing through discussion, sharing and conferencing.

COOPERATIVE LEARNING

Cooperative classrooms differ from traditional ones because the essence of learning is changing, from “I classrooms” to “we classrooms”. As a classroom structure, cooperative learning allows students to work together in small, mixed-ability groups. The teacher’s role shifts from that of learning disseminator to learning facilitator. The responsibility for learning shifts from the teacher to the student.

Furthermore, students working in cooperative groups have an additional twist to their learning. They are not only responsible for learning the material that is presented, but also, for ensuring everyone in the group knows the material as well. Usually, there is some type of group goal, either academic or some other type of extrinsic reward (Slavin, 1987).

According to Johnson & Johnson (1987), there are three basic types of learning that go on in any classroom:

Individualistic Learning is the more traditional structure of learning that has each student working independently on a project. Student accomplishment toward a specified goal relies little, if any, on another student's performance.

Competitive Learning is a structure that has students vying against each other in order to accomplish a particular goal. Students find themselves in Win-Lose situations, for "in order for me to win, you must lose".

Cooperative Learning is a structure that utilizes small groups to encourage students to work together to optimize their own and their peer's learning.

Johnson & Johnson (1987) have also identified five basic elements of cooperative learning. These include:

Promotive, Face to Face Oral Communication – Students are placed in heterogeneous groups from 2 to 6 six members. Team members are strategically seated in order to encourage “eye- to –eye, knee- to- knee” interaction. Through team building activities, promotive behaviour is facilitated.

Positive Interdependence- “All for one and one for all”. As students work toward a common goal, team cooperation and fellow success becomes imperative.

METHODS OF COOPERATIVE LEARNING

There are many variations within the cooperative learning model. Some of the more popular models include the following five approaches:

Student Teams –Achievement Division (STAD) (Slavin, 1986) is composed of students in mixed abilities teams. Students within these teams work together to master the material. Students might use a variety of

methods to master the material, such as quizzing each other, worksheets and or material they can experiment with. Individual learning is still expected, often by taking a test at the end of the team study period (Slavin, 1986).

Teams –Games – Tournaments (TGT) (Slavin, 1986) was the first cooperative learning method from John Hopkins University. Almost identical to the STAD model, TGT differs only in the fact that the end of the instructional time quiz is replaced with the end of the week tournaments. Students compete in teams of three against student with similar activities at “tournament tables.” As with STAD, students can bring back points to their team that can be used for various extrinsic rewards as determined by the teacher, or agreed upon by the group.

COGNITIVE INSTRUCTION

Cognitive instruction is used to describe a number of approaches to teaching thinking and to infuse thinking into all areas of the curriculum. New instructional approaches in science, mathematics, social studies, reading comprehension and writing, all share a common cognitive orientation. Students are seen as active co-constructors of knowledge.

Two basic premises in CALLA are that content should be the primary focus of instruction, and that academic language skills can be developed as the need for them emerges from the content. Content, rather than language, drives the curriculum. Language skills will be most meaningful when students perceive that they are needed in order to accomplish a communicative or academic task. CALLA's focus is on academic tasks within a communicative context. (CALLA Handbook, pg, 26)

REASONS FOR TEACHING CONTENT:

- ❖ Subject- area concepts and relationships provide a foundation for learning grade-level information in important subjects.
- ❖ Students can practice skills and processes needed in the content areas.
- ❖ Content is more motivating than language alone.
- ❖ Content provides a context for learning and applying learning strategies.

TO SELECT CONTENT:

- ❖ Ask content teachers to help select high priority topics and skills for the grade level.
- ❖ Study curriculum frameworks to see how topics selected are sequenced and re-entered over several grades.
- ❖ Identify major components for each content topic.

- ❖ Allow students to select some content topics for in-depth study.

GUIDELINES FOR TEACHING CONTENT:

- ❖ Provide hands- on and cooperative experiences.
- ❖ Start by linking the lesson topic to the student's prior knowledge.
- ❖ Teach and have students use technical vocabulary appropriate to the content subject.
- ❖ Monitor students' comprehension on an on- going basis.

In teaching content, academic language plays an important role, as it is more difficult and takes longer to learn than social language. It also consists primarily of the language functions needed for authentic academic content.

Why teach Academic Language?

- ❖ Academic language is a key to success in the grade level classroom.
- ❖ It is not usually learned outside the classroom setting.
- ❖ Academic language provides practice in using English as a medium of thought.

GUIDELINES FOR TEACHING ACADEMIC LANGUAGE:

- ❖ Provide practice in listening to content information and answering higher level questions.
- ❖ Create opportunities for using academic language through cooperative activities.
- ❖ Teach learning strategies for all language activities.

