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**“AN IMPLEMENTATION OF A STUDENT  
CENTRED-APPROACH IN ATENAS PRIMARY  
SCHOOL IN AMBATO”**

**LICENCIATURA EN LINGÜÍSTICA APLICADA A  
LA ENSEÑANZA DEL IDIOMA INGLES**

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*Ana Jazmina Vera*

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## INTRODUCTION

Based on the lack of interest and motivation that some students at Atenas elementary school show during English lessons, and with the purpose of improving the teaching of English in this institution, the two teachers involved in this dissertation analysed the different learning styles used by students when learning a foreign language. A new approach to teaching English was implemented at the level of second and seventh year of basic education, *The Student-Centred Approach*, with the objective of trying to show that students acquire language in a more effective way if their learning styles are considered, if all multiple intelligences are taken into consideration, if students are the centre of every class activity, and if they are actively involved in meaningful situations that arouse their interests, develop their creativity and allow them to discover new learning strategies that facilitate learning.

The Student-Centred Approach is not an isolated philosophy, for it combines important aspects of other approaches, methodologies and teaching techniques. Whole Language is an important contributor to this approach, since it considers students as important constructors of their own learning; lessons proceed from whole to part and the main point is the teacher's faith in learners. The Student-Centred Approach also has support from the Cognitive Academic Language Learning Approach (CALLA). In a Student-Centred class, new language points are introduced in Thematic Units, related to needs and interests of the learners, and based on different subject areas of the curriculum. The four basic skills are acquired simultaneously, and human values are present all the time in the lessons.

Chapter One refers to how children acquire a second language. It mentions important theories and authors with pedagogical implications that help teachers find the best way for leading students to acquire a second language. Chapter Two includes theories of Multiple Intelligences and Learning Styles which are essential for considering students as the centre of the class, because they guide teachers to include all intelligences and learning styles in the lessons. Chapter Three describes the Student-Centred Approach and all approaches included in it. Chapter Four is about the things that the teacher has to do in order to introduce the Student-Centred Approach to the teaching program; the teacher should know about the theoretical framework of this approach, he/ she should be updated, he/she should be open-minded and accept changes, and should have a positive attitude toward switching the focus from the teacher to learners, so it can be transmitted to students. Chapter Five describes the Student-Centred Classroom; how the environment of the class should be, and the motivation that students need. In a Student-Centred classroom, students work cooperatively in small groups to develop an end product or a project; they learn by performing tasks in learning centres where they learn to follow instructions and to work independently.

In the following chapters, we describe the application of the Student-Centred Approach at Atenas School. Chapter Six describes the preliminary observation of the students of the second and seventh years of basic education, which had the purpose of finding out students' learning styles during English classes. Chapter Seven is a description of the Application of the Student-Centred Approach in the two groups mentioned above, based on the students' learning styles found in the preliminary observation.

In Chapter Eight, we refer to the observation and analysis of the results of the Application of the Student-Centred Approach, and in Chapter Nine we describe the final results of the application of the approach.

In a Student-Centred Approach, students are active collaborators in curriculum development, and have many responsibilities in the class. The environment of the class must be attractive and motivating for students, and students' work should be displayed around the class. There should be a nice and friendly atmosphere, with no pressure, where students want to take risks, because they are considered as whole people.

### 1. CHILD ACQUISITION OF A SECOND LANGUAGE

The study of language acquisition theories in children is very important for language teachers who are trying to find the best way of helping their students to acquire a second language. This study will allow teachers to understand the cognitive process taking place in students when they learn, as well as the influence of the environment, society and culture.

(<http://www.maxpages.com/thena/ladiscussion2>)

The scientific study of language acquisition began around the same time as the birth of cognitive science, in the late 1950's. Language acquisition theories have been influenced by Linguistics, Psycholinguistics and Sociolinguistics; based on these areas, there are three main views about language acquisition: the Environmentalist point of view, the Nativist point of view and the Humanistic point of view, which have different perspectives, but do not disagree with each other. (<http://www.maxpages.com/thena/ladiscussion2>)

#### 1.1. THE ENVIRONMENTALIST VIEW OF LANGUAGE ACQUISITION

The Environmentalist point of view argues that the environment plays a main role in language acquisition; a child acquires a language by interacting with the environment, and he/she learns from his/her experiences. Followers of the

environmentalist ideas have studied the language used in relations between infants and their caregivers, paying special attention to the linguistic changes that take place. In this group, we can find the Behaviourists and Neo-behaviourists. (<http://www.maxpages.com/thena/ladiscussion2>).

Some advocators of this perspective include:

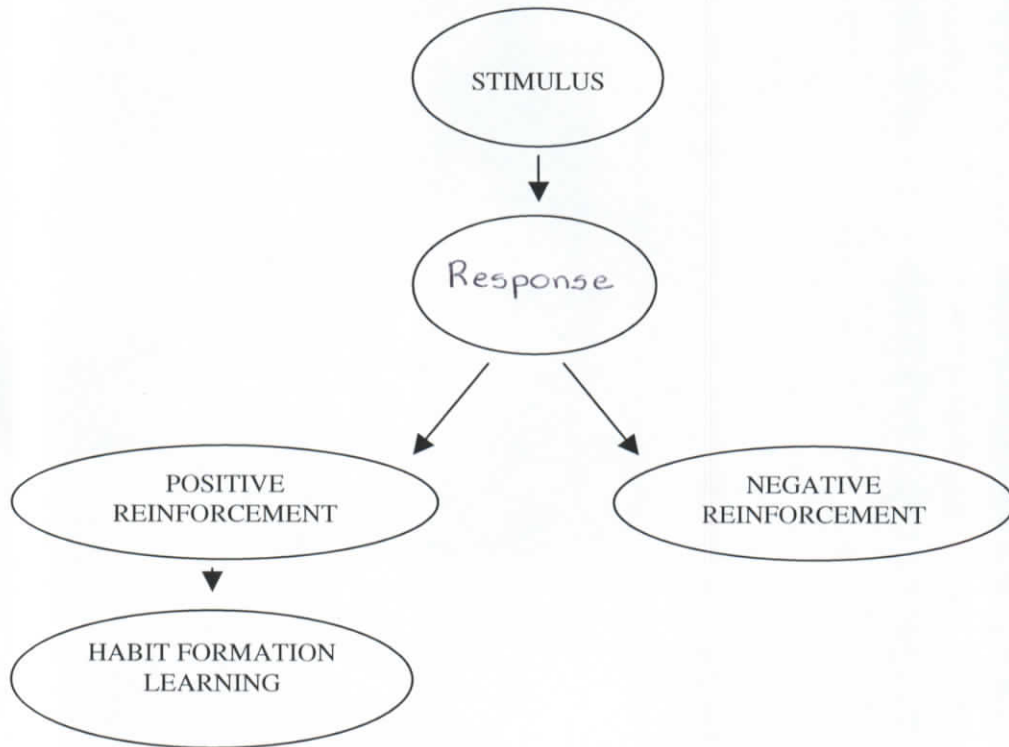
### **1.1.1. E. Thorndike: Connectionism**

The learning theory of Thorndike represents the original Stimulus (S) - Response (R) framework of behavioural psychology. According to Connectionism, learning is the result of associations between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of S-R pairings, and reward or punishment. In connectionism (like all behavioural theory), learning could be explained without referring to any unobservable internal states. (<http://tip.psychology.org/theories.html>)

### **1.1.2. Skinner's Verbal Behaviour**

According to Skinner (1957), language development is a result of a set of habits; language is learnt: consciously and deliberately. His studies have been influenced by Watson (1923), and deny the nativist's account of innate knowledge. For Skinner, knowledge is the result of interaction with the environment. Language is learnt through association between a stimulus and a following response; behaviour is modified by the event that follows that

behaviour; any event that increases the probability of the occurrence of a preceding behaviour, is said to reinforce that behaviour; any event that decreases that probability is said to punish; the resultant behaviour change is called learning.



One of the teaching methods that applies the behaviourist theory is the Audio-lingual method, with the goal of forming habits on students by using oral drills and pattern practices. The Audio lingual method combines structural linguistics, contrastive analysis, aural-oral procedures and behaviourist psychology.

Skinner's theory has lost ground partially because of Chomky's review of Skinner's Verbal Behaviour (1959), where Chomsky argues that there is no evidence about the relative importance of feedback from the environment. He

claims that this theory overlooks speakers' internal factors. (more information about Chomsky can be found in part 1.2.1). Skinner has been criticized by the humanists because he does not differentiate between animals and human beings; in Skinner's theory both respond to stimulus; humanists also claim that Skinner overlooks feelings. (<http://www.maxpages.com/thena>)

### **1.1.3. Vygotsky's Social Development Theory**

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978: 57) states that every function in the child's cultural development has two levels: first, the social level, that is the interaction between people (interpsychological) and later, the individual level, which takes place inside the child (intrapsychological). (<http://tip.psychology.org/theories.html>)

A second aspect of Vygotsky's theory is the concept of Zone of Proximal Development (ZPD) which refers to the tasks that are more difficult to develop by the child independently but are easier to develop with the guidance or assistance of adults, or more skilled friends. The full development during the ZPD depends upon full social interaction (<http://tip.psychology.org/theories.html>)

Vygotsky emphasizes the importance of egocentric speech, which is social interaction with others in order to solve problems that will be later faced on their own. An important contemporary concept linked to Vygotsky's theory is

“cooperative learning”, which involves students working in small groups to help each other learn.

Nevertheless, Vygotsky’s theory has been criticized for overemphasizing the egocentric role; it is also said to fail to account for the role of the self itself. (<http://www.maxpages.com/thena>)

#### **1.1.4. Krashen’s Theory of Language Acquisition**

Krashen’s ideas are based on the work of Vygotsky. Krashen (1984), who specializes in theories of language acquisition and development, suggests that second or foreign language learning needs to be more like the child’s acquisition of his/her native language. He found out that both children and adults acquire a native, foreign or second language in the same way; for example if an immigrant whose native language (L1) is Spanish goes to a country where English is spoken, would acquire the second language (L2) in the same way as he/she acquired the L1 because he/she will be exposed to it all the time.

(Krashen, Steven D: 1987)

His theory is based on five main hypotheses:

*The Acquisition - Learning Hypothesis* differentiates two independent systems of second language performance: “the acquired system” and “the learned system”. The acquisition process is unconscious, it is the natural way, paralleling first language development in children, where the speakers are concentrated, not on

the form of the utterances, but on the communicative act; whereas the learning process is the conscious development of language rules. For Krashen, learning is less important than acquisition. (Krashen, Steven D: 1987)

*The Monitor Hypothesis* claims that we may call upon learnt knowledge to correct ourselves when we communicate; it relates acquisition and learning and defines the role of grammar. The new utterances acquired by learners are monitored by their learning system. (Krashen & Terrel: 1988)

*The Natural Order Hypothesis* says that the acquisition of grammatical structures proceeds in a predictable order. Students are allowed to make mistakes while they are experimenting with the language, through this they are actually learning. (Richards and Rodgers: 1990)

*The INPUT Hypothesis* is Krashen's explanation of how second language acquisition takes place; it is only concerned with acquisition, and not learning. Learners improve when they are exposed to language one step above their current level of linguistic competence (INPUT +1). This varies according to the level and age of the learners. Students start to produce language when they understand the input, and feel ready to produce it. It cannot be taught, for it emerges. (Krashen, Steven D: 1987)

*The Affective Filter Hypothesis* claims that students with high motivation, good self-image, self-confidence and a low level of anxiety, succeed in second language acquisition. Learners with low motivation unconsciously create a

mental block that impedes acquisition of the language. (Richards and Rodgers: 1990)

Krashen's theory has been criticized by Barry McLaughlin in his book Theories of Second Language Learning (1987), where he argues that Krashen has not define his terms with enough precision and that his theory is not successful since it shows weak empirical basis.

According to McLaughlin (1987), Krashen's distinction of acquisition-learning is not clearly defined and it is impossible to determine which process takes place in a particular case. The Natural Order hypothesis is based on the morphemes' study, which is questionable in a methodological way, because basic structures are not always acquired before complex ones. In addition, Krashen does not provide theory about this hypothesis.

McLaughlin claims that the Input hypothesis is untestable because Krashen does not give a definition of the concept of "comprehensible input". McLaughlin questions the validity of the Affective Filter hypothesis, since it lacks of a coherent explanation, and it does not consider the individual differences in language learning.

However, McLaughlin mentions that Krashen is not wrong in all his prescriptions about language teaching; many researchers agree with his ideas of moving from grammar to communication, the role of affective factors and the importance of acquisitional sequence in language development.

### 1.1.5. Piaget's View of Language Acquisition

Piaget was a biologist and a psychologist, but his ideas have influenced the field of first and second language acquisition studies, as well as the teaching of children. In fact, he studied the overall behavioural development in the human infant. Piaget viewed language acquisition as a case of general human learning. For him, language acquisition resulted mainly from external factors or social interactions; there was no specific language module. As opposed to Vygotsky, Piaget thought that egocentric speech on its own is not important in language development. ([http://www.wpi.edu/isg\\_501/nsushkin.html#piaget](http://www.wpi.edu/isg_501/nsushkin.html#piaget))

Piaget's theory is about intellectual development, which occurs in four distinct periods of stages. Intellectual development is continuous, but intellectual operations in the different periods are distinctly different. Piaget claims that a student can learn things when he or she is developmentally ready.

(<http://www.maxpages.com/thena/ladiscussion2>)

In the web page [http://www.wpi.edu/isg\\_501/nsushkin.html#piaget](http://www.wpi.edu/isg_501/nsushkin.html#piaget) it is mentioned that Piaget outlined the course of intellectual development as follows:

*The sensorimotor stage from ages 0 to 2 (understanding the environment)*

In this period, a child learns about his or her relationship with various objects. Knowledge involves the ability to manipulate objects such as holding a bottle and rattle. Piaget also observes that the pre-linguistic stage (birth to one year) is a determining period in the development of sensory-motor intelligence, when

children are forming a sense of their physical identity, in relation with the environment. In the later part of this period, the child starts to think about events which are not immediately present. In Piaget's terms, the child is developing meaning for symbols. ([http://www.wpi.edu/isg\\_501/nsushkin.html#piaget](http://www.wpi.edu/isg_501/nsushkin.html#piaget))

*The preoperational stage from ages 2 to 7 (understanding the symbols)*

Piaget has divided this stage into the *preoperational phase* and the *intuitive phase*. In the preoperational phase, children use language and try to make sense of the world, but their thinking is not as sophisticated as adults is. In the intuitive phase, the child starts to draw conclusions different from those just based on concrete experiences with objects. However, the conclusions drawn are based on rather vague impressions and perceptual judgments. It becomes possible to carry on a conversation with a child. Children develop the ability to classify objects based on different criteria, learn to count and use the concept of numbers.

*The concrete operational stage from ages 7 to 11 (mental tasks and language use)*

In this stage, a person can do mental operations, but only with real (concrete) objects, events or situations. Logical reasons are understood. Piaget thought that the concrete operational stage ended at age eleven or twelve. There is now considerable evidence that these ages are the earliest in which this stage ends, and that many adults remain in this stage throughout their lives.

*The formal operational stage from the age 11 onwards (dealing with abstraction)*

A formal operational thinker can do abstract thinking and starts to enjoy abstract thought. He or she can formulate hypotheses without actually manipulating concrete objects. The formal operational thinker is able to think ahead to plan the solution path. Finally, the formal operational person is capable of metacognition, that is, thinking about thinking.

While the stages of cognitive development identified by Piaget are associated with characteristic age spans, they vary for every individual. Similar detailed analysis of intellectual functions is provided by theories of intelligence such as Guilford, Gardner, and Sternberg. (<http://tip.psychology.org/guilford.html>) (<http://tip.psychology.org/gardner.html>) (<http://tip.psychology.org/stern.html>)

John Santrock in his book Adolescence (2001) mentions that the main argument with Piaget's finding was that some of the skills he identified and some cognitive abilities emerge at younger ages than he supposed; whereas other cognitive abilities can emerge later than what he had thought.

Piaget conceived the stages of intellectual development as synchronic; however, some concrete operational concepts do not appear at the same time, so children's cognitive development is not as stage like as Piaget thought. (Kuhn: 2000)

A group of cognitive developmentalists believed that Piaget's theory needs to be modified. They argue that Piaget got some things right but his theory needs to be revised; they emphasized on how children process information through attention, memory and strategies.

In spite of what has been mentioned above, the stages and skills Piaget uncovered are widely accepted today.

(<http://yhspatriot.yorktown.airlington.K12.va.us/wwwheeler/chpt2ppt/cpt3ppt/chpt3ppt/ts/d001.html>)

## **1.2. THE NATIVIST VIEW OF LANGUAGE ACQUISITION**

The Nativist theories assert that much of the capacity for language learning in humans is 'innate'. This capacity, present in every human being, is transmitted genetically, and is nearly independent of any particular experience which may occur after birth. The nativists claim that that we are born with a built-in device which predisposes us to acquire language. However, the nativists do not deny the importance of the environment, but they say language acquisition cannot take place, if it is only based on the environment. The Nativist ideas have been considered as the best hypothesis in language acquisition for some time now (roughly since the publication of Chomsky, 1959).

(<http://www.richmond.edu/pli/projects/project4/theory.html>)

Some advocates of the nativist perspective include:

### 1.2.2. A Cognitive Theory of Language Acquisition

Cognitive theory is based on the work of psychologists. Piaget's work can be considered as a starting point of cognitivist ideas. Cognitive psychologists emphasize the importance of meaning, knowing and understanding. According to them, 'meaning' plays an important role in human learning. Learning is seen as a meaningful process that relates new events with cognitive concepts that already exist in the competence of the learner.

(<http://www.maxpages.com/thena/ladiscussion2>)

The analysis of cognitive theory began with the work of John Anderson, who published the first examination of how cognitive theory applies to second language acquisition with the support of Carol Walker. It has also been expanded with the writings of Gagné, Shuell, Weinstein and Mayer. (Chamot, Anna Uhl & O' Malley, J. Michael: 1994)

Cognitive psychologists see second language acquisition as the construction of knowledge systems that are required for speaking and understanding. The cognitivists claim that language acquisition can be automatically attained; since the child has an innate capacity of acquiring the language. Automatization can be attained by lots of practice and manipulation of the language since it involves the activation of certain nodes in memory every time the appropriate inputs are presented. (<http://www.maxpages.com/thena/ladiscussion>)

### 1.2.3. Cognitive Flexibility Theory (R. Spiro, P. Feltovitch & R. Coulson)

Cognitive flexibility theory is based on other constructivist theories, such as those of Bruner, Ausubel and Piaget. Spiro & Jehng (1990, p. 165) mention that cognitive flexibility is the ability to spontaneously restructure one's knowledge. A critical goal of many education programs, especially in professional education, is to help students transfer what they have learned to different, even unique, situations. This ability is often referred to as "cognitive flexibility" It promotes authentic, realistic experiences for each individual.

(<http://tip.psychology.org/theories.html>)

The Cognitive Flexibility theory is concerned with transfer of knowledge and skills that are beyond student's initial learning situation. According to this theory, learning is not just the transmission of information, it is the construction of knowledge by students; learners must be given an opportunity to develop their own representations of information in order to learn properly. Knowledge is presented in context and in various ways so that it is appropriate for all learners; the instructions need to be very specific as well.

(<http://tip.psychology.org/theories.html>)

Barry McLaughlin in his book Theories of Second Language Learning (1987) claims that cognitive theories treat the acquisition of linguistic systems in the same way they do with the acquisition of any other cognitive skill. However, many researches in first and second language acquisition have shown that the development of language follows its own course.

McLaughlin (1987) claims that learners' first language influence in a great extent the cognitive processes involved in second language acquisition; cognitivists do not consider the individual differences between speakers of different native languages.

According to McLaughlin the specific focus of cognitive theory is the learning process; whereas other theories about second language acquisition deal with a broader range of issues that have traditionally concerned second language researchers, such as transfer, developmental sequences, motivation, among others.

#### **1.2.4. Aptitude-Treatment Interaction (L. Cronbach & R. Snow)**

Aptitude-Treatment Interaction (ATI) suggests that optimal learning results when the instruction is exactly matched to the aptitudes of the learner. This theory has been influenced by such theories of intelligence as Gardner's , Guilford's and Sternberg's that suggest a multidimensional view of ability.

(<http://tip.psychology.org/theories.html>)

Within the ATI, students' aptitudes and reactions to instructions can be modified by the given tasks and teaching situations. The instructions can be modified according to the ability of the learners and their mood; thus, learners with higher abilities will need lower structured instructions, and learners with lower abilities will need higher structured instructions. Anxiety is another factor that influences the transmission of instructions. (<http://tip.psychology.org/theories.html>)

According to Snow (1989), the main purpose of ATI research is to predict educational outcomes from combinations of aptitudes and treatments. Snow identifies the lack of attention to social aspects of learning as a serious deficiency of ATI research. He states: "Learning style differences can be linked to relatively stable person or aptitude variables, but they also vary within individuals as a function of task and situation variables." (p51)

### **1.2.5. J. Bruner: Constructivist Theory**

Bruner's constructivist theory (1966) is a general framework for instruction with its basis on the study of cognition. Much of the theory is related to child development research (especially Piaget's ). In Bruner's theory, learning is seen as an active process in which learners construct new ideas or concepts based on their current or past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure. Cognitive structure gives meaning and organization to experiences and helps learners to construct their own learning. (<http://tip.psychology.org/theories.html>)

In the constructivist theory, the teacher should try to use instructions that encourage students to discover principles by themselves; the teacher and student are constantly interacting. The tasks provided by the teacher should be according to the current level of the students, and facilitate exploration by the learners. Curriculum should be organized in a spiral manner so that the students

continually build upon what they have already learnt, and the previous learning experiences are always reinforced during the lessons.

(<http://tip.psychology.org/theories.html>)

Bruner (1966) states that a theory of instruction should include four major aspects:

- predisposition for learning,
- the ways knowledge is structured so that it can be easily grasped by the learner,
- the most effective sequences for presenting the new language, and
- rewards and punishments.

(<http://tip.psychology.org/theories.html>)

In his more recent work, Bruner (1986, 1990) has expanded his theoretical framework, including the social and cultural aspects of learning.

#### **1.2.6. T. Sticht: Functional Context**

The functional context approach was developed specifically for adult technical and literacy training (reading/writing/mathematics) in military programs, but it has implications for the learning of basic skills in general (e.g., Sticht, 1976) and reading in particular (Sticht, 1975). The functional context approach to learning stresses the importance of making learning relevant to the experience of learners. The learning of new information is facilitated by giving learners *the opportunity*

to relate it to their previous knowledge and experience. The functional context approach wants to apply the knowledge learnt in the classroom to the "real world"; this can be enhanced by using realia.

(<http://tip.psychology.org/theories.html>)

In the web page (<http://tip.psychology.org/theories.html>) in the section about Functional Context by Sticht, we found that the cognitive system underlying this approach emphasizes the interaction of three components:

- a knowledge base (i.e., long term memory) of what the student knows.
- processing skills, including language, problem-solving, and learning strategies,
- the performance of a task requires: knowledge about what one is reading or writing, skills for comprehension and communication, and the facilitation of information to be processed, which can be done through the use of learning strategies.

### **1.3. HUMANISTIC THEORIES ABOUT LANGUAGE ACQUISITION**

The Humanistic point of view about language acquisition, which has its basis on Psychology, beliefs that human beings are different from other species and possess special capacities, such as speech and feelings. This view gives special attention to students' needs and interests. Humanists believe that it is necessary to study the person as a whole, especially as an individual grows and develops

over the lifespan. The study of the self, motivation, and goal-setting are areas of special interest. (<http://chiron.valdosta.edu/whuitt/index/html>)

From the perspective of Huitt's (1995) System Model of Human Behaviour, the primary emphasis of humanistic education is on the Regulatory System and the Affective/Emotional System. The development of these systems is often overlooked in our present education. The regulatory system acts as a filter for connecting the environment and internal thoughts to other thoughts or feelings as well as connecting knowledge and feelings to action. The affective/emotional system modifies information acquired through the regulatory system or sent from the cognitive system to action.

(<http://chiron.valdosta.edu/whuitt/index/html>)

In the web page <http://chiron.valdosta.edu/whuitt/index/html>, Gage and Berliner (1991) describe five basic objectives of the humanistic view of education:

- promote positive self-direction and independence
  - develop the ability to take responsibility for what is learned
  - develop creativity
  - curiosity
  - interest in the arts
- 
- According to Gage and Berliner in their book *Educational Psychology* (1991) some basic principles of the humanistic approach that were used to develop the objectives above are:

- *Students will learn best what they want and need to know.* That is, when they are able to analyse what is important to them. and when they can recognize their abilities and focus their learning towards their wants and needs. Most educators and learning theorists would agree with this statement, although they might disagree on exactly what contributes to student motivation.
- *Knowing how to learn is more important than acquiring a lot of knowledge.* In our present society where knowledge is changing rapidly, this view is shared by many educators, especially those from a cognitive perspective.
- *Self-evaluation is the only meaningful evaluation of a student's work.* The emphasis here is on internal development and self-regulation. While most educators would likely agree that this is important, they would also advocate a need to develop a student's ability to meet external expectations.
- *Feelings are as important as facts.* Much work from the humanistic view seems to validate this point and is one area where humanistically-oriented educators are making significant contributions to our knowledge base.

- *Students learn best in a non-threatening environment.* This is one area where humanistic educators have had an impact on current educational practice. The orientation today is that the environment should be psychologically and emotionally, as well as physically, non-threatening.

### **1.3.1. Carl Roger's View (Facilitative Teaching)**

Carl Rogers considers innate the capacity of people to search for new positive experiences that give them the feeling of self actualisation. According to Rogers (1994), in the classroom, teachers should have the ability to facilitate positive conditions that help learners develop confidence and growth, such as empathy, congruence and positive regard. (<http://ahpweb.org/credits.html>)

Defined by Rogers (1969) and Rogers and Freiberg (1994). Teachers who are more highly facilitative tend to provide more:

- response to student feeling;
- use of student ideas in ongoing instructional interactions;
- discussion with students (dialogue);
- praise of students;
- congruent teacher talk (less ritualistic);
- adaptation of content according to students' immediate needs.
- smiling with students.

In summary, the purpose of humanistic education is to provide a foundation for personal growth and development so that learning will continue throughout life in a self-directed manner. However, the humanistic point of view has been criticized by cognitive psychology since it gives little attention to the mental mechanism taking place during the learning-acquisition process.

(<http://ahpweb.org/credits.html>)

#### **1.4. PEDAGOGICAL IMPLICATIONS OF THE THEORIES**

The theories mentioned above give important contributions to the teaching – learning process of English. There is no one perfect theory or approach, for each one has something positive that gives teachers valuable ideas to improve their knowledge about language acquisition and learning. It is the teacher's responsibility to choose the aspects that he/she considers useful for his/her particular situation, which need to be based on students' needs, aptitudes, interests, level, background knowledge, past experiences, and the environment.

The teacher must provide students with a motivating stimulus appropriate to the level, age, likes, preferences and interests of the learners. It is important to use a variety of visual aids to attract students' attention so they perform the given tasks in an optimal way. Learners need constant reinforcement from their classmates and from the teacher, because they need to know how they are performing their jobs. The instructions used must be clear, organized, and

according to the learners' abilities so that learners can work independently, without teachers' intervention, in different tasks and projects (<http://tip.psychology.org/theories.html>).

As mentioned in the humanistic view, the teacher must facilitate the learning process, by having a positive attitude towards his/her students and always show faith in the learners, so that the affective filter can be lowered. (Goodman 1978).

The teacher must guide learners to construct their own knowledge, as the constructivist theories suggest, taking to consideration the fact that they can learn from their previous experience. Students' responses should be accepted as unique and considered as an important part of the lessons, so that students will develop high motivation, good self-image, self-confidence and a low level of anxiety. (Richards and Rodgers: 1990)

The use of pair and group work helps learners to interact socially which is, according to Vygotsky (1978), the basis for language development. Thanks to this way of working, students can learn from each other because they share ideas, thoughts, feelings, experiences, and have the opportunity to use the language in real situations. The best activities to be used in cooperative learning are those that make students think, analyse, reflect, solve problems, construct their knowledge and create their own end products. In this way, learners develop their intellectual skills, personal abilities and creativity. It is important to keep in mind that every student has his/her own way of learning, and that the given tasks should cater to all learning styles. (<http://tip.psychology.org/theories.html>)

Díaz Barriga and Hernández (1998) mention that for optimal learning to occur, the curriculum must be based on students' previous knowledge; the background knowledge of students is an important aspect that affects second language acquisition. Each child perceives the world differently with the influence of his/her past experience. When they are older, they have a wider repertoire of knowledge in their first language, which is the basis for the construction of the new language (L2); this does not happen in young learners. (Freeman: 1983)

The curriculum must provide learners with a variety of challenging activities that guide them to explore, to ask questions, and to comprehend what they are learning. It should give learners an input above their current level of competence that helps them to develop their preferred learning style and other styles. The tasks should enlarge the competence level of the learners, and should foster independent learning. This shows that the method used in the class must be based on the individual needs of the students. (Angulo and Aguirre: 2001)

Piaget's theory has specific recommendations for the different stages of cognitive development. For example, with children in the sensorimotor stage, teachers should try to provide a rich and stimulating environment with a wide variety of objects to play with. On the other hand, with children in the concrete operational stage, learning activities should involve problems of classification, ordering, location and conservation using concrete objects.

([http://www.wpi.edu/isg\\_501/nsushkin.html#piaget](http://www.wpi.edu/isg_501/nsushkin.html#piaget))

According to Krashen, the classroom must have a supportive, accepting environment with many opportunities for naturalistic practice, with a nice and friendly atmosphere, where students' ideas are respected. Goodman (1978) mentions that the teacher must become an observer, so that he/she can find out the necessities of his/her pupils. Based on students' needs, the teacher can develop students' potential to the maximum by using appropriate resources; this is what Vygotsky called "Zone of Proximal Development".

When ESL instruction is based on both cognitive and humanistic theories, affective aspects of learning, motor skills and attitudes can be reinforced in a language class. (<http://tip.psychology.org/gagne.html>)

## 2. MÚLTIPLE INTELLIGENCES AND LEARNING STYLES

### 2.1. MULTIPLE INTELLIGENCES

Conceived by Howard Gardner, Multiple Intelligences (MI) are several different ways (eight at the moment) to demonstrate intellectual ability. It is a celebration of the uniqueness and diversity of students. Multiple intelligences demonstrate that students may be smart in ways that are different from their peers. (Kagan: 1989) Gardner's theory of multiple intelligences shares some common ideas with other theories of individual differences such as Cronbach & Snow, Guilford, and Sternberg. The theory of multiple intelligences has been focused mostly on child development, although it applies to all ages. Even though there is no direct empirical support for the theory, Gardner (1983) presents evidence from other areas such as biology, anthropology, and creative art.

(<http://www.ed.psu.edu/insys/ESD/Gardner/menu.html>)

Howard Gardner, in his book Frames of Mind: The Theory of Multiple Intelligences (1983), establishes that there are two fundamental propositions about MI theory: Intelligence is not fixed because it can be developed; teachers can expand the intellectual capacity of the students by using appropriate activities and tasks. Intelligence is not unitary because people can be smart in many ways and have a unique pattern of intelligence.

Gardner defines intelligence as the ability to create an effective product, the potential for finding or creating problems and skills, enabling people to resolve genuine problems. Intelligences can be developed by encouraging learners to use their preferred intelligences in learning; by using instructional activities that appeal to different forms of intelligence, and by applying assessment of learning that measure multiple forms of intelligence.

(<http://www.ed.psu.edu/insys/ESD/Gardner/menu.html>)

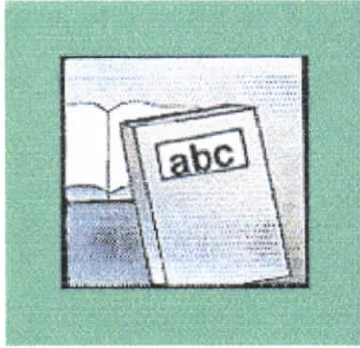
The theory of multiple intelligences suggests that there are a number of distinct forms of intelligence that each individual has. According to Gardner (1983), the implication of this theory is that learning/teaching should focus on the particular intelligences of each learner. Gardner points out that the different intelligences represent particular abilities in certain areas and individual ways of learning. Gardner (1993) identified seven specific intelligences: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal (e.g., insight, metacognition) and interpersonal (e.g., social skills), and in 1996, he added an eighth, the naturalist intelligence.

(<http://www.ed.psu.edu/insys/ESD/Gardner/menu.html>)

The Theory of Multiple Intelligences suggests that the school systems teach, test, reinforce and reward primarily two kinds of intelligence: verbal/linguistic and logical/mathematical, but Gardner (1993) suggests that all intelligences should be considered and developed when working in the class.

## 2.1.1. DIFFERENT INTELLIGENCES ACCORDING TO HOWARD GARDNER

### *Verbal Linguistic Intelligence*



The verbal linguistic intelligence is probably the most familiar and well known, since most of the people spend the majority of time using language to communicate both written and orally. This intelligence is widely used in the classrooms. According to contemporary brain research, at birth, we possess the capacity to speak more than three thousand different languages; however, we are not born proficient in any of them. When we begin to interact with the primary language of our environment, the brain can already recognize all of the sounds of the language. As we mentioned above, we can all learn to speak; nevertheless, we do not all develop high verbal linguistic intelligence.

([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).

Logical/mathematical intelligence includes the ability to use reason, logic and numbers. Learners with logical mathematical intelligence think conceptually in logical and numerical patterns making connections between pieces of information; they are “Logic/Math Smart”. They are always curious about the world around them. These learners ask lots of questions, and some of them like to solve problems. Students show they have the logical mathematical intelligence when they are good with numbers, computations, sequences, algorithms; they analyse, quantify and evaluate. They often learn best logically, when numbers or Math are involved. (Kagan: 1989)

Learners who possess the logical/mathematical intelligence have the following capacities:

Abstract pattern recognition.

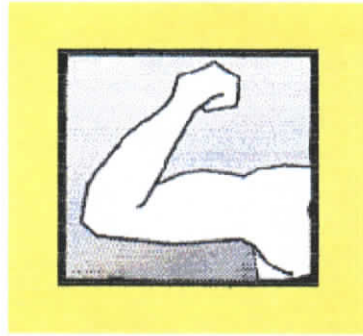
Reasoning both inductive and deductive.

Discerning relationships and connections.

Performing complex calculations.

Scientific thinking and investigation.

([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).



The bodily/kinesthetic intelligence is probably the most taken for granted in our lives. We unconsciously perform a wide variety of complex bodily/kinesthetic tasks every day. This intelligence deals with the full range of movement that is possible in and through the body, including the infant's potential to walk, the ability to develop and train both gross and fine motor skills at almost any stage of our development, and what we can express through facial expressions, posture, and other forms of "body language".

([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).

Bodily/kinesthetic intelligence includes the ability to control body movements and handle objects skilfully. Learners with bodily kinesthetic intelligence express themselves through movement and mind-body connections. They have a good sense of balance, motor skills and eye-hand co-ordination. They are able to remember and process information through interacting with the space around them; they are "Body Smart". Students show they have bodily kinesthetic intelligence when they use their bodies to communicate, are good at dancing, acting, role playing, miming, athletics, and making crafts with their hands; they

also enjoy games outside the class. They often learn best when there is movement or the content is presented in a “Hands on” form.