A central component of the CALLA approach is the integration of learning strategies with instruction in academic language and content. The principal reason for this is because students will learn academic language and content more effectively by using learning strategies. Accompanying the use of learning strategies, students gain an important perspective on their own learning, see the relationship between the strategies they use and their

own effectiveness, plan for and reflect on their learning, and gain greater autonomy as a learner.

How to plan for instruction:

- ❖ Assess students' prior knowledge.
- ❖ Select concepts and skills to be learned, including higher- order thinking skills.
- ❖ Identify academic language skills and functions required to perform a specific content areas task.
- ❖ Choose learning strategies that are appropriate for tasks in different phases of the lesson.
- ❖ Assemble materials needed to provide context and hands- on activities.
- ❖ Organize activities into a five- phase instructional sequence: Preparation, Presentation, Practice, Evaluation, and Expansion.

Five phase instructional sequence:

- ❖ Preparation: Students identify and reflect on prior knowledge related to the lesson topic; teacher provides overview of learning objectives, introduces essential new vocabulary, and may provide concrete experience to develop students' prior knowledge.
- ❖ Presentation: Teacher presents/ explains new information, skills, and/or learning strategies; information is presented through a variety of modes to accommodate different students' learning styles.
- ❖ Practice: Students actively practice new concepts, skills, and/or learning strategies; cooperative learning activities are featured.
- ❖ Evaluation: Students practice individual and cooperative self evaluation.
- ❖ Expansion: Students integrate what was learned in the lesson into their existing knowledge frameworks; restructure and refine prior knowledge as needed; apply

new knowledge, skills, and /or learning situations in real- life contexts.

LINKING LEARNING STRATEGIES AND LEARNING STYLES IN THE CLASSROOM

Because learning styles and learning strategies seem to be linked, it is important to take both into account when teaching, and incorporate style and strategy training. Often, students who become aware of their learning-style preferences do not develop an equal awareness of the strategy that they use naturally to assist them in learning the new language. The teacher can structure the lessons to reinforce the perceptual learning styles and strategies in use, and to guide students in finding even more effective strategies that are compatible with their own learning styles. According to Oxford (1989, p.236), “strategy training can and should be linked with regular language learning activities, and can be effectively conducted through situations, games, and other active exercises.”

CHAPTER THREE

CURRICULUM PROPOSAL

The curriculum detailed below has been designed based on the Spanish curriculum the school uses. However, we must point out that not all the topics are parallel there are some, which have been modified to be able to apply the CALLA approach in the EFL class. For this purpose we used Scott Foresman's ESL Accelerating English Language Learning, Longman, 1997, book as a guide to have an idea of how and in which order to present the material. As the book centres its content in the United States of America, we have not emphasised that aspect too deeply and, instead, we have introduced the historical, geographical, social and cultural studies of Ecuador. As we have mentioned at the beginning of the thesis for the first three years the focus will be placed on social language. We have planned the activities based on students needs analysis.

CURRÍCULO DE ESPAÑOL

CUARTO AÑO

ESTUDIOS SOCIALES

REPRESENTACIÓN DE LA SUPERFICIE TERRESTRE

Formas de representación gráfica de la tierra

Los mapas

Clases de mapas

Símbolos convencionales

POBLAMIENTO DE AMÉRICA

América y el Ecuador

Primeros habitantes de América

Las culturas que vivían en América

CONQUISTA DEL REINO DE QUITO

Rumiñahui héroe de la resistencia Indígena

Fundaciones españolas en el Ecuador

Expedición al país de la canela y descubrimiento del río Amazonas

LA CONQUISTA ESPAÑOLA

Antecedentes científicos y económicos

Las grandes exploraciones

Pizarro y la conquista del Tahuantinsuyo

CIENCIAS NATURALES

EL agua

El ciclo del agua

El agua como parte integrante de los seres vivos

El agua como un solvente, un oxidante

Contaminación del agua

QUINTO AÑO

CUIDADOS DEL CUERPO

Por que enfermamos

La alimentación

Los ejercicios físicos protegen la salud

CAMBIOS EN LA SUPERFICIE DE LA TIERRA

Cambios en la superficie de la tierra

El inicio de la vida

Fósiles de animales gigantes

COMO MANTENERSE SALUDABLE

Los alimentos

La salud y el ejercicio

La piel

Prevención y cuidados del cuerpo

SEXTO AÑO

EL SER HUMANO

Órganos del cuerpo humano

Los órganos de los sentidos

Las personas tienen sentimientos

El sistema nervioso y el alcohol

MATERIA Y ENERGÍA

La materia

La materia es capaz de dividirse en cuerpos pequeños

Energía

Luz y calor

El arco iris

Reflexión y refracción de la luz

La electricidad

VIVIMOS EN LA TIERRA

El origen de la tierra

La tierra como espacio común para la vida en la humanidad

Variedad de la geografía terrestre.