(<http://www.coedu.usf.edu/morris/multiple.html>.)

### ***Musical/Rhythmical Intelligence***

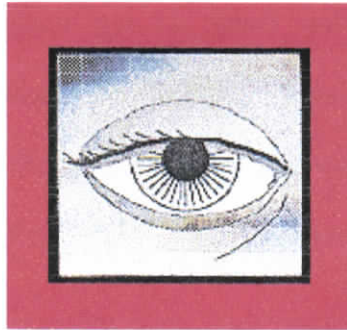


From a neurological perspective, musical/rhythmic intelligence is the first of the intelligences to develop, because since the baby is in the womb he/she is exposed to different vibrations. The musical/rhythmical intelligence deals with sound and vibration from the natural world, from musical instruments, from machines, as well as those produced by the human vocal chords. This intelligence is more powerful than any of the other intelligences, because music, rhythm, sound, and vibration have the power to shift our moods and to inspire us. ([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).

The musical/rhythmical intelligence includes the ability to produce and appreciate music. Learners who have musical rhythmical intelligence think in sounds, rhythms and patterns. They learn best though music or while it is played

in the background, they immediately respond to music either appreciating or criticizing what they hear; they are “Music Smart”. Many of these learners are extremely sensitive to environmental sounds. Students show they have the Musical/Rhythmic Intelligence when they have the ability to communicate through music; they listen to music frequently and can play a musical instrument or sing; they enjoy creating music and are sensitive to pitch, timing, tone and rhythm of sounds. (<http://www.coedu.usf.edu/morris/multiple.html>.)

### ***Visual/Spatial Intelligence***



In some ways, the visual/spatial intelligence is the first language of the human brain, since the brain thinks in images and pictures before producing words. Visual/spatial intelligence deals with everything we see, including our capacities to visualize and dream about the possible, to enter worlds of fantasy, to go on imaginary journeys to imaginary places, and to create or invent things. (<http://www.coedu.usf.edu/morris/multiple.html>.)

people. In some ways, this may seem to be the most obvious of the intelligences, since we spend a large amount of our day communicating with, and relating to other people. The interpersonal intelligence includes the capacity of being part of a team, of completing a task or a project in groups with organization. ([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).

Learners who have the interpersonal intelligence show the ability to relate and understand others. They try to see things from other people's point of view in order to understand how they think and feel. They often have an innate ability to sense feelings, intentions and motivations. They are great organizers, but sometimes tend to manipulate others. Generally, they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to communicate with others; they are "People Smart". Students demonstrate they have the Interpersonal Intelligence when they make and maintain friends easily, are good mediators, leaders and organizers, and are good at resolving conflicts. They often learn best when they can interact with others (group work).

(<http://www.coedu.usf.edu/morris/multiple.html>.)

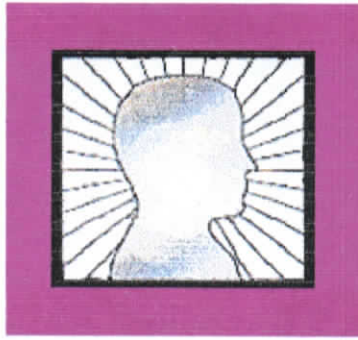
Learners who develop the interpersonal intelligence have the following capacities:

Effective verbal and non verbal communication.

Sensitive to others mood feelings, temperament and motivations.

Working cooperatively in groups.

Deep listening to and understanding the perspective o others.



As far as we know, human beings are the only creatures who process self-consciousness, which is the ability to reflect on the self and to learn from this reflection. Human beings have the capacity to identify different feelings like stress, anger or anxiety and what to do for personal renewal. People are able to know their inner selves by developing self-awareness, self reflection, and being in touch with the inner world of their individual.

(<http://www.coedu.usf.edu/morris/multiple.html>.)

Students with the intrapersonal intelligence have the ability to self-reflect and be aware of one's inner state of being. Learners with this intelligence try to understand their inner feelings, dreams, values, ideas, beliefs, strengths and weaknesses; they are "Self Smart". Students show they have the Intrapersonal Intelligence when they are introspective, like quiet time alone and have strong opinions and beliefs. They often learn best when they are given time to process information, formulate their ideas and reflect on their learning, (Kagan: 1989)

Learners who develop the intrapersonal intelligence have the following capacities:

Concentration of the mind.

Mindfulness.

Metacognition (thinking about thinking)

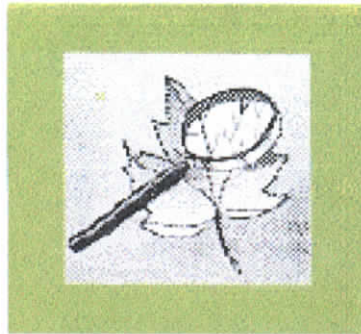
Awareness and expression of different feelings.

Transpersonal sense of the self.

Higher order thinking and reasoning.

([http://www.multi-intell.com/mi\\_background/html](http://www.multi-intell.com/mi_background/html)).

### ***Naturalist Intelligence***



The Naturalist intelligence is directly related to our recognition, appreciation, and understanding of the natural world around us. It involves such capacities as species discernment and discrimination, the ability to deal with animals and plants, and our knowledge of and communion with the natural world. A naturalist is someone who can recognize and classify plants and animals. This could be anyone, from a molecular biologist to a traditional medicine man using herbal remedies. Dr. Howard Gardner (1996) says that the naturalist intelligence

can be seen in the person who enjoys being in contact with nature. People with the naturalist intelligence often use their abilities in activities like hunting, farming and biological science.

([http://www.multi-intell.com/mi\\_background/nat/html](http://www.multi-intell.com/mi_background/nat/html)).

Naturalist intelligence includes the ability to perceive the natural world and phenomena. Learners who have naturalist intelligence discriminate natural items like: animals, insects, birds, fish, plants, trees, flowers; they are “Nature Smart”. Students who have the Naturalist Intelligence are good at sorting and classifying, natural objects, gardening and caring for pets or animals. They often learn best when the content may be sorted and classified or is related to the natural world. (Kagan: 1989)

Each one of the original seven intelligences requires skills to interpret the sights and sounds of the world around us. It seems likely that the eighth intelligence not only has its own identity, but is used to enrich the other seven. In practice, the seven intelligences are not separate but integrated in unique combinations as one intelligence that shapes the mind, body and spirit.

([http://www.newhorizons.org/trm\\_mipattern.html#html](http://www.newhorizons.org/trm_mipattern.html#html))

## 2.2. LEARNING STYLES

Learning Style is an individual's general approach to learning, which is constant with any teaching method or subject area. Learning styles are internally based characteristics, often not perceived or used consciously. According to Cornett (1983), they are consistent patterns of behaviour but with a certain range of individual variability; they include a mix of cognitive, affective and social aspects. (Reid, Joy: 1995)

Theories regarding learning styles have existed for several decades; however, it is only recently that they have been addressed in the classroom. Unfortunately, students are not taught how to learn, rather they learn by memorizing things. (Smith: 1995). Therefore, many children who are diagnosed as lazy in their schoolwork, are actually misidentified as having a learning style which differs from their teacher's or the school philosophy of teaching and learning. If the student is aware of his or her own learning style, that student will then be able to learn strategies to adapt to any classroom environment in order to succeed in school. (Gremler, J: 1996)

Joy M. Reid in her book Learning Styles in the ESL/EFL Classroom (1995, 14), divides the learning-style research into three major categories: cognitive learning styles, sensory learning styles and personality learning styles; however, in this dissertation, we are going to focus on the sensory learning styles, since they are easier to perceive in the two groups we are working with. This way of looking at

touching/moving) as its model.

## 2.2.1. CLASSIFICATION OF LEARNING STYLES

### *Visual Learners*



Visual students learn more effectively through the eyes, they need to be shown what to do. Visual learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They show a poor verbal ability, but are good at observing details in pictures, photos, slides, flashcards, videos, diagrams, illustration, overhead transparencies etc. Usually, they sit at the front of the class, or in a place near a window where there is a good view. They are very organized and use lots of pictures and colours. They tend to underline or highlight important information. They often visualize things in order to remember them. (Díaz Maggioli: 1995)

Visual Learners can be divided in two groups: Visual Verbal and Visual Nonverbal

## *The Visual/Verbal Learning Style*

Visual/Verbal students learn best when information is presented visually and in a written language format. In a classroom setting, they benefit when the teacher uses the blackboard (or overhead projector) to list the essential points of a lesson. They learn more effectively from information obtained from textbooks and class notes. This kind of learners tend to like to study by themselves in a quiet room. They often see information "in their mind's eye" when they are trying to remember something. (<http://www.metamath.com/lweb/dvcllearn.htm>)

### *Learning Strategies for the Visual/Verbal Learners*

In the Web Version of the Learning Styles Survey (2000) by Suzanne Miller we found the following strategies for visual/verbal learners:

- When studying new information in a textbook or notes, visual/verbal learners can make use of "color coding" by using highlighter pens to help them remember key words.
- Visual/verbal students should write out sentences and phrases that summarize key information obtained from their textbook and lecture.
- Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards.

- When learning information presented in diagrams or illustrations, visual/verbal students should write out explanations for the information.
- Make use of computer word processing. Copy key information from their notes and textbook into a computer. Use the print-outs for visual review.

### ***The Visual/ Nonverbal Learning Style***

Visual/Nonverbal learners learn best when information is presented visually and in a picture or design format. In a classroom setting, they benefit from teachers who use visual aids such as film, video, maps and charts. They tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, they can often visualize a picture of it in their mind. Visual/nonverbal students may have an artistic side that enjoys activities having to do with visual art and design.

### ***Learning Strategies for the Visual/ Nonverbal Learner***

In the Web Version of the Learning Styles Survey (2000) by Suzanne Miller we found the following strategies for visual/nonverbal learners:

- Visual/nonverbal learners can make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall.
- Use highlighter pens to highlight key words and pictures on the flashcards.

information may have little meaning until it is heard. These learners often benefit from reading a text aloud and using a tape recorder. Usually, they are very talkative, tend to dominate conversations and respond best to narratives. When studying, they try to be away from noisy places and do not like to be interrupted. They like music and enjoy group work.

(<http://snow.utoronto.ca/learn/mod3/tchprocess.html>)

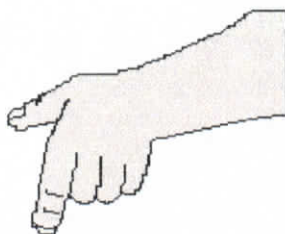
### *Learning Strategies for Auditory Learners*

In the web page DVC online, in the article “Introduction to the DVC Learning Style” (Catherine Jester: 2000), we found some learning strategies that can be used by auditory learners:

- Learners should study with peers or in small groups.
- When studying by themselves, auditory learners should talk out loud and get themselves in a quiet room where they will not be interrupted.
- Auditory learners should tape record their lectures, so they can listen to them afterwards.
- Auditory learners should use audio tapes such as commercial books on tape to help them recall, or create their own audio tapes by reading notes and textbook information into a tape recorder.

- When trying to memorize information, learners should put words into songs or music.

### ***Tactile/Kinesthetic***



Tactile kinesthetic students learn through moving, doing and touching. These students learn best through a hands-on approach, by exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners learn best by walking and moving, doing and touching. They tend to use movement and gestures and have difficulty finding the right word; they use lots of action words. They do not pay attention to details, and their handwriting is thick and heavy. Most of them are scruffy and careless. Tactile kinesthetic students would enjoy TPR activities and audio motor tasks. (Díaz Maggioli: 1995)

### ***Learning Strategies for Tactile-Kinesthetic Learners***

In the web page DVC online, in the article “Introduction to the DVC Learning Style” (Catherine Jester: 2000), we found some learning strategies that can be used by tactile-kinesthetic learners:

- Tactile-kinesthetic students should sit near the front of the room, and should take notes throughout the class period. They should not worry about correct spelling or writing in complete sentences; they can just write down key words and draw pictures or make charts to help them remember.
- When studying, tactile-kinesthetic students should move around and read the information out loud.
- Students should think of ways to make their learning tangible. For example, make a model that illustrates a key concept.
- Tactile-kinesthetic students should create flashcards with words, symbols or pictures to organize or sequence information, so students can manipulate them to learn in an effective way.
- Learners should write down important information on large surfaces.
- Learners should make use of the computer to reinforce learning through the sense of touch.
- Students should listen to audio tapes on a Walkman tape player while exercising; they can make their own tapes containing important course information.

There is no such thing as a "good" learning style or a "bad" learning style. Success comes with many different learning styles. There is no "right" approach to learning; every student has his/her particular way of learning new information. The important thing is to be aware of the nature of their learning style. If the students are aware of how their brain best learns, they will have a better chance of studying positively.

(<http://www.metamath.com/lswweb/fourls.htm>)

By knowing the characteristics of the different multiple intelligences and learning styles, an English teacher can take advantage of his/her students' learning styles in order to include in the lessons a variety of activities appropriate for every learning style that help students develop all the multiple intelligences. Helping students identify their learning styles gives them tools that can be used in many subjects in school, and beyond school. Studying becomes more than a way of passing a class, it becomes an opportunity to develop thinking skills. (Gremli, J: 1996)

In teaching to whole classrooms, it is helpful for teachers to introduce information so it can be processed by the different modalities of learning. Multimodal teaching can become an automatic process for teachers if they have an awareness of learning styles and differences that exist between students. Likewise, it is important for a teacher to understand the developmental difference in learning styles; for example, based on Piaget's stages of intellectual development a very young child may rely heavily on tactile/kinesthetic, while a

teenager student may rely more on visual/spatial or auditory, depending on their educational background.

(<http://www.fortunecity.com/millennium/garston/49/multiintell/html>)

**3. A STUDENT-CENTRED APPROACH**

A Student-Centred Approach is a teaching philosophy that considers the student the centre of every class activity. This approach combines important aspects of other approaches, methodologies and techniques, such as Whole Language, The Cognitive Academic Language Learning Approach, Thematic Units, Projects and Learning Centres; it also includes theories of Multiple Intelligences and Learning Styles and Strategies. ([http:// www. aitech.ac.jp/iteclj/](http://www.aitech.ac.jp/iteclj/): 1997)

Within the field of education over the last few decades, a significant shift has taken place, resulting in less emphasis on teachers and teaching, and greater stress on learners and learning (Tudor: 1996). This change has been reflected in various ways in language education and applied linguistics; therefore, some authors have started to centre their curriculum on the learner and his/her needs and interests, such as David Nunan in his book "The Learner-Centred Curriculum" 1988, 1995, and Ian Tudor in his book "Learner-Centredness as Language Education" 1996. ([http:// www. aitech.ac.jp/iteclj/](http://www.aitech.ac.jp/iteclj/): 1997)

According to the Student-Centred Approach, the learner is constantly active and contributes to the teaching-learning process. The starting point is to discover learners' needs; by performing a needs analysis. Lessons begin with what the students know and are based on their background knowledge and previous experience. In the learner-centred approach, activities are built on students'

interests; learning is not simply the transmission of knowledge; students construct and discover their own learning. (Nunan, David: 1988)

The teacher must be aware of the students' needs, interests and particular motivation. His role is to facilitate activities that help learners to acquire the language in a positive way and to discover their own learning; he is a helper, a controller and a resource for the students. His duty is to create a nice, relaxed and friendly atmosphere where students feel happy and comfortable. Perhaps the most difficult role of the teacher is that of an organizer, because before going into the class, he has to organize all the necessary details for students to get motivated to work independently, and not get confused about the instructions. (Harmer, Jeremy: 1991)

The key difference between a Student Centred Approach and traditional English teaching is that in the former, the curriculum is a collaborative effort between teacher and students, and learners are closely involved in the decision-making process. The classroom is not organized in rows; students are sitting in small groups where they work cooperatively to complete a task; they interact and communicate with each other sharing ideas, experiences, feelings and thoughts. By working in groups in a non-competitive environment, learners will achieve a better academic performance, their interpersonal relationships will increase and they will have a higher level of self-esteem. (Nunan, David: 1988:.2)

In the Student-Centred Approach the objectives are set by the learners. If they are very young, the guidance of the teacher will be necessary, so they can realize what it is to be a language learner. By setting their own objectives, students come to have a more realistic idea of what they are learning; they are more motivated since they are deeply involved in the teaching-learning process. (Nunan, David: 1988: 5)

The target language is thought of in a meaningful way, and the aim is to cover only what the learner needs and sees as important. Genuine everyday language is emphasized due to the fact that there is a link between the classroom and the wider world. Activities are related to learners' real life needs and foster independent learning. (Nunan, David: 1988: 21-25)

### **3.1. WHOLE LANGUAGE**

Whole language started as a movement in the classroom. Some teachers were looking for a better way to empower both their students and themselves, so they started to do research in their classrooms. Whole language is grounded in the research of language learning and teaching that shows that learning is natural. According to Goodman (1986) and Smith (1985), first language learning seems easy when it is outside of school but difficult when it is inside. Due to this, they suggested ways to reform education and make learning in school as easy as it is outside the school. (Freeman, Yvonne & Daved E.: 1992)

In second language learning, Krashen (1982) distinguishes between learning and acquisition, and suggests ways to make the classroom a place where students can acquire a second language. With a similar point of view, Freire (1970) says that students are not banks into which teachers deposit knowledge, the teaching learning process must be related to students' needs and interests. (Freeman, Yvonne & David E.: 1992)

Laura Rob in her book Whole Language, Whole Learners, states that:

Whole Language is a holistic language learning philosophy which integrates all language skills. It parts from a concept or a theme present in real life or in good literature, and gets the inspiration to any other subject area in which students and teachers may wish to explore. This exploration takes place in a risk-taking environment where learners' lives and culture are very important. Whole language is good for all ages: young children, teenagers, college students and adults, and it is good for all kinds of learners, those who are excellent and those who are considered to be below the average. (Robb: 1994: 10)

In Whole Language, the final product is not as important as the process; students are constantly in the process of solving problems and creating new things. The focus is on "acquisition", not so much on learning. Learners are encouraged to take risks and to use the language for their own purposes; importance is given to the meaning and not to the grammar; mistakes are considered as part of the process. Human values are present all the time in the class; whole language learning assumes respect for the language, for the learner and for the teacher, who are considered whole people with rights and responsibilities. (Freeman, Yvonne & David E: 1992)

### 3.1.1. Whole Language Principles

Yvonne and David Freeman in their book Whole Language for Second Language Learners (1992:7) mention the following principles:

1. *Lessons should proceed from whole to part.*

Learners need to observe the whole picture first, and then they discover the details.

2. *Lessons should be learner-centred because learning is the active construction of learning by students.*

Whole language focuses on the whole student, so the lessons begin with what students know.

3. *Lessons should have meaning and purpose for students now.*

Students learn authentic things that can be related to their present life, whether inside or outside the school.

4. *Lessons should engage groups of students in social interaction.*

Students work cooperatively in groups where they are interacting and sharing ideas and experiences.

5. *Lesson should develop both oral and written language.*

The four basic skills are used simultaneously. Involvement in reading and writing from the start is essential for developing academic competence.

**6.** *Learning should take place in the first language to build concepts and facilitate the acquisition of English.*

The teacher should take advantage of the students' knowledge in their first language by building concepts in it, because this can be the foundation for the acquisition of English.

**7.** *Lessons that show faith in the learner expand students' potential.*

Teachers should believe in their students and show faith in them, this increases students' motivation and self-esteem.

## THE COGNITIVE ACADEMIC LANGUAGE APPROACH

The Cognitive Academic Language Learning Approach is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools. It is a theoretical framework based on integrated language and a cognitive model of learning. This model is related to other approaches such as Whole Language, Language Experience Approach, Language across the Curriculum, Process Writing, Cooperative Learning and Cognitive Instruction. (Chamot, Anna Uhl & O' Malley, J. Michael: 1994)

The idea for CALLA grew out of a research with English speaking students conducted in the early and mid eighties about learning strategies and cognition.

A cognitive model indicates that learning is an active, dynamic process in which learners select information from their environment, organize it, relate it to what they already know, retain what they consider to be important, and by using it in an appropriate context, reflect on the success of their learning efforts. (Chamot, Anna Uhl & O' Malley, J. Michael: 1994: 13)

In CALLA, students can take control over their own learning and develop independent learning skills. This approach has been influenced and supported by cognitive theory, research and ongoing classroom use; it integrates language development, content area instruction, and explicit instruction in learning strategies.

### 3.2.1. Learning Strategies

Learning Strategies are a very important part of CALLA; they are specific actions taken by the learners to enhance the learning acquisition process. Strategies can be learnt and foster independent learning. According to CALLA, there are three main kinds of learning strategies: Metacognitive, Cognitive and Social/Affective.

*Metacognitive Strategies:* help learners to plan for a task, to check how well they are doing with the task and to evaluate the success of the learning.

- **Planning:** helps learners to set goals, to predict, to organize tasks and content, and to arrange for conditions that help them to learn.
- **Monitoring:** it allows learners to check understanding and production, to keep track of progress and identify their problems.
- **Evaluating:** it helps learners to find out if their goal was accomplished or not, and judge how well they learnt the material, and how well they did on the task.

*Cognitive Strategies:* help learners to develop cognitive abilities, by manipulating the material to be learnt through rehearsal, organization or elaboration; they are usually linked to individual tasks.

- Resourcing: use of the world around to help learners understand the new language.
- Grouping: organize or associate information according to their characteristics or similarities.
- Note taking: write down important information that helps learners remember what they are learning.
- Elaboration of prior knowledge: use what students already know and use background knowledge. Teachers can help learners activate their prior knowledge through brainstorming, discussions, semantic mapping, graphic organizers or a cooperative activity related to the lesson topic.
- Summarizing: this strategy helps learners to say or write the main idea.
- Deduction and Induction: apply or figure out rules to understand a concept or complete a learning task.
- Imagery: use mental or real pictures to learn new information or solve a problem. Visualize.
- Auditory representation: replaying mentally a word, phrase or piece of information.

- Making inferences: using information in the text to guess meanings of new items, or predict upcoming information.

*Social/Affective Strategies:* they take advantage of interacting with others or using affective control for learning.

- Questioning for clarification: getting additional explanation or verification from a teacher or other expert, ask questions.
- Cooperation: working with peers to complete a task, share information, solve a problem and get feedback.
- Self-talk: think positive, reducing anxiety by improving one's sense of competence.

### 3.3. THEMATIC UNITS

A thematic unit is the previous organization of the teaching-learning process, with the purpose of achieving the objectives set at the beginning of the course. It includes the objectives, contents, activities, materials, and evaluation; paying special attention to the age and level of the students. (González García: 1997)

The activities in the thematic unit should be dynamic, meaningful, interesting and motivating, and should allow students to live the language in an authentic way. The thematic unit must be structured in such a way that students discover their own learning and experiment with the language, so they feel the importance of the target language, both inside the class and in the real world. (González García: 1997)

The thematic unit parts from a topic that interests and attracts students' attention; (see example on pages 109-110) students choose this topic with the guidance of the teacher according to their likes and dislikes, their experience, their community and the world around them. Before the development of the thematic unit, the teachers elicits students' previous knowledge, so it can be used as a basis for choosing contents and activities that are appropriate to the level of the students. The unit is flexible; therefore, it can be adapted to the needs of the learners. (González García: 1997)

In the book Como Elaborar Unidades Didácticas en la Educación Infantil by Felicidad González García (1997:83), the activities in the thematic unit can be presented in different ways, but keeping in mind the contents and objectives.

- a. *In centres*: the activities are divided according to different subject areas, students are working in small groups to complete a task, with the purpose of developing autonomous learning, socialization, interaction, cooperation, self-discovery techniques and creativity.
- b. *In workshops*: the activities are divided according to specific skills needed to develop a workshop, for example: painting, cooking, construction, among others. Every workshop includes: contents, objectives, materials, steps and evaluation.
- c. *By skills*: the activities can also be organized around the four basic skills: listening, speaking, reading and writing; however, the thematic unit may include specific skills such as identifying, matching, classifying, discovering, sharing, describing, etc.
- d. *Weekly*: every week is formed by activities with specific aspects about the thematic unit; usually, during the first days, students become familiar with the topic and later they investigate about it.

### **3.3.1. Steps to Elaborate Thematic Units**

According to the Standards-Based Unit Organizer with information from the Michigan Department of Education, Elementary and Secondary Content Literacy Committee, and Ms. Sheila Potter, there are different steps to develop a thematic unit.

([http://207.73.196.251/Departments/IT/Techlit/New\\_Folder/Unit Organizer.doc](http://207.73.196.251/Departments/IT/Techlit/New_Folder/Unit Organizer.doc))

#### **Step One**

- Choose a theme that is universal, significant, extendable, relevant to society, engaging to students and applicable to the content area being studied.
- Develop a thematic statement.
- Generate focus questions based on the thematic statement.

#### **Step Two**

- Identify the contents and activities that are significantly related to the thematic statement and focus questions.
- 

#### **Step Three**

- Develop a culminating task for the unit (end product)

## **Step Four**

- Establish criteria for evaluating your student performance and/or product.
- Determine performance levels that describe differences and degrees of understanding.
- Create preliminary scoring guides.

## **Step Five**

- Divide the unit into large building blocks (in our case, subject areas) of instruction that students must complete in order to accomplish the culminating task.
- Decide the order in which the learning chunks must occur for optimal learning.
- For each learning section, identify scoring criteria, descriptors, levels and guides.
- Brainstorm a preliminary list of possible resources (materials).

## **Step Six**

- Begin the first learning section and design activities leading to the culminating task.
- Identify and secure resources needed to implement the unit.
- Develop a timeline/calendar, and design daily lessons.

## Step Seven

- Evaluate the unit.
- Make necessary changes in the unit plan.
- Celebrate your achievement!

### 4. BECOMING A STUDENT-CENTRED TEACHER

Becoming a student-centred teacher requires continuous training and research, as well as responsibility, creativity, organization and flexibility, because a student-centred teacher needs to be updated with the new approaches, methodologies and techniques that are part of the “Student-Centred Approach”. In this approach, the teacher must include human values in the lessons; he/she has to be open-minded to changes, must be willing to take risks, and must know his/her students quite well in order to design interesting lessons that integrate the four basic skills and help learners to acquire the language in a positive environment. It is also necessary that the teacher knows the different learning styles of his/her students so he/she can include the students’ learning styles in the curriculum, and can help learners develop the best learning strategies that facilitate their learning. (Tudor, Ian: 1996)

Being a “student-centred” teacher is not the same as being a traditional language teacher, because in a student-centred class, the emphasis is on the student, who knows the exact purpose of his/her learning. Teachers need to be aware of who the students are, what students bring to the class, and what the students need. Based on the needs and interests of the learners, the teacher must prepare everything needed for the lessons beforehand, so when students get into the class, they have the opportunity to choose materials, activities and tasks

according to their learning style, in which they can work independently and have fun while they learn. (Harmer, Jeremy: 1991)

According to Ian Tudor, David Nunan, Laura Rob, Jeremy Harmer, Goodman, Freeman, Chamot & O' Malley, Rebecca Oxford, Gardner, Kagan, Gonzales García, among others, in order to become a “student-centred teacher”, teachers should:

- Consider the student the centre of every class activity.
- Reduce teacher's talking time and increase students' talking time.
- Be aware of students' preferences and take advantage of them.
- Consider all the students' learning styles by using a variety of visual aids, audio visual material and TPR activities.
- Help students develop learning strategies.
- Have faith in the learners.
- Create a nice and friendly atmosphere.
- Avoid prejudices.
- Involve students in the teaching-learning process.
- Work as a team.
- Accept suggestions from colleagues, parents, students and administrators.
- Be updated about the new teaching approaches and methodologies.
- Take risks and guide students to take them.
- Be open-minded.
- Be organized and responsible.

- Consider every student as a whole person.
- Develop activities appropriate for all learning styles.
- Develop activities that foster acquisition and autonomous learning.
- Negotiate challenging activities with students.
- Motivate students by being creative and dynamic.
- Integrate the four basic skills.
- Include human values in the class such as sharing, respect, cooperation and loyalty.
- Elicit students' previous knowledge either from other Subject areas or from their English repertoire.
- Make students display their work around the class in order to increase their self-esteem.

#### **4.1. INTEGRATING THE FOUR BASIC SKILLS**

In a Student-Centred Approach the four basic skills are acquired simultaneously, students learn to read and write at the same time they learn to speak and listen. In order to use language for authentic communication, the projects, activities and tasks used in the classroom must lead learners to develop all the skills, so they can use the language freely without teachers' intervention. (Harmer, Jeremy: 1991)

## **Reading**

Reading is a receptive skill. It can develop independently of listening and speaking skills, but often develops along with them. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Learners need to be exposed to authentic literature.

(<http://www.sil.org/LinguaLinks/pricing>)

## **Writing**

Writing is a productive skill. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Learners must write for communicative purposes. (<http://www.sil.org/LinguaLinks/pricing>)

## **Speaking**

Speaking is a productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. The main purpose of speaking is communicating thoughts, feelings and ideas, therefore the goal of language teaching should be to develop “Communicative Competence” which includes the Grammatical aspects of the language, plus lexis, pronunciation and spelling; Sociolinguistics that refers to appropriateness of language use; Discourse that means linking ideas or sentences

together, and Strategic Competence which is the ability to keep a conversation. It also includes body language. (<http://www.sil.org/LinguaLinks/pricing>)

## **Listening**

Listening comprehension is a receptive skill in the oral mode. It refers to listening and understanding what we hear. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex this process is. On the contrary, in a second language, this process is more difficult since our ears have not been in contact with the language, we lack of previous experience and background knowledge of the target language.

.(<http://www.sil.org/LinguaLinks/pricing>)

According to Jeremy Harmer (1991: 52), it is the teachers' responsibility to see that all the skills are practiced; a good idea for doing this will be to use activities in which students are interrelating the four basic skills , for example:

- Learning centre activities.
- Projects.
- Problem solving.
- Write and role play dialogues.
- Find someone who.....
- Make collages based on stories' content.
- Order and sequence stories.

- Reconstruct stories.
- Create posters based on videos.
- Competition games.
- Communication games.
- Information gap activities.
- Relaying instructions.
- Reaching a consensus.
- Find similarities and differences.
- Interpersonal exchanges both written and orally.

#### **4.2. THE STUDENT-CENTRED TEACHER'S AWARENESS OF LEARNING STYLES AND STRATEGIES**

Students' academic success is influenced by emotional, biological, psychological, and cultural factors. In order to facilitate academic success, it is important to provide learning experiences that are accessible to all students with all learning preferences. The teacher is in charge of helping students to adapt to school demands and of helping students learn through their own styles. The school should use a teaching model that focuses on learning styles, which encourages students to "stretch" and strengthen their weaker areas.

(<http://www.ncbc.gwu.edu/index.htm>)

A Student-Centred teacher must be aware of the learning styles of his/her students since he/she is responsible for motivating them, and for making sure that they become involved in the learning. At the beginning of the school year,

the teacher needs to find out students' learning styles. This can be done in different ways: by using a video to find out students' strengths and weaknesses, by giving them questionnaires about their learning preferences (Annexes 4, 5, 6, 7.), by asking a colleague to observe our classes (Annex 2), by using learning style inventories (Annex 7), by using previously prepared checklists (Annex 3), and by having a conversation with students (Annexes 4, 5. ) (Reid, Joy: 1995)

The teacher analyses the data collected and finds out students' learning styles (Annex 8), so he/she can provide activities with a variety of learning experiences to accommodate the various learning styles and multiple intelligences (mentioned in chapter 2) that exist in the classroom. Then, all students will have activities that appeal to them, and they will be more likely to be successful in these activities. The feeling of success will be a motivating factor for acquiring the language. (Davis, Evelyn: 1994)

#### **4.2.1. Activities for All Learning Styles**

Alicia Marinángeli in her article "Focusing on Different Learning Styles" (April, 2001), proposes some activities that are appropriate for all learning styles and intelligences:

- *Develop projects in groups* (Visual/Spatial, Linguistic; Kinesthetic, Interpersonal, Logical-Mathematical)
- *Matching* (Logical, Visual-Spatial): Match things that are related.

- *Dancing chairs* (Kinesthetic, Spatial and Musical): The teacher places numbers on chairs (the number and the written form.). As students listen to music, they dance around the chairs, (there should always be a chair less than the number of students), when the music stops, they have to sit down and say the number of the chair they are sitting on aloud; for example, “This is number five”. The child who could not manage to sit is eliminated, and the rest have to find out what number has been taken out. The aim of this activity is to review numbers..
- *Follow the lines* (Logical, Visual-Spatial): On a piece of paper there are different animals and their ways to go home, which are scrambled. Students follow the pads to find the animals’ home. The aim of this activity is to practice animals and to identify their habitat.
- *Follow the numbers in the correct order and join the dots.* (Logical, Visual): Students connect the dots (with numbers of letters) and find out the hidden picture.
- *Streamers.* (Art, Kinesthetic): Students fold a piece of paper like a concertina, and draw one of their favourite pictures on the front; then, they cut out the shape, unfold the concertina and write down in each fold any vocabulary word, grammar point or content being studied. Then, in pairs students compare their concertinas orally.

- *Making crafts* according to the topic being studied. (Art, Spatial, Kinesthetic)
- *Guess the name* (Linguistic, Musical, Kinesthetic, Visual): One student goes to the front and imitates an animal, and the rest have to guess what animal it is (this activity can be applied to any topic, including music).
- *Finding the rhythm of words.* (Linguistic. Musical): Students listen to a chant and repeat it using the proper rhythm by clapping their hands.
- *Do you know animals in danger.* (Naturalistic) Students look for information about animals in danger and create posters about the animals, their habitat, region, the way they are found, habits, food, etc.
- *Create their own stories* and present it to the class using visual aids or costumes. (Linguistic. Visual. Kinesthetic. Interpersonal)
- *Making posters about nature.* (Naturalistic, Art, Kinesthetic, Visual-Spatial)
- *Finding the differences in two pictures or texts.* (Visual-Spatial)
- *Cloze songs* (Musical, Auditory) Students complete the gaps as they listen to their favourite songs.

The activities mentioned above are not the only ones that focus on the different learning styles and intelligences; there are a wide variety of them. They can be adapted according to the level, the age, the background, the needs of the students and the topic studied.

#### **4.2.2. Introducing Learning Strategies in the Class**

Language Learning Strategies are specific actions taken by the learners which enhance any part of the learning-acquisition process. They contribute to the main goal of communicative competence. Learning strategies are problem-oriented and allow learners to become self-directed. They involve many aspects of the learner, and are not always observable. (Chamot & O' Malley: 1994)

In order to introduce learning strategies in the class, teachers must understand the strategies and feel confident with them. They should start with the simplest strategies: for example, imagery and questioning. The strategies that students use in their native language can be transferred for doing tasks in the second language. Strategies with the widest applications should be learnt first, especially those that involve the four basic skills. Teacher need to be sure that the strategies are appropriate for students' level and needs as well as for the course objectives. (Oxford, Rebecca: 1990)

In the CALLA Handbook by Anna Uhl Chamot and J. Michael O' Malley (1994: 60-61), we find that learning strategies can be learnt. They transfer to new tasks and help students to learn more effectively. Therefore, English

teachers should promote learning strategies in the class. We can apply the following Learning Strategies in the two groups we are working with; however, we have to mention that it is easier with eleven-year-old students, because they are more mature and are more conscious of what they are learning; whereas six year old students are not conscious of what they are learning; they acquire the language just because they like what they are doing.