KINDER GARTEN

TOPIC 1: Families.

OBJECTIVES: Tell who is in a family; tell what families do; tell how families change.

CONTENT FOCUS: Social studies, science, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Plurals, pronouns, present tense, capital letters.

LEARNING STRATEGIES: Use what you know; predict content.

TOPIC 2: Growth.

OBJECTIVES: Tell new things children can do as they grow; tell how children and animals grow and change.

CONTENT FOCUS: Science, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives that express “more”, plurals, prepositions in and on, colours, proper nouns, offering to do something, typographical devices.

LEARNING STRATEGIES: Use picture clues; compare and contrast; use pictures to get meaning; main idea; draw conclusions.

TOPIC 3: School

OBJECTIVES: Tell how children get to school; tell what's seen at school; name rules; tell what's done at school.

CONTENT FOCUS: Social studies, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Pronouns I and we, days of the week, question words, many, contractions.

LEARNING STRATEGIES: Use pictures; recognize patterns; understand a process; paraphrase/retell; use context clues.

TOPIC 4: Learning: Name some things done alone and some things done in group; name things practiced at school; tell what's learned in school.

CONTENT FOCUS: Social studies; health; reading; literature.

LANGUAGE AWARENESS OBJECTIVES: Giving praise, infinitives, verbs, model verb "*can*" pronouns.

LEARNING STRATEGIES: Use picture clues; recognize cause and effect; recognize repetition.

TOPIC 5: Neighbours

OBJECTIVES: Tell where people live; tell what neighbours are; tell what a community is; tell how maps help people.

CONTENT FOCUS: Social studies; math; literature.

LANGUAGE AWARENESS OBJECTIVES: Question words, capitalization, opposites, plurals, words for noises, position words, rhyming words.

LEARNING STRATEGIES: Generalize; use a map; brainstorming; use what you know; make inferences; draw conclusions.

TOPIC 6: Animals and their homes.

OBJECTIVES: Name places where animals live; name animals that live in trees, in ponds, and in fields; name animals that are pets; tell how to care for pets.

CONTENT FOCUS: Science math, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Prepositional phrases, verbs, number and verbs, names for animal babies, future tense.

LEARNING STRATEGIES: Reread; use pictures; visualize word problems; make predictions based on prior knowledge.

TOPIC 7: How you can feel safe.

OBJECTIVES: Name places where safety is important; name people who help keep others safe; name rules that help people stay safe

CONTENT FOCUS: Health, science, literature.

LANGUAGE AWARENESS OBJECTIVES: Word families, verbs + er, multiple meanings, rules, word order, punctuation, exclamation mark.

LEARNING STRATEGIES: Use what you know; compare and contrast; predicting; use selective attention; recognize reality and fantasy; make predictions.

TOPIC 8: How you can feel healthy

OBJECTIVES: Talk about the benefits of exercising; name ways to keep clean and healthy; name foods assist growth and good health.

CONTENT FOCUS: Health, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives- adding -y, pronoun-they, antonyms, count vs. no count nouns, days of the week period, expressing gratitude.

LEARNING STRATEGIES: Use pictures, use a chart; finding the total.

TOPIC 9: Using our senses

OBJECTIVES: Name the senses; tell how to take care of the eyes and ears; tell how to make high and low sounds; tell what body part is used for each sense.

CONTENT FOCUS: Health, science, literature

LANGUAGE AWARENESS OBJECTIVES: Verbs, antonyms, plural forms, giving instructions, capital letters, places in a house, past tense.

LEARNING STRATEGIES: Imagining; understand cause and effect; generalize; make predictions; recognize reality and fantasy; draw conclusions.

TOPIC 10: How we see and hear.

OBJECTIVES: Compare how people and animals see and hear; compare things seen and heard.

CONTENT FOCUS: Science, math reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Capitalization and punctuation, numerals and number words, questions and answers.

LEARNING STRATEGIES: Activate prior knowledge; following directions.

TOPIC 11: The seasons

OBJECTIVES: Know the seasons in Ecuador; name the months of each year; tell how the weather changes from season to season; tell what

seasonal things people do; tell how people dress according to the weather in each season.

CONTENT FOCUS: Science, social studies, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Phrases, root words, punctuation, adjectives, contractions.

LEARNING STRATEGIES: Predict content; get information; understand that numerals show sequence; compare and contrast.

TOPIC 12: Trees.

OBJECTIVES: Tell ways people can save and protect trees; tell ways people use trees, tell why people and animals need trees.

CONTENT FOCUS: Social studies, science, literature.

LANGUAGE AWARENESS OBJECTIVES: Period and question mark, opposites, verbs, pronoun-they, adjectives, superlatives, adjectives of size-small/long/wide.

LEARNING STRATEGIES: Use pictures for meaning, visualize; use pictures to get meaning; understand commas and periods; use context

FIRST GRADE

TOPIC 1: People and Places.

OBJECTIVES: Name different kinds of groups; tell what different groups do; name places in a community; give reasons why people go to each place; name the provinces in Ecuador; begin recognizing animal groups and their places.

CONTENT FOCUS: Social studies, science, literature.

LANGUAGE AWARENESS OBJECTIVES: Present tense; sentence patterns; capitalization; irregular plurals; rhyming words; statements showing approval; verbs.

LEARNING STRATEGIES: Use picture details; read maps; use pictures to get meaning; recognize fact and fantasy; summarize.

TOPIC 2: Animals and their habitats.

OBJECTIVES: Name animals and some of their attributes; understand what animals get from their habitats; tell about groups animals belong to; tell about pets and their habitats.

CONTENT FOCUS: Science, math, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Subject/verb agreement, explaining choices, comparatives, similes, rhyme.

LEARNING STRATEGIES: Use pictures for meaning; understand patterns; understand main idea; count how many; remember details.

TOPIC 3: How people work.

OBJECTIVES: Name community workers; tell how workers help us; name work places; understand what people's needs are; tell the difference between needs and wants; tell what animals' needs are.

CONTENT FOCUS: Social studies, science, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Verbs, related words, contractions.

LEARNING STRATEGIES: Use pictures for meaning; use title to predict; note repeated words; find a way to classify; use what you know.

TOPIC 4: What animals do.

OBJECTIVES: Tell what animals do to meet their needs; tell how animals protect themselves; tell how protective collaboration works.

CONTENT FOCUS: Science, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Subject/verb agreement; giving directions; punctuation; contractions; verbs; describing; rhyme.

LEARNING STRATEGIES: Recognize main idea; recognize sentence patterns; follow directions, understand specialized language; use prior knowledge, use pictures to get meaning; summarize.

TOPIC 5: Hobbies and recreation time

OBJECTIVES: Name toys and games; name ways to play alone and ways to play with friends; tell how to get exercise while playing; name ways that exercise is good for you; tell which parts of the body are used with different exercises.

CONTENT FOCUS: Health, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Number and present progressive tense, irregular past tense, future tense, irregular past tense, pronouns, contractions, addressing family members and friends.

LEARNING STRATEGIES: Visualize, use imagery; recognize cause and effect; use pictures for meaning.

TOPIC 6: Movement

OBJECTIVES: Tell which things can be pushed or pulled; understand force; tell what magnets do; understand pushing and pulling activities that are fun.

CONTENT FOCUS: Science, social studies, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives, prepositions, present progressive, future tense, imperatives.

LEARNING STRATEGIES: Use picture clues; ask questions to get information; use word structure; use context clues.

TOPIC 7: Eating from Nature

OBJECTIVES: Name the parts of plants; tell what each part of a plant does; name plants we eat, tell which parts of the plant we eat; name grains and foods made from grains.

CONTENT FOCUS: Science, social studies, literature.

LANGUAGE AWARENESS OBJECTIVES: Count vs. no count nouns, passive expressions, sentence patterns, nouns and verbs.

LEARNING STRATEGIES: Use pictures for meaning; understand that numerals show sequence; find a way to classify, locate patterns; explain a process; summarize.

TOPIC 8: Shopping

OBJECTIVES: tell where fruits and vegetables are grown; tell where foods are bought; tell which foods can be bought at specific places; name kinds of restaurants.

CONTENT FOCUS: Social studies, math, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Phrases, capitalization, making requests, numerals and number words, possessives.

LEARNING STRATEGIES: Preview text; monitor meaning; plan to read orally; use pictures on text to predict; use context clues.

TOPIC 9: Day and night.

OBJECTIVES: name things in the sky; tell causes night and day, tell about the sun and the moon; tell why a calendar is important.

CONTENT FOCUS: Science, social studies, literature.

LANGUAGE AWARENESS OBJECTIVES: Homophones, compound words, expressing time, irregular past tense, comparatives, similes, describing, pattern and rhyme.