According to The CALLA handbook by by Anna Uhl Chamot and J. Michael O' Malley (1994: 60-61), learning strategies can be divided in three main categories Metacognitive, Cognitive and Social-affective.

*Metacognitive Strategies:* students plan for their learning, monitor their own comprehension and production and evaluate how well they have achieved a learning objective.

- Set goals by themselves to have a purpose for learning.
- Activate background knowledge: relate learning with students previous knowledge and experience.
- Predict: imagine or guess what is coming in a text.
- Organization and planning for learning: follow some steps and organize information.

*Cognitive Strategies:* Students manipulate the material to be learnt mentally or physically.

- Find specific information, scanning.
- Grouping: organize or associate information according to their characteristics or similarities.
- Using imagery : visualize, make pictures, create new things.
- Using physical responses or sensations such as feelings, mime and gestures.
- Taking notes: write down important words and concepts.
- Transfer knowledge of students' native language and relate it with the target language. Recognize words that are similar. (cognates)
- Summarizing: create a mental, oral or written summary of information.
- Highlighting important or necessary information.
- Manipulate the language and act out: for example, use role plays or simulations.

*Social Affective Strategies:* Students interact with others in order to assist learning, as in cooperative learning, or ask questions for clarification. Students use affective control to assist learning tasks.

- Taking risks wisely: do not be afraid of participating during the lessons.
- Receiving and sending messages: interact with others to communicate.
- Cooperating with peers: share information, experiences, feelings and ideas with others; help others.
- Ask if it makes sense: ask questions to clarify doubts. S
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### 4.3. SHARING VALUES IN THE ENGLISH CLASS



Nowadays, it is very difficult for children to grow up in a world full of problems. The media and the environment around the child present an image of a world without human values. Teachers have the difficult task of guiding their students to survive within society, to take the right decisions and to have an appropriate life style. (Curwin, Richard & Geri: 1989)

Machotka (1964) defines human values as a group of inner principles based on our previous experiences that have been morally analysed. They are our personal identification and definitely influence our lives, because they guide our behaviour. According to the Sathya Sai School in the United States, where human values have been employed in its educational syllabus and have successfully produced academically excellent and responsible students, there are five basic human values: Truth, Right Conduct, Peace, Love and Non-Violence. These values are nurtured through daily practice and must be integrated in the school curriculum. ([www:sathyasaischol.com/content/about/values.htm](http://www:sathyasaischol.com/content/about/values.htm))

## **TRUTH**

Students live truth by being honest; treating their classmates equally without any prejudice, and by living their lives with dignity and integrity. Truth also involves searching for knowledge and self-analysis, because it is very important that students know who they are and what they want during their school years.

## **RIGHT CONDUCT**

The most important aspect about right conduct is the respect for others and for themselves. Students practice right conduct when they are responsible in performing all their school duties and when they are helpful both in the school and outside it. Right conduct is reflected when learners show gratitude to the people who help them. Discipline is part of this value because it is necessary for students to help themselves to accomplish their goals with courage.

## **PEACE**

Peace is fostered by students if they are patient and calm. It includes being perseverant when reaching goals and understanding that everybody has a different point of view. Students are practicing peace when they respect themselves and have a healthy living that makes them feel happy.

## **LOVE**

The value of love is nurtured in life by caring for others and sharing things. Students are practicing this value when they show friendship, tolerance, compassion and kindness; and when they are generous.

## **NON-VIOLENCE**

Non- violence helps learners to change the violent world where they live into a peaceful place. Students apply this value when they are aware of the problems of their society and are concerned for all life. Students must learn to forgive in order to live in a unitary place where everybody has his/her own rights and duties.

A Student-Centred teacher must guide learners to practice human values in all activities; he is in charge of creating a positive class atmosphere where students can be themselves, because there is always trust and support. In a Student-Centred class, students acquire the language at their own pace, without any pressure; errors are accepted and nobody is allowed to make fun of others' mistakes. The school curriculum must be flexible to be adapted to the needs of all the students since everyone's thoughts, abilities and feelings are respected. (Curwin & Geri: 1989)

### 4.3.1. Activities that Help Develop Human Values

Based on the book Como Fomentar los Valores Individuales by Richard L. Curwin and Geri Curwin (1989: 5), the first thing teachers should do in order to include human values in the class, is to help learners to discover themselves. It is to say to develop their intrapersonal intelligence, here are some ideas for doing this:

- Give students a list of questions with likes and dislikes.
- Students write important things about themselves with the letters of their names.
- In groups, find out their similarities and differences to discover that they are special and unique.
- Students make a collage about their future goals.
- In groups, students visualize themselves as different things to perceive their personality with humour and imagination.

In the article “Focusing on Different Learning Styles”, by Alicia Marinángeli (April, 2001), we found some tasks that help learners reflect on values, where they can develop their interpersonal intelligence, such as:

- The use of cooperative learning, where students help each other and share material, experiences and goals.
- Listen to stories with morals.
- Organize activities to help the community.

- The teacher can group students with different abilities so they learn to respect and help others.
- Students have responsibilities in the class.
- Learners are encouraged to accomplish with the rules set by them.
- Students design a survey form to find out how honest people in the school community are.
- Students are given some comics that show kind actions, they are asked to imagine the situation.
- Brainstorming about students' knowledge of values.
- Teacher conducts a humanistic activity like Find Someone who has been kind to his/her mother today.

## CHAPTER 5

### 5. THE STUDENT-CENTRED CLASSROOM

In a Student-Centred classroom, all learning styles are considered. There are decorations, areas in the class and tasks that favour all learning preferences.

To help Visual learners, the classroom should be decorated with lots of visual aids, for example: posters, signs, maps, flashcards, pictures, photographs, drawings, realia, among others. The classroom rules should be posted on the wall, so that learners are constantly looking at them. The new information should be presented visually, by using diagrams, illustrations and topic webs; the teacher should use gestures to facilitate their comprehension. There should be a special place in the classroom where students are able to choose magazines, books, stories and handouts to read according to their interests. There should also be a corner where students can develop their art abilities; they can play with colours, draw and paint. Students should be given opportunities to research in books, on the Internet and to watch videos related to the topic being studied. (<http://www.coedu.usf.edu/morris/multiple.html>.)

To favour Auditory learners, there should be a special place in the classroom for a compact disk player, where students can listen to dialogues, songs, conversations and situations in the target language. The instructions should be given orally. By working in groups, students have the opportunity to interact with each other, they discuss topics that interest and attract their attention. The

students read stories aloud and share their feelings, opinions and conclusions with the class. There should be music in the background; students should be exposed to videos and should perform tasks in which they develop their auditory skills. (Diaz Maggioli: 1995)

To help Tactile-Kinesthetic learners, the class must have a place where students can play and move freely. There should be an area where students can manipulate and create things with their hands. Another section of the classroom should include a small theatre where learners can play with puppets, get dressed up with costumes and present role plays. It is important to expose kinesthetic learners to music since they love to dance. The classroom should not be the only place for learning; students can go outside the class to play games related to the language class. The class should have blocks, puzzles, playdough and anything that students can count and manipulate. Students should be sitting wherever they feel comfortable, there are cushions and rugs available in the class. (Diaz Maggioli: 1995)

## **5.1. CLASSROOM ENVIRONMENT AND MOTIVATION**

The classroom environment in a Student-Centred class must be comfortable and with a positive atmosphere, free from pressure, where students enjoy their learning experience, and work with enthusiasm to achieve their goals. The Student-Centred classroom should be a place where students work cooperatively as a team, accepting and respecting others' ideas. Students should be actively involved in the class and should have particular responsibilities. Every student

Social Learning Theory by Albert Bandura tells us that if students see enthusiastic and engaged teachers, they will tend to model these behaviours. If they see older children or their peers rewarded and recognized for being dedicated learners, they will model their behaviours. They are continually engaged in observational learning, and they are motivated to do the things that "esteemed" models do.

(<http://www.gse.uci.edu/ed173online/notes/173unit6.html#key>)

In the book Educational Psychology: Effective Teaching, Effective Learning (Elliott, Kratochwill, Littlefield, Cook and Travers: 2000), there are many different approaches to motivate students who seem unmotivated, there are a number of strategies that can be used to enhance the motivation of all students, for instance:

- *Give each student a sense of purpose for learning.* Many students do not have a sense of the value of what they are learning. Students have to realize the importance and the meaning of what they do in the classroom and about how useful it is to achieve their goals for their personal life. Learning that is relevant to their lives and seeing how skills can be applied in the real world can be especially valuable.

(<http://www.ncrcel.org/sdrs/arcas/issues/students/atrisk/at6lka.html>)

- *Establish high expectations for all students:* Students with high expectations tend to succeed because they are supported by the teachers and by the school. Teachers should have positive and high expectations for each

student; in other words, they should have faith in their learners. This can be done by telling the child supportive phrases like "This work is important; I know you can do it; I won't give up on you; You are doing great. "

(<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)

- *Provide opportunities to succeed:* Teachers provide a broad range of activities and assignments for students in order to help them experience success. Learning activities must be at a level where children can succeed. Tasks should be challenging but achievable, they should be structured in such a way that the child can develop his/her abilities.

(<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)

- *Recognize learners' improvement:* Students need to receive positive reinforcement for their success, because it is very important that students know they are improving. Their incremental improvements must be recognized to motivate them to continue trying and to enable them to feel good about the accomplishments they have made.

(<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)

- *Create a caring and supportive environment :* The classroom needs to be a protective place where children feel support for their learning and sense they are cared about, because many children and adolescents are stressed by their individual problems. Many studies show that youth of all ages and

backgrounds indicate that what they want most in school is a teacher who cares about them.

- (<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)
- *Provide guidance and support to students who are experiencing difficulty:* Students who have difficulty in performing the given tasks can benefit from a teacher's extra help. This can be done by working with the child after school or finding special time for him during the school day. It also may mean working with him to set specific, short-term goals that can help him experience success.

(<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)

- *Help students who are unmotivated develop a sense that they can succeed and are in control of their own learning:* Frequently, when children experience failure, they begin to perceive that they are not good for learning a language and they develop a negative self-image and label themselves as "dumb." By helping learners establish personal goals, more specific objectives, and timelines and actions to achieve them, a teacher can help such children develop a sense of their own personal growth.

(<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lka.html>)

In order to motivate students and make them interested and active in the class, the teacher should demonstrate and talk about his/her own enthusiasm for the course material, and how it affects him/her personally from the first day. The material used must be connected to students' lives. For example: if the lesson is

about important landmarks, take students to the tourist sites of their community. As the teacher is preparing the lesson plans, he/she should think why a student needs to know that. (<http://darkwin.uoregon.edu/tep/beginnings/index.html>)

Lessons should be taught according to the varied learning styles of the students because if the teacher is willing to consider all the students' needs and adapt his/her teaching style accordingly, then she/he will probably have much more success as a teacher. (<http://darkwin.uoregon.edu/tep/beginnings/index.html>)

Melyssa Myriad (1999) in her article "Classroom Motivation" suggests some tips for motivating students. She starts by saying that a lesson should begin with an eye-catching activity or challenging questions; then, she mentions that the teacher needs to explain the reason for studying the topic, establish clear expectations for the students and allow them to participate in decision making. Myriad argues that lesson should be related to real life and should include eye-catching displays. According to her, the teacher should encourage students, telling them when he/she sees effort and improvement, and must be caring and empathetic. She points out that there should be a supportive classroom atmosphere and the content should be personalized as much as possible. Myriad concludes saying that both teacher and students should see mistakes as opportunities for improvement.

(<http://geocities.com/athens/8020/>)

## 5.2. TASK-BASED LEARNING

In task-based learning, the language is acquired as a result of some deeper experience, for students develop a wide variety of tasks. Task-based learning provides a language rich environment input for the learner, and, at the same time, makes the teacher reflect about the actual interests and needs of the learner. Allwright (1977) and Prabhu (1987) agree that meaning and tasks are the basis for language learning. According to Allwright (1977 P. 5), the best way to acquire a language is by using authentic activities that involve learners in solving communication problems in the target language.

Language teachers should include a task-based approach to their classroom since, in this way, the overall needs of the child are considered. This learning focuses on the individual child; each child is encouraged to acquire language at his/her own pace and manner. Students are actively involved in meaningful activities, and they manipulate the language to accomplish their personal goals; thus, they feel motivated and interested in what they are studying. Task-based activities have practical educational value. In task-based learning, students are introduced to a wide range of natural English, which is meaningful and understandable; the language is not an artificial, pre-determined sequence of grammatical structures or functions. Children can work in a mixed ability group, where those with a higher level can help lower level classmates. (Bumpass: 1999)

In the article, “Task-Based Activities: Making the Language Laboratory Interactive” by LeeAnn Stone, (ERIC Digest) 1991, we read that there are three main criteria for task-based activities.

- First, they have a goal or purpose that requires the use of the target language, but is not itself centred on that language. For example, students create a story and role play it.
- The second criterion involves using materials that are attractive to the students and facilitate task performance. The tasks must be challenging and interesting for the learners. For example, drawing or pasting a picture of a student’s pet and write its biography.
- The third characteristic of a task-based activity is that it involves the student in a way that intrinsically motivates them, lowers the affective filter, and creates a desire to succeed. “One element of motivation is to want something and to want something is to be motivated” (LeeAnn: 1991). For example, competition games, activities related to things they like.

A way of involving students in task-based learning is by applying Projects and Learning Centres.

## **5.3. PROJECTS**

A project is a pedagogical strategy based on the planning and evaluation of a group of activities and procedures with the objective of reaching a goal set by the students according to their interests and necessities. (Aylas and Solis: 2001)

Project work is an active way of learning, because it involves the development of interesting activities in meaningful situations related to students' lives, with the purpose of having an end product that is considered as the students' goal. (Huaranga: 1999)

By working on projects, students can integrate meaningful activities, learn new concepts and relate their previous experience and background knowledge with the new language, both individually and in groups. Students work in a cooperative way, researching, sharing information and discussing relevant topics. Learners develop their skills and abilities in useful tasks. (Huaranga: 1999)

### **5.3.1. Steps to Develop Projects in the Class**

According to Carmen María Samaniego B. in her article "Aprendizajes Significativos de Lecto-escritura a través de Proyectos Integradores", presented at the Second Latin American Congress of reading and writing in 1996, in order to develop a project, it is important to consider the following steps:

1. *Previous organization of the project:* in this phase, both teacher and students analyse the present situation and needs. The teacher can make a list of the problems, interests and needs of the learners. In this phase, the teacher can make an analysis of the curriculum in terms of the objectives, activities and skills. The analysis can be done by using observation grids, dialogues with students, students' notebooks or portfolios, and special events that take place during the class.
  
2. *Implementation of the Project:* for implementing a project in the class, the teacher negotiates the topic with students by guiding them to feel the need for learning something new, or for solving problems, or the desire to research more about their interests and curiosities. With beginners, this negotiation is done in the mother tongue. Once the topic is chosen, both teacher and students must be sure about the purpose of the project and how they are going to develop it.
  
3. *Planning and Development of the Project with Learners:* In this phase, the teacher and the students have a conversation about how the project is going to be developed, taking into consideration the following points:
  - Students' previous knowledge about the topic.
  - The students' objectives for the project.
  - Anticipated problems.
  - Activities and tasks within the project.
  - Duration of the project.

- Material needed.
- Learners' responsibilities.
- The environment.

4. *Development of the Project:* During this phase, the students perform the tasks and activities in groups; in each group, students develop an end product, and every student has his/her own responsibility within the group. The teacher's role in this step is to facilitate, to guide and to help learners.
5. *Sharing of the Learning:* Every group presents their end product orally and shares their experience with the class. Their work is posted around the class or outside it where the rest of the school can see it.
6. *Evaluation of the Project:* The evaluation is done by the teacher during development of the project by using checklists; but also it is done as a conversation with students to analyse how much they have improved by completing the project.
7. *Metacognition:* When the project is completed, students reflect on the learning strategies applied, according to their abilities.

## 5.4. LEARNING CENTRES

Language is learnt best if it is presented as a personalized experience in which students are being involved in the process; this is facilitated by learning centres. Learning centres are specific areas in the classroom designed by the students with the help of the teacher, which are a vehicle for moving students away from a teacher dominated experience. In a centre, students can find a variety of learning alternatives, material and media to enhance the development of concepts, themes, topics, skills or students interests. Any learning, reinforcement or interest activity in which a student can direct his/her own learning is considered a learning centre. The main objective of learning centres is to help students to become self-directed. Self-directed learning is reached when students have alternatives to make their own choices. (Waynant & Wilson: 1974)

The content of the centre must be related to students' needs and interests; learning centres facilitate the application of learning styles. A centre must have clear directions because it helps students to work independently without teacher intervention. Students need to know why they are working in the centre; therefore, they need clearly stated objectives. A centre should have multi-level activities, since learners have different ways of learning, and they learn at their own pace. Learning centres facilitate group work where students learn together as a team and have the opportunity to interact with each other. A centre should include manipulative activities as well as paper and pencil activities. Answers should be available in the centre, so the students do not need the teacher's correction. (Waynant, Louise & Wilson, Robert: 1974)

According to Louise F. Waynant and Robert Wilson (1974), there are different steps to follow when developing a centre:

1. *Negotiate with students the name of the centre:* in a dialogue with the teacher, students decide on the number of centres and a name for each one.
2. *Identify the purpose of the centre:* a centre can have different purposes, such as to introduce new language, to reinforce previous learning, or to stimulate or extend interest; another purpose could be to diagnose students' needs.
3. *Specify the objectives for the students to achieve:* students need to be aware of the specific objectives of the tasks they are performing in the different centres, so they have expectations for their learning.
4. *Choose activities with the students:* it is important to negotiate activities with the learners, but the teacher has to be careful that the activities are related to the objectives and that they appeal to all learning styles existing in the class. There should be a variety of highly motivational activities like games, films, animals, realia, etc.
5. *Choose the material:* A centre should have all the material necessary for the students. In order to make the most efficient use of time and material, the material should be carefully chosen to motivate learners. There are different kinds of material: Commercial materials like learning games, tape recorder, transparencies, tapes, compact disks, flannel or magnetic boards, workbooks,

flashcards, toys, puzzles, picture cards, board manipulative materials, etc. Content materials: catalogues, newspapers, photos, ads, magazines, brochures, labels, pictures, maps, posters, TV guides, etc. Construction materials: stapler, tape, cardboard boxes, plastic containers, popsicle sticks, contact paper, envelopes, glue, scissors, pencils, pens, crayons, colour pencils, cans, playdough, paint, paint brushes, etc.

6. *Prepare the instructions for the centre:* The target language should be used for giving instructions. Instructions must be clear, legible and organized so that students can work by themselves, visual aids facilitate comprehension. With younger students, the instructions should be more specific. The teacher has to be careful in using terminology familiar to the students, and examples may be useful.
  
7. *Develop the centre:* student work in groups to create an end product, sharing their ideas, thoughts, feelings and abilities. The teacher monitors students' work.
  
8. *Evaluate students' performance:* Constant feedback is very important; if no feedback is provided, students may reinforce incorrect associations, or they may become discouraged from lack of response from their effort. Feedback provides the teacher with diagnostic information about students' performance and progress. The evaluation can be done in different ways; self-correction, self-evaluation, teacher evaluation and joint student-teacher evaluation.

The introduction of learning centres in a language class has many advantages: it relates English with other subject areas, can be organized around a large variety of topics, integrates students' skills and considers the different learning styles. Learning centres provide a balanced combination of structure and student freedom, and encourage students to take responsibility for their own learning. Activities are not isolated, they are combined with appropriate materials, and students have the opportunity to make choices. (Davidson: 1980)

Learning centres can be a beneficial approach for schools that consider the student the centre of every class activity, that see learners as whole people, that are aware of students' learning styles, and have faith in students' performance. The classroom should be a place where students feel comfortable, happy and enjoy the learning experience.

## CHAPTER 6

### 6. PRELIMINARY OBSERVATION

The Student-Centred Approach will be applied with two groups of students at Atenas elementary school: six and eleven year olds. At the age of six, children acquire language in a different way than at the age of eleven. When they are younger, they have had less previous experience with the language, and of the world, so their vocabulary is not very wide; they are not aware of the structures of the language; they use it, but can not identify specific linguistic units such as syllables, words and sentences. Based on Piaget's theory of intellectual development, six-year old children are in the pre-operational stage, so the teacher can not include abstraction in the class. He/She can use short stories with simple conclusions. Students are able to classify objects and count using numbers. On the other hand, at the age of eleven, students can perform mental operations with real and concrete objects and situations.

([http://www.wpi.edu/isg\\_501/nsushkin.html#piaget](http://www.wpi.edu/isg_501/nsushkin.html#piaget))

At six, children follow adult models. They admire everything their parents and teachers do; on the other hand, at eleven, they follow their peers' model, and admire what their friends do. (Level, W: 1978)

Six year old children are very interested to discover new things about the language; they are always ready to receive input and are happy to hear and play with the language because, according to Piaget, they are trying to understand the

world. On the contrary, eleven-year olds have had a previous experience with the language, which could be positive or negative. If it was a negative experience, there would be an affective filter that blocks or impedes the language acquisition process. (Krashen: 1987)

Every student has his/her individual way of learning, which allows him/her to take advantage of the knowledge given by the teacher. In many cases, teachers are not aware of the learning style of the students, and treat all students in the same way, forcing them to read, write or listen. If the teacher's teaching style and a student's learning style are in concordance, there is a "style marriage" which favours both the teacher and the student; on the other hand, if the teaching style is very different from the learning style of a student, there will be a "style war," which impedes the learning-acquisition process. In order to avoid this style war in our classes, we are going to implement a new way of teaching English (Student-Centred Approach), based on students' interests, by analysing their individual ways of learning. (Diaz Maggioli: 1995)

We thought that if we are aware of the style of learning of our students, we will be able to make our classes more enjoyable and appropriate for every learning style. Therefore, we have observed two of the groups we teach, second year and seventh year of basic education.

The first observations were recorded by note taking, using observation grids (Annex 2), without considering any specific aspect of the class, just for the sake of seeing the natural development of lessons. We observed each other's classes for five days an hour daily, taking notes of students reactions to the input given by the teacher; whether they respond better if they are shown or told what to do, or if they are asked to manipulate the language.

The following week, we recorded each other's classes in different stages of the lesson to find out the physiological indicators of learning preferences. The third week, we gave students some previously prepared questionnaires (Annexes 4, 5, 6, 7) according to their level, in order to reconfirm their preferences when learning English. In these questionnaires, they had to tick, draw or write their favourite way of learning.

In the last observations, we applied some checklists (Annex 3), based on the characteristics of the different learning styles. We focused on learners' responses, attitudes and performance during specific tasks.

When we finished observing the lessons for the period of four weeks, we arranged a post observation session to analyse all the data recorded. (Annex 8). Reviewing the information collected by note taking, we were able to see that in both classes, the teachers used the target language all the time, made use of visual aids like the board and in some cases flashcards. They used music and warm ups to arouse students' interests; however, they were not concerned about the learning styles of the students, because everyone was doing the same

activity. Students did not have the chance to choose what they wanted to learn, to develop their abilities, to cooperate and interact with each other, and to discover their own learning. Students did not know how to use learning strategies. The way the teachers managed their classes did not motivate students; they did not seem to be involved in the class; usually they used their mother tongue, and sometimes were interested in other things. (Davis, Evelyn: 1994)

By analysing the videos with the lessons we recorded, we noticed that the classes were basically based on a book or on written papers; the teachers gave the instructions orally and the students followed exactly what the book said. The seating arrangements did not favour the learning process, students were in rows or in pairs, which were not the best way of interacting; they rarely worked on tasks according to their abilities or interests; they did not use the target language, because the teachers did not give them the chance to communicate, to solve problems or to develop projects. (Harmer, Jeremy: 1991)

Based on what Gabriel H. Diaz Maggioli (1995: 6) said in his article “Managing Learning Styles in the Classroom”, we analysed individual reactions of students and their academic behaviour, which include: the way of keeping their working area, the way of observing the board, distraction by noise, enthusiasm with music, movement and use of gestures; imagination and visualization; written expressions which include: neatness, order, strength or weakness in writing, their hand-writing, and the pitch of the voice, we found out that:

In second year, from twenty-nine students, seven were generally *Visual learners*. They needed to be shown what to do, needed written directions, extensively used highlighters and underlined important information, were motivated by photos, slides and illustrations; added bright colours and decorations to their work, kept their English notebook or book neat. (Díaz Maggioli: 1995)

Three were generally *Auditory*, we noticed that they enjoyed working with others, loved to talk and often participated in oral activities; they needed to be told what to do, and visual aids were not necessary for them; they tended to be weak at writing and showed problems when they had to write in their notebooks. (Díaz Maggioli: 1995)

Three students were generally *tactile-kinesthetic*, learnt by doing and touching; they had a thick and heavy hand-writing. This was noticed when students were drawing or writing. Their notebooks, books and papers were generally scruffy and careless; usually, they did not pay attention to details. We could see that they moved around the class to touch different objects; their favourite activities included dancing, playing, acting, and total physical response. If they did not receive enough sensory stimuli, they created their own movement, which usually disturbed the class. A variety of activities was very important for their learning, due to the fact that they had a short attention span if the activity did not motivate or interest them. This kind of learners enjoyed group work and cooperative learning. (Díaz Maggioli: 1995)

The students who showed characteristics of being tactile loved to do puzzles, to make crafts or to create collages. They were good at fixing and putting things together and enjoyed working with dough; they liked to count and manipulate things.

Five students were *visual kinesthetic*; they showed characteristics of both learning styles, and learnt in a better way if they could see, touch and move. They were good at writing, drawing and colouring, but, at the same time, they needed movement.

Five students were *visual-auditory*; they learnt by listening and observing. Finally, six were *auditory-kinesthetic*; these students were good at acting, dancing and singing with motion. They were excellent at participating in plays, because they could show their abilities with music and dance.

At the same time, we analysed the seventh year students in the same way we did with the previous group, and we were able to see that from twenty-six students only one was *Visual*, three were *Auditory*, nine were *Kinesthetic*, three were *Visual-Auditory*, three were *Visual-Kinesthetic*, six were *Auditory-Kinesthetic* and two were *Visual-Auditory-Kinesthetic*. The last group of students could learn the language working with activities that included all the learning styles mentioned above.

Due to all this information, we realized that in the two groups observed and analysed, students had their individual general approach to learning in many dimensions, and we as teachers need to be aware of them in order to improve the teaching-learning process. By making our classes based on students' individual learning styles, interests and concerns, and by centring every activity on the learner, we will try to demonstrate that students' behaviour and attitude can be changed in order to help them to learn the language in a better way.

## CHAPTER 7

### 7. DESCRIPTION OF THE APPLICATION OF THE “STUDENT-CENTRED APPROACH” BASED ON STUDENTS’ LEARNING STYLES

#### 7.1 PLANNING THE NEW APPROACH

Before we applied the “Student-Centred Approach” in the two groups, first year and seventh year of basic education, the teachers involved in the project asked the school authorities for permission to introduce this new approach in the English classes. The school authorities were very open-minded and glad to know that there are teachers with innovative ideas that will improve the teaching of English at Atenas school.

After having the permission, the two teachers planned and organized all the necessary details to develop their classes based on the students’ learning styles found in the preliminary observation. Different steps were followed; we started by eliciting an interesting and attractive topic from students, which will be called a thematic unit; it was *Vacation*. Then, we had a conversation with students, using the native language and some English words, about what we could do as a class project and we decided on “*Creating a Vacation World in the Class.*”

With the thematic unit and project, we created a topic web based on the book Teaching Young Students English as a Foreign Language by Faye Bumpas, including some subject areas of the curriculum such as: Math, Language Arts (Reading, Writing, Grammar, Vocabulary, Spelling), Geography, Science, Technology, Music, Drama and Art, keeping in mind the level, the age and background of the two groups. After this, we negotiated with students the multi-level activities and tasks in which they could discover their own learning, based on specific objectives stated by the students, with the support of the teacher and the curriculum.

Then, we elaborated a Didactic Unit Plan (see pages 111-124) for both groups: second year and seventh year, for the period of six weeks, including:

- A balance of the four basic skills: listening, speaking, reading and writing,
- Specific objectives and purposes for developing the new approach stated by the students with the guide of the teacher.
- Contents related to the subjects areas mentioned above.
- Appropriate activities for every learning style that help to develop all the multiple intelligences.
- Material chosen by the students according to their creativity.

- Evaluation.

These plans were the basis for the preparation of the daily plan.

## **7.2 HOW TO MOTIVATE STUDENTS**

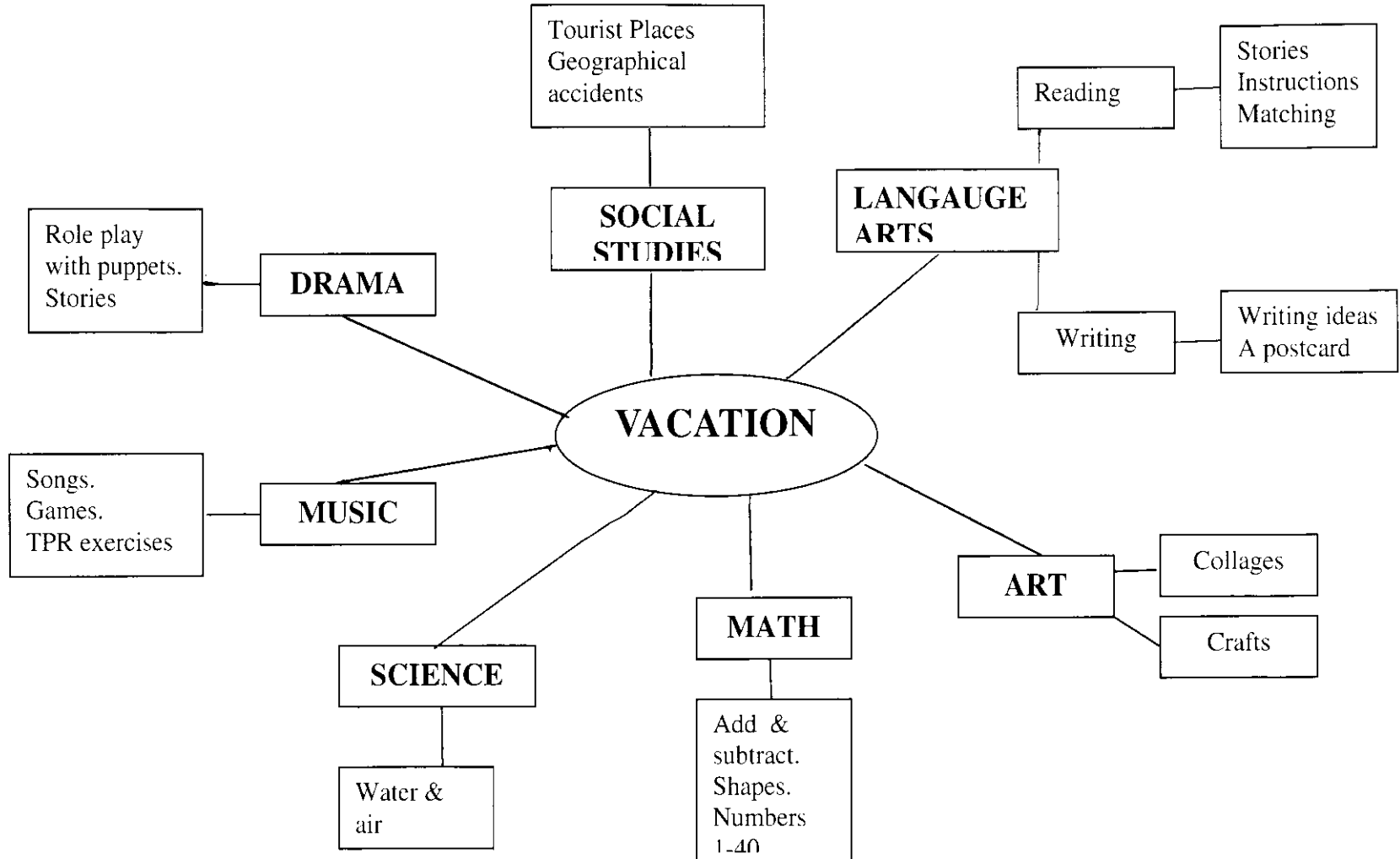
Since some students showed lack of motivation in the preliminary observation, one of our main purposes when introducing a “Student-Centred Approach” was to increase their motivation. In order to do this we, as teachers, wanted to create a positive classroom atmosphere in which students could feel relaxed, happy and considered as whole persons in a non-competitive environment. We tried our best to make learning a positive experience by facilitating physical, emotional and social growth, where students could develop their abilities, creativity and communicative skills; this could be done by developing a community of learning where students shared what happened in their lives, cooperated and collaborated with each other knowing that there was always a common end product. (Fisher, Bobbi: 1991)

In our classes students developed confidence in the teacher by seeing her as a friend, a facilitator, resource and guide. Their self-confidence increased due to the fact that the teachers always had high expectations and faith in students, so they developed faith in themselves, keeping in mind that everyone was able to learn at their own pace and had his/her own abilities and styles of learning. (Yvonne Freeman & Daved E. 1983). The language points were presented in a meaningful context, according to learners needs, learning styles, interests,

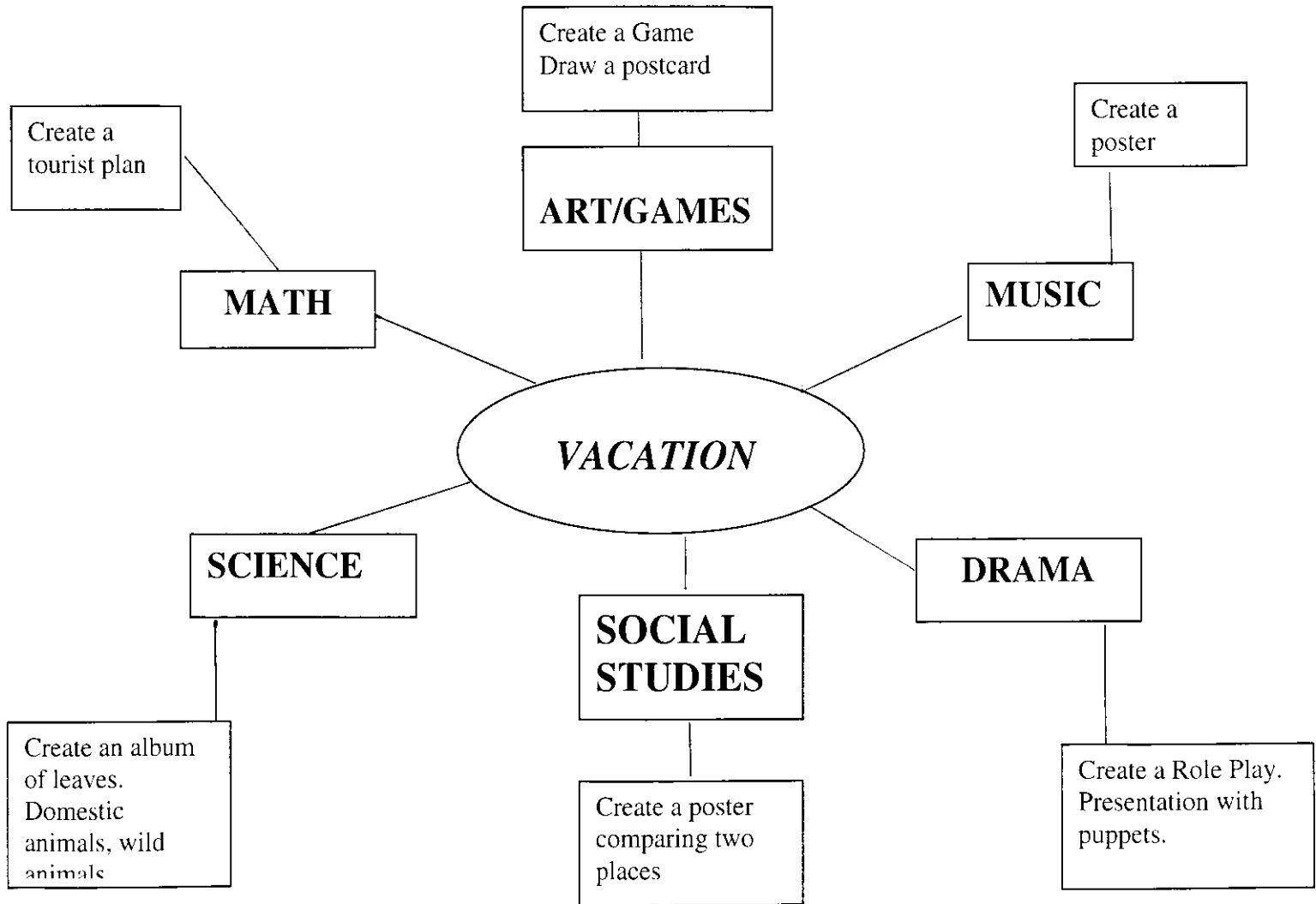
questions, previous experiences and anything that attracted their attention, rather than imposing only the teaching agendas of what we assumed needed to be taught.

To increase contact with the target language, we exposed learners to authentic material, related to their interests. We placed posters, poems, pictures, drawings, flashcards around the class so that students could see English everywhere. Students had the experience of living the language and enjoying it; they took risks because they were using the language naturally to fulfil real purposes where the emphasis was not on perfection, but on production. (Fisher, Bobbi: 1991)

### 7.3. TOPIC WEB FOR SECOND YEAR OF BASIC EDUCATION



#### 7.4. TOPIC WEB FOR SEVENTH YEAR



## 7.5.SECOND YEAR OF BASIC EDUCATION PLAN

### ATENAS SCHOOL DIDACTIC UNIT PLAN

<b>UNIT:</b>	Vacation	<b>TEACHER:</b>	María Paula Naranjo H
<b>DURATION:</b>	Six weeks	<b>SCHOOL YEAR:</b>	200-2001
<b>BIG PROJECT:</b>	“Creating a Vacation World in my Class”	<b>DATE:</b>	June 1 <sup>st</sup> to July 13 <sup>th</sup>
<b>ENVIRONMENT:</b>	All the school areas.	<b>LEVEL:</b>	Second Year of Basic Education.
<b>SKILLS:</b>	Writing, reading, speaking and listening.		

SUBJECT AREA	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
Language Arts	<ul style="list-style-type: none"> <li>-Understand and get the main idea of stories.</li> <li>-Predict stories ending.</li> <li>-Describe characters and scenes of stories.</li> <li>-Write paragraphs about vacation.</li> <li>-Read literature related to vacation.</li> </ul>	<ul style="list-style-type: none"> <li>-Stories: What a trip, others related to trips and tourist places</li> <li>-Vocabulary: R: today, park, restaurant, store, train, car, taxi, airplane, bus, train, boat, money. I: beach, mountain, farm, volcano, waterfall, river,</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to stories about vacation.</li> <li>-Draw and write their favourite part of the story.</li> <li>-Match pictures with words..</li> <li>-Draw the clothes they would wear for every tourist place.</li> <li>-Write the names of tourist places and match them with the picture.</li> </ul>	<ul style="list-style-type: none"> <li>-sheets of paper</li> <li>-folders</li> <li>-notebooks</li> <li>-workbooks</li> <li>-story books</li> <li>-large pictures of stories</li> <li>-cardboard paper</li> <li>-pencils</li> <li>-markers</li> <li>-colons</li> <li>-letter cards</li> <li>-word cards</li> </ul>	<ul style="list-style-type: none"> <li>-Understands and gets the main idea of stories.</li> <li>-Predicts story's endings.</li> <li>-Uses the language to describe characters and scenes of stories.</li> <li>-Writes paragraphs about vacation.</li> <li>-Can read basic literature related to vacation in the target language.</li> </ul>

	<p>-Identify and read letters of the alphabet.</p> <p>-Relate letters with sounds.</p> <p>-Apply personal experience and knowledge to write and read.</p> <p>-Relate written text with everyday activities.</p> <p>-Apply their individual learning style to write and read.</p> <p>-Identify and use prepositions in daily activities.</p> <p>- Use and follow polite requests.</p>	<p>ocean, sand, train station, bus station, airport, hotel, amusement park, movie, theatre, zoo, suitcase, museum, ticket, mountains, lake, camera, photo, postcard, train ticket, bus ticket, airplane ticket, movie ticket, zoo ticket, amusement park ticket.</p> <p>R: clothes, weather, food, animals.</p> <p>-Letters: R: a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, u.</p> <p>I: f, k, r, w.</p> <p>-Prepositions: in, on, under, over, in front of, behind, next to, inside, outside, between, through,.</p> <p>- Polite requests.</p> <p>- Commands.</p> <p>- Express wants .....</p> <p>- Contractions: Let`s.</p>	<p>-Trace letters using chalk.</p> <p>-Make a consonant train.</p> <p>-Match prepositions with pictures.</p> <p>-TPR actions including prepositions.</p> <p>-Write phrases using the present and present progressive tenses.</p>	<p>-flash cards of tourist places.</p>	<p>-Relates letters with sounds.</p> <p>-Applies his/her own experience to write and read.</p> <p>-Enjoys reading and writing.</p> <p>-Identifies prepositions in everyday activities.</p> <p>- Uses and follows polite requests.</p>
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		<ul style="list-style-type: none"> <li>- Express needs: I need a....</li> <li>-R: Present and present progressive tenses.</li> <li>- Actions: stand, ride, travel, get on, get off, stay, swim, sat, opened, closed, take, took, leave, start, walked, skipped., pet, give, walk, run, ate, went, draw, drew, put, go.</li> </ul>			
Art	<ul style="list-style-type: none"> <li>-Identify and name different means of transportation and their use.</li> <li>-Relate their daily life with new knowledge.</li> <li>-Develop their creativity and imagination.</li> <li>-Use and identify colours to make art projects.</li> <li>- Relate words with weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary: vacation, transportation, clothes, weather, food.</li> <li>- Colours: R: red, yellow, blue, green, orange, purple, pink, black, white, silver, gold, grey, light dark green, blue.</li> </ul>	<ul style="list-style-type: none"> <li>-Make means of transportation using recycled material.</li> <li>-Make animals for a zoo.</li> <li>-Make clothes according to the weather.</li> <li>-Draw pictures of their dream vacation</li> </ul>	<ul style="list-style-type: none"> <li>-wool</li> <li>-water paints</li> <li>-paint brushes</li> <li>-milk cartons</li> <li>-empty boxes</li> <li>-paper bags</li> <li>-parketing paper</li> <li>-glue</li> <li>-scissors</li> <li>-carton</li> <li>-cardboard paper</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies different means of transportation and their use.</li> <li>-Relates his/her daily life with new knowledge.</li> <li>-Uses his/her creativity and imagination.</li> <li>-Uses and identifies colours to make art projects.</li> </ul>

					- Identifies clothes according to the particular weather condition.
Math	<ul style="list-style-type: none"> <li>-Use previous knowledge to add and subtract things.</li> <li>-Count and write down numbers 1-30.</li> <li>-Name and identify geometric shapes.</li> <li>-Relate their experience with means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary: vacation, clothes.</li> <li>- Numbers: 1-30.</li> <li>- Shapes: R: circle, square, triangle, rectangle, oval, star, heart.</li> <li>- Notions: fast/slow, long short/</li> </ul>	<ul style="list-style-type: none"> <li>-Add and subtract things related to vacation.</li> <li>-Solve Math problems.</li> <li>-Count and identify things.</li> <li>-Manipulate objects.</li> <li>-Name shapes and match objects with their shape.</li> <li>-Talk about different means of transportation to be used for a trip and how fast they can go.</li> </ul>	<ul style="list-style-type: none"> <li>-small pictures of clothes, and a suitcase</li> <li>-a poster of numbers</li> <li>-real objects with different shapes</li> <li>-board, teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Adds and subtracts clothes for vacation properly.</li> <li>-Counts and writes numbers 1-30 correctly.</li> <li>-Names and identifies geometric shapes.</li> <li>-Uses means of transportation to talk about their characteristics.</li> </ul>
Science	<ul style="list-style-type: none"> <li>-Identify the characteristics and changes of water.</li> <li>-Know the importance and use of water and air, relating them to vacation activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Water and air.</li> </ul>	<ul style="list-style-type: none"> <li>-Do experiments about water and air.</li> <li>-Draw and write down the process of the experiment.</li> </ul>	<ul style="list-style-type: none"> <li>-water</li> <li>-bottles</li> <li>-sugar</li> <li>-salt</li> <li>-soap</li> <li>-paper</li> <li>-pencils</li> </ul>	<ul style="list-style-type: none"> <li>-Describes the characteristics and changes of water.</li> <li>-Knows the importance and use of water and air.</li> </ul>

Drama	<ul style="list-style-type: none"> <li>-Act in front of the class without fear.</li> <li>-Learn to work with money and value it.</li> </ul>	<ul style="list-style-type: none"> <li>-Stories</li> <li>-Vocabulary</li> <li>- Notions: fast/slow, long short/</li> <li>- Money.</li> </ul>	<ul style="list-style-type: none"> <li>-Role play story content.</li> <li>-Make puppets and role play activities related to vacation.</li> <li>-Role play selling different means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>-paper bags</li> <li>-yarn</li> <li>-markers</li> <li>-paints</li> <li>-newspapers</li> </ul>	<ul style="list-style-type: none"> <li>-Acts in front of others without fear.</li> <li>-Manipulates money and knows the value of it.</li> </ul>
Music	<ul style="list-style-type: none"> <li>-Sing songs with a correct intonation and rhythm.</li> <li>-Relate music with the language.</li> <li>-Learn about other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- Songs: The people on the bus, When the bus..., I like to travel, Why don't we go to the zoo, Animals in the zoo, If it's rainy.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing and dance songs.</li> <li>-Play games using songs.</li> <li>-Use musical instruments to make parades.</li> <li>-Create their own musical instruments brought from home.</li> </ul>	<ul style="list-style-type: none"> <li>-compact disc player</li> <li>-compact discs</li> <li>-cans</li> <li>- musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Sings songs with a correct intonation and rhythm.</li> <li>-Knows more about the target language culture.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>-Identify and talk about tourist attractions that arise their interests.</li> <li>-Differentiate between mountain, valley and ocean.</li> <li>-Identify weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Tourist attractions-</li> <li>- Geographical accidents: mountain, valley, ocean.</li> <li>-Animals from the sea.</li> <li>-Plants</li> <li>-Weather of different regions in our country.</li> </ul>	<ul style="list-style-type: none"> <li>-Make a collage of the most attractive vacation places for students, mentioning weather conditions and geographical accidents.</li> </ul>	<ul style="list-style-type: none"> <li>-cardboard paper</li> <li>-pencils</li> <li>-markers</li> <li>-colours</li> <li>-parking paper</li> <li>-glue</li> <li>-plants</li> <li>-play dough</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies and talks about touristic attractions that arise his/her interest.</li> <li>-Differentiates between mountain, valley and ocean.</li> <li>-Identifies and uses weather conditions.</li> </ul>

## 7.6.SEVENTH YEAR OF BASIC EDUCATION PLAN

### ATENAS SCHOOL DIDACTIC UNIT PLAN

<b>UNIT:</b>	Vacation	<b>TEACHER:</b>	Ana Vera
<b>DURATION:</b>	6 weeks	<b>SCHOOL YEAR:</b>	2000-2001
<b>BIG PROJECT:</b>	“Creating a Vacation World in my Class”	<b>DATE:</b>	June 1 <sup>st</sup> to July 13 <sup>th</sup>
<b>ENVIRONMENT:</b>	All the school areas	<b>LEVEL:</b>	Seventh year of basic education
<b>SKILLS:</b>	Reading, writings, speaking and listening.		

SUBJECT AREA	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIAL	EVALUATION
Science	Understand the main idea of the reading -Identify animals and their environment -Know the importance of animals and their contribution to our life. - Know and identify animals their environment and life	Present Tense -Third person singular. -Kinds of animals: Aquatic, wild, mammals and domestic. -Animals vocabulary. -Animals contribution. -Animals characteristics. - Places where we can find animals.	-Read a story -Write about their pet. -Match animals with each category -Make a poster of different kinds of plants and animals. -Match the animals with the things they provide us. - Explain where animals are from.	- story books -cardboard -photographs. -a cardboard plate -cloth pins. -pictures -paper -markers -animals pictures and realia. -pencils -colour pencils -masking tape. -black cardboard	Understands the main idea of the reading -Identifies about animals and their environment -Knows the importance of animals and their contribution to our life. - Knows and identify animals their environment and life

	<ul style="list-style-type: none"> <li>- Name the main characteristics of animals.</li> <li>- Identify the regions in Ecuador and around the world.</li> <li>-Relate their vacation with the zoo.</li> <li>- Write about animals' characteristics with the proper spelling and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Different regions in Ecuador and around the world.</li> <li>- Animals in the zoo.</li> <li>-Leaves and their different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a poster of a zoo from their imagination.</li> <li>- Explain what their have in the poster orally.</li> <li>-Match animals with their habitat and environment.</li> <li>-Draw the regions of our country and the animals that live there.</li> <li>-Create an album leaves. Explain their characteristics orally.</li> </ul>	<ul style="list-style-type: none"> <li>-leaves</li> <li>-flashcards</li> </ul>	<ul style="list-style-type: none"> <li>-Names the main characteristics of animals.</li> <li>- Identifies the regions in Ecuador and around the world.</li> <li>-Relates their vacation with the zoo.</li> <li>- Writes about animals' characteristics with the proper spelling and sentence structure.</li> </ul>
Art- Games	<ul style="list-style-type: none"> <li>-Create a game</li> <li>-Use the present tense and third person to describe their vacation.</li> <li>-Use and follow commands.</li> <li>-Use the studied vocabulary.</li> <li>-Draw and paste pictures identifying their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>-Vacation vocabulary.</li> <li>-Present tense.</li> <li>- Verb to be</li> <li>- Commands</li> <li>-Vocabulary about different places: in the city, in the country, and in the ocean.</li> <li>- Numbers (1-1,000)</li> <li>-Colours: 25 different colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Make a game on a big piece of cardboard.</li> <li>-Make a bingo and a poster game.</li> <li>-Explain the instructions of the created game and play it.</li> <li>- Guide the games.</li> <li>-Create a picture about their favourite place for vacation using any material .</li> </ul>	<ul style="list-style-type: none"> <li>-pencils</li> <li>-markers</li> <li>-masking tape</li> <li>-cards</li> <li>-cardboard</li> <li>-crayons</li> <li>-colour pencils</li> <li>-pictures</li> <li>-dictionary</li> </ul>	<ul style="list-style-type: none"> <li>-Creates a game</li> <li>-Uses the present tense and third person to describe their vacation.</li> <li>-Uses and follows commands.</li> <li>-Uses the studied vocabulary in everyday activities.</li> <li>-Draws and pastes pictures identifying their characteristics.</li> </ul>

	<ul style="list-style-type: none"> <li>- Play with the created game and follow its rules.</li> <li>-Explain the game. orally</li> <li>-Write the instructions of the game.</li> <li>- Explain the material used to create a picture.</li> <li>-Practice vocabulary with colours and numbers.</li> <li>-Share feelings and interact in groups.</li> <li>-Express their interest about different topics</li> </ul>	<ul style="list-style-type: none"> <li>-Climate,: cold, warm, hot, windy, etc.</li> <li>-Seasons,: Winter, summer, fall, spring.</li> <li>- The calendar: year, months and days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>-Write sentences using vocabulary about places, weather, seasons and important dates and present them orally to the class.</li> <li>-Apply all vacation vocabulary and experiences in the game.</li> </ul>		<ul style="list-style-type: none"> <li>- Plays with the created game and follows its rules.</li> <li>-Explains the game to others.</li> <li>-Writes the instructions for the game.</li> <li>- Explains the material used to create a picture.</li> <li>-Practices vocabulary with colours and numbers.</li> <li>-Shares feelings and interacts in groups.</li> <li>-Expresses their interest about different topics</li> </ul>
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<p>Math</p>	<ul style="list-style-type: none"> <li>-Use the language in a communicative way.</li> <li>-Transmit the knowledge of the language.</li> <li>- Interact with each other.</li> <li>-Use vocabulary about numbers .</li> <li>-Solve mathematical operations.</li> <li>-Practice vocabulary about vacations</li> <li>-Identify the weather of different places.</li> <li>-Talk about tourist sites in Ecuador or in other countries.</li> <li>-Become interested in knowing the world.</li> <li>-Discover wonderful places to visit in vacation.</li> <li>- Calculate the price of a good vacation.</li> <li>-Create a tourist plan</li> <li>- Inform others about all the data found in the research.</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers 1-1,000</li> <li>-Mathematical operations.: Addition, subtraction, division and multiplication.</li> <li>- Problem solving.</li> <li>- Description of places. Present tense and adjectives: nice, big, beautiful, etc.</li> <li>- Weather vocabulary: cold, hot, windy, frozen, etc.</li> <li>-Different places around the world.</li> <li>-Comparatives (more/er)</li> <li>-Share of information about places.</li> <li>-Souvenirs tourist sites.</li> <li>- Measurements.</li> <li>-Money</li> </ul>	<ul style="list-style-type: none"> <li>-Elicit vocabulary from students.</li> <li>-Solve mathematical operations in realistic - situations.</li> <li>-Solve problems in groups.</li> <li>-Find rules from examples.</li> <li>-Make an alphabetical list of the vocabulary about places.</li> <li>-Discuss about the best place for vacation using the present tense and adjectives.</li> <li>-Create a plan for tourists.</li> <li>-Compare the distance of two tourist sites.</li> <li>-Create an invitation to the trip.</li> <li>-Make a consensus about the place, and agree in the group</li> </ul>	<ul style="list-style-type: none"> <li>-real brochures of different places.</li> <li>-newspapers</li> <li>-magazines</li> <li>-books</li> <li>-posters</li> <li>-tickets.</li> <li>- cardboard</li> <li>-markers</li> <li>-photos</li> <li>-pictures</li> <li>-prices of authentic things.</li> <li>-a tourist plan</li> <li>-colour pencils</li> <li>-video</li> </ul>	<ul style="list-style-type: none"> <li>Uses the language in a communicative way.</li> <li>-Transmits the knowledge of the language.</li> <li>- Interacts with each other.</li> <li>-Uses vocabulary about numbers .</li> <li>-Solves mathematical operations.</li> <li>-Practices vocabulary about vacations</li> <li>-Identifies the weather of different places.</li> <li>-Talks about tourist sites in Ecuador or in other countries.</li> <li>-Becomes interested in knowing the world.</li> <li>-Discovers wonderful places to visit in vacation.</li> <li>- Calculates the price of a good vacation.</li> <li>-Creates a tourist plan</li> </ul>
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	<ul style="list-style-type: none"> <li>- Invite all the classmates to participate in the trip.</li> <li>-Find the cost of different things related to vacation.</li> <li>-Learn about souvenirs in different places.</li> <li>-Calculate the distance of some places.</li> <li>-Calculate how much money they need for a trip.</li> </ul>		<ul style="list-style-type: none"> <li>-Brainstorm ideas about souvenirs at different countries around the world and make a list of them</li> <li>-Inform the cost of the trip to your classmates.</li> <li>-Create an invitation card to participate in the trip with all the necessary information.</li> <li>-Calculate the distance to go from their city to other places around the world and in their country.</li> <li>-Manipulate real money and find the real cost of the tour.</li> </ul>		<ul style="list-style-type: none"> <li>- Informs others about all the data found in the research.</li> <li>- Invites all the classmates to participate in the trip.</li> <li>-Finds the cost of different things related to vacation.</li> <li>-Learns about souvenirs in different places.</li> <li>-Calculates the distance of some places.</li> <li>-Calculates how much money does he/she need for a trip.</li> </ul>
Music	<ul style="list-style-type: none"> <li>- Describe singers, and music from different countries.</li> <li>-Write paragraphs properly about singers and music.</li> <li>-Talk about likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>-Present Tense "s" third person singular.</li> <li>-Clothing vocabulary: sweater, jacket, pants, trousers, cap, blouse, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Look up in magazines and find information about your favourite singer.</li> <li>- Read vocabulary in context.</li> <li>-Find pictures and cut them out.</li> </ul>	<ul style="list-style-type: none"> <li>-videos</li> <li>-tapes with songs</li> <li>-tape recorder</li> <li>-pictures</li> <li>-cardboard</li> <li>-magazines</li> <li>-pencils</li> <li>-colour pencils</li> </ul>	<ul style="list-style-type: none"> <li>- Describes singers, and music from different countries.</li> <li>-Writes paragraphs properly about singers and music.</li> <li>-Talks about likes and dislikes.</li> </ul>

	<ul style="list-style-type: none"> <li>-Talk about the best music for vacation.</li> <li>-Choose the best place to visit.</li> <li>- Research about famous people.</li> <li>-Practice the present tense using third person singular by singing songs.</li> <li>-Practice adjectives by singing songs.</li> <li>- Use vocabulary of places, and adjectives.</li> <li>-Use clothing vocabulary.</li> <li>-Use and identify colours.</li> <li>-Describe physical appearance.</li> <li>-Know how to look for a word in a dictionary.</li> <li>-Practice vocabulary understanding in context..</li> <li>- Write a biography.</li> <li>-Share information.</li> <li>-Interact orally.</li> </ul>	<ul style="list-style-type: none"> <li>-Accessories vocabulary.</li> <li>-Different kinds of music.</li> <li>Physical descriptions of singers.</li> <li>-Lifestyle of famous people.</li> <li>-Wh questions and answers</li> <li>-Adjectives</li> <li>-Time expressions</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Read about your favourite singer.</li> <li>-Watch a video of your favourite singer and describe him/her.</li> <li>-Write a paragraph on a piece of paper.</li> <li>-Fill in the blanks in a cloze test by listening to a song.</li> <li>-Share ideas about their favourite music.</li> <li>-Listen to different songs and identify the name of the song or the name of the singer.</li> <li>-Describe what their favourite singer is wearing?</li> <li>-Create a poster of their favourite singer or favourite kind of music and present it orally.</li> <li>-Using all the vocabulary learned write a biography of their favourite singer and share it with the class.</li> </ul>	<ul style="list-style-type: none"> <li>-photos.</li> <li>-books.</li> <li>-computer.</li> <li>-markers..</li> <li>-paper</li> <li>-board</li> </ul>	<ul style="list-style-type: none"> <li>-Talks about the best music for vacation.</li> <li>-Chooses the best place to visit.</li> <li>- Researches about famous people.</li> <li>-Practices the present tense using third person singular by singing songs.</li> <li>-Practices adjectives by singing songs.</li> <li>- Uses vocabulary of places, and adjectives.</li> <li>-Uses clothing vocabulary.</li> <li>-Uses and identify colours.</li> <li>-Describes physical appearance.</li> <li>-Knows how to look for a word in a dictionary.</li> <li>-Practices vocabulary understanding it in context.</li> <li>- Writes a biography.</li> <li>-Shares information.</li> <li>-Interacts orally.</li> </ul>
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	<ul style="list-style-type: none"> <li>-Communicate feelings.</li> <li>-Compare different kind of music.</li> </ul>				<ul style="list-style-type: none"> <li>-Communicates feelings.</li> <li>-Compares different kind of music.</li> </ul>
Drama	<ul style="list-style-type: none"> <li>-Understand the main idea of books.</li> <li>- Find the main idea</li> <li>-Find the secondary ideas.</li> <li>- Find the message of stories.</li> <li>-Apply the reading to the real life.</li> <li>-Compare the reading content with their life.</li> <li>-Compare the setting of the reading with our environment</li> <li>-Discuss about the book with their classmates.</li> <li>-Share ideas.</li> <li>-Share opinions about the reading.</li> <li>-Talk about places and their weather.</li> <li>-Communicate ideas using the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>-Story books about vacation.</li> <li>-Vocabulary in context.</li> <li>- Clothing vocabulary</li> <li>- Weather vocabulary</li> <li>- Places vocabulary.</li> <li>- Third person.</li> <li>-Verb to be.</li> <li>-Present and Past Tense.</li> <li>-Adjectives.</li> <li>-Colours.</li> <li>-Spelling.</li> <li>-Comprehension and understanding.</li> <li>-Discuss about the secondary idea.</li> <li>-Adjectives to describe places and people.</li> </ul>	<ul style="list-style-type: none"> <li>-Read story books.</li> <li>-Understand new words in context.</li> <li>-Share the main idea.</li> <li>- Find the secondary ideas.</li> <li>-Underline the adjectives.</li> <li>-Write sentences with new words..</li> <li>-Share ideas, feelings and experiences about the reading.</li> <li>-Create a dialogue based on the book.</li> <li>-Find the message and discuss about it.</li> <li>-Use adjectives to write a description.</li> <li>-Find the main characters of the stories.</li> <li>-Create a role play and present it to their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>-story books</li> <li>-paper</li> <li>-pencils</li> <li>-pens</li> <li>-markers.</li> <li>-photos</li> <li>-drawings.</li> <li>-puppets.</li> <li>-sticks</li> <li>-gum.</li> <li>-cardboard.</li> <li>-special clothing.</li> <li>-masking tape.</li> <li>-pictures.</li> <li>-scenery for the role plays and the shows.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands the main idea of books.</li> <li>- Finds the main idea</li> <li>-Finds the secondary ideas.</li> <li>- Finds the message of stories.</li> <li>-Applies the reading to the real life.</li> <li>-Compares the reading content with his /her life.</li> <li>-Compares the setting of the reading with our environment</li> <li>-Discusses about the book with his/her classmates.</li> <li>-Shares ideas.</li> <li>-Shares opinions about the reading.</li> <li>-Talks about places and their weather.</li> <li>-Communicates ideas using the present tense.</li> </ul>

	<ul style="list-style-type: none"> <li>-Use adjectives</li> <li>-Use vocabulary to describe places.</li> <li>-Create their own story</li> <li>-Dramatize stories using their own words.</li> </ul>		<ul style="list-style-type: none"> <li>-Create a puppet show and present it for the class</li> </ul>		<ul style="list-style-type: none"> <li>-Uses adjectives</li> <li>-Uses vocabulary to describe places.</li> <li>-Creates his/her own story</li> <li>-Dramatizes stories using their own words.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>-Compare two places using the proper structure.</li> <li>-Describe the place.</li> <li>- Give directions.</li> <li>-In a video look for new vocabulary and use it in real life situations</li> <li>-Know the dates when important cities and countries were founded</li> <li>-Talk about the tourist sites of our city.</li> <li>-Talk about tourist places in the world.</li> <li>-Differentiate between two places.</li> </ul>	<ul style="list-style-type: none"> <li>-Vacation vocabulary: adjectives</li> <li>-Commands</li> <li>-Instructions.</li> <li>-Present tense</li> <li>- "s" in third person singular.</li> <li>- Proper nouns.</li> <li>-Adjectives to describe places.</li> <li>-Comparatives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>-Visit tourist sites in their community.</li> <li>-Elaborate a collage of their favourite tourist site.</li> <li>-Read about a place that interest them.</li> <li>-Research in the internet for an interesting place.</li> <li>-Play the game "Find someone who: .." using the past tense.</li> <li>-Describe tourist sites and give their exact location.</li> </ul>	<ul style="list-style-type: none"> <li>-videos</li> <li>-realia</li> <li>-posters</li> <li>-photos</li> <li>-cardboard</li> <li>-colour pencils</li> <li>-markers.</li> <li>-mum</li> <li>-masking tape</li> </ul>	<ul style="list-style-type: none"> <li>-Compares two places using the proper structure.</li> <li>-Describes the place.</li> <li>-Gives directions.</li> <li>-In a video looks for new vocabulary and uses it in real life situations.</li> <li>-Knows the dates when important cities and countries were founded</li> <li>-Talks about the tourist sites of his/her city.</li> <li>-Talks about tourist places in the world.</li> <li>-Differentiates between two places.</li> </ul>

	<p>-Identify the changes in different places through time</p> <p>-Choose their favourite tourist site and write about it.</p>		<p>-Compare two tourist sites in different countries using comparatives and superlatives and make a poster about them</p>		<p>-Identifies the changes in different places through time</p> <p>-Chooses his/her favourite tourist site and write about it.</p>
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## 7.7. INTRODUCING LEARNERS TO THE NEW APPROACH

At first, we explained to learners what we were going to do in the following six weeks, and the purpose of the “Student-Centred Approach”, which was: to develop a language class that focuses on students who learn by having the experience of living the language as it is: meaningful, interesting and functional; considering their learning preferences and abilities.



Both teacher and students organized the class in a different way, i.e. using learning centres. Students were divided in groups of five or six to create work centres, in which they had to communicate and interact with each other trying to solve problems. They were constantly negotiating meaning, cooperating and collaborating with each other in order to create their own world, to discover and to research new things. Students made their own choices with the guidance and support of the teacher, focusing on their interests. (Waynant, Louise F: 1974)

We as teachers gave students clear instructions in the target language, using gestures and visual aids, on how to use and keep the material, where to place it, how to open glue bottles, how to refill the paint, how to clean up the tables, how to hang posters, where to put finished work, and how to share responsibilities with others.



Students were very motivated about changing the environment of the class; they helped each other and demonstrated enthusiasm in working in groups because they loved to hear that something new was going to take place in the class. Teachers and students agreed on the classroom rules and students took some responsibilities, for example :

- Room arrangement
- Planning and organizing field trips
- Organizing the learning centres and keeping them neat.
- Decorating the bulleting board
- Peer correction by comparing results in groups
- Preparation and selection of material
- Selection of tasks
- Handing out materials
- Forming groups
- Maintaining discipline
- Helping and cooperating with each other
- Sharing their experience
- Interacting with each other
- Taking good care of the material
- Respecting each other and the teacher.

The agreed on rules were the following:

- Speak English all the time
- Be punctual
- Bring all the necessary material
- Respect your turn
- Keep your working area clean
- Listen when somebody is talking
- Share your material with others
- Feel free to ask.
- Help and respect each other
- Take care of the classroom environment
- Do not shout in the classroom
- Follow centre instructions

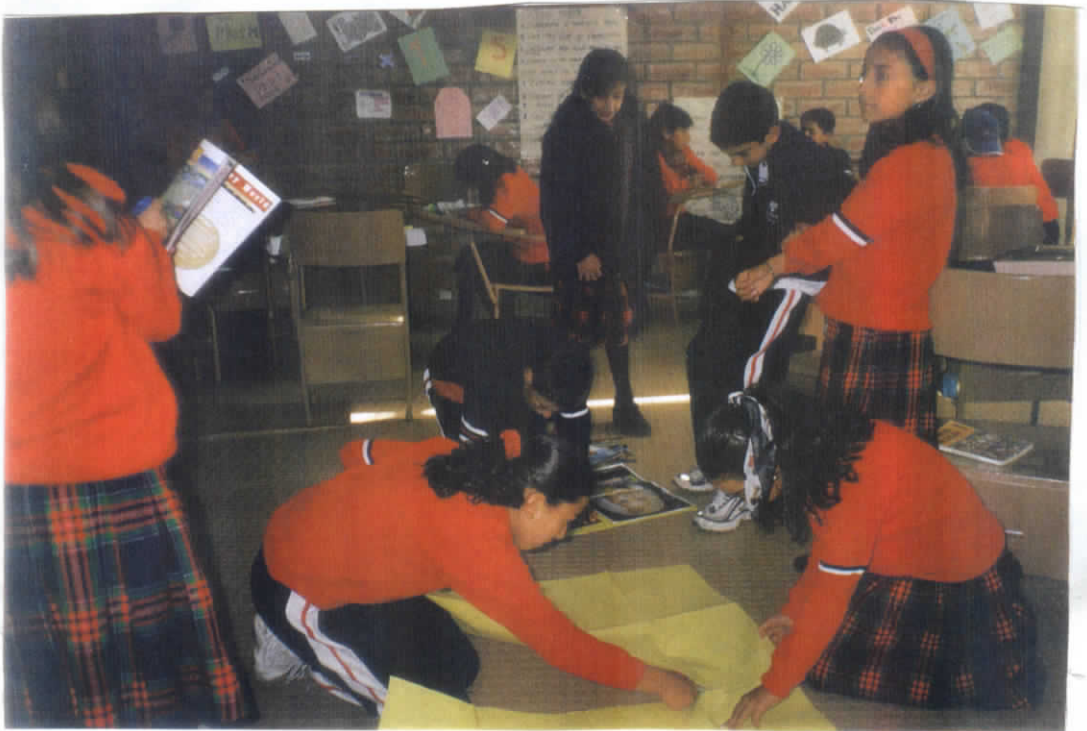


## 7.8. LEARNING CENTRES

In order to develop lessons that favoured all the learning styles and were centred on the students, we decided to work in learning centres with a great variety of activities, with the purpose of promoting cooperative learning, task-based learning, self-discovering techniques and the introduction of other subject areas of the curriculum. (Waynant, Louise F.: 1974). The classes were divided in groups, students found and placed all the material in each centre and helped the teacher to make the signs and decorations. We wrote the instructions for each centre using some pictures to clarify them, and pasted them in a visible place.



We introduced “Learning Centres” the days we had two periods of class, due to the fact that the work in centres is time-consuming until students become familiar with them. Since it was the first time students worked in centres, most of the activities had the purpose of reinforcing previous knowledge. Students were working in groups according to their preferences with the goal of having an end product. They were constantly interacting and sharing ideas, feelings and experiences through realistic tasks. Every student had a role and responsibility in the centre such as: time controller, leader, secretary, designer, speaker, organizer, among others. (Bumpas, Faye: 1999)



Students were aware that every centre task had a limited period of time to be completed and a limited number of students to work there. In order to have a better organization of the centres, we designed a *Student Record Sheet* (Annexes 11, 12.) for students to keep a record of the centre tasks they had finished; they had to write the date when the centre task was completed and their comments. If students had any problem or difficulty with the centre task, the teacher wrote her comments as well.



The following centres were applied at the level of second and seventh year of basic education; the format has been taken from the book Learning Centres by Louise F. Waynant (1994: 70-71)

### **7.8.1. Learning Centres at the Level of Second Year of Basic Education**

#### **MATCHING WORDS WITH PICTURES**

**Area:** Language arts, reading and writing.

**Purpose:** To reinforce students' ability