LEARNING STRATEGIES: Use a diagram, generalize; predict content; make comparisons, use context; use prior knowledge.

TOPIC 10: The history of Ecuador.

OBJECTIVES: Tell about the first people in Ecuador; tell about early Spanish settlers in Ecuador, tell about the first Spaniards in Ecuador.

CONTENT FOCUS: Social studies, math, literature.

LANGUAGE AWARENESS OBJECTIVES: Telling why, time expressions, ordinal numbers, questions and answers, present tense, onomatopoeia.

LEARNING STRATEGIES: Understand chronology; use a calendar; summarize.

TOPIC 11: Water all around us.

OBJECTIVES: name sources of water; tell how some bodies of water differ; find bodies of water on a map; tell what happens when there's too much or too little water, tell how water can be saved.

CONTENT FOCUS: Social studies, science, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives, capitalization, expressing amounts – little, a lot, possessives, informal expressions.

LEARNING STRATEGIES: Use context clues; use a map; visualize, preview a story; recognize cause and effect; paraphrase/retell.

TOPIC 12: The water cycle.

OBJECTIVES: Tell how rain makes people feel; tell about clouds; tell where rain comes from; tell about water vapour; tell about the water cycle.

CONTENT FOCUS: Science, math, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Related words, forming questions, prepositional phrases, comparatives, punctuation, rhyming words, compound words.

LEARNING STRATEGIES: Check inferences; self assessment; preview directions; solve problems.

TOPIC 1: Visiting the country.

OBJECTIVES: Tell what farmers do; identify products that come from a farm; tell how wheat is grown; read thermometer.

CONTENT FOCUS: Social studies, science, literature.

LANGUAGE AWARENESS OBJECTIVES: Singular and plural nouns, subject- verb agreement, simple present tense, recognize commands.

LEARNING STRATEGIES: Use time expressions; follow directions; recognize patterns in English.

TOPIC 2: The city.

OBJECTIVES: Tell about a community; name services and goods in a city; solve math story problems; name parts of a city; name the provinces and their capitals.

CONTENT FOCUS: Social studies, math, health, literature.

LANGUAGE AWARENESS OBJECTIVES: Sentence structure, capitalization of proper nouns, numbers as words, informal English, extending an invitation, present progressive tense.

LEARNING STRATEGIES: Reread; use a map, recognize opinions, type of conversations; draw conclusions.

TOPIC 3: Light in our life.

OBJECTIVES: Name lights used in the past and today; read a time line of lights; tell uses of lights in a community; explain how people use their eyes to see.

CONTENT FOCUS: Social studies, science, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Words in a series, time words, contractions.

LEARNING STRATEGIES: Recognize time and sequence; use a time line, visualize; use a diagram.

TOPIC 4: The wonders of light.

OBJECTIVES: Tell what light can and cannot move through; identify what makes light bend and bounce back, use a prism to see rainbow colours.

CONTENT FOCUS: Science, social studies, literature.

LANGUAGE AWARENESS OBJECTIVES: Prepositions of location, commands; nouns as adjectives; communicating with sounds; expressing the same idea with different expressions.

LEARNING STRATEGIES: Explain a process; use pictures for meaning, paraphrase; recognize main idea.

TOPIC 5: Sound.

OBJECTIVES: Tell how sound is made; demonstrate vibrations; tell how sounds are different; name musical instruments from around the world. Tell how people hear sound; name parts of the ear; tell how ears help animals survive; find out how well people hear; name inventions in communication.

CONTENT FOCUS: Science, social studies, reading, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives, past tense, agreement, understood subject in commands.

LEARNING STRATEGIES: Record information; recognize sentence patterns; understand specialized vocabulary. Read a diagram; set a purpose for reading; recognize main idea; distinguish between fact and opinion.

TOPIC 6: Plants, animals and climate.

OBJECTIVES: Describe the climate of deserts and forests; tell how a cactus can live in the desert; tell how animals live in the forest, tell how veterinarians help animals.

CONTENT FOCUS: Science, social studies, literature.

LANGUAGE AWARENESS OBJECTIVES: Adjectives; words for the sentences.

LEARNING STRATEGIES: Compare and contrast; use a Venn diagram; use picture captions; reread sentences.

TOPIC 7: Weather and people.

OBJECTIVES: Tell how weather affects the way people live; tell how people dress for the weather; identify climates in different parts of the world; tell how to stay healthy in hot and cold weather.

CONTENT FOCUS: Social studies, health, literature.

LANGUAGE AWARENESS OBJECTIVES: Antonyms; infinitives of purpose; commands; similes; simple past tense- question and answers; quantity expressions.

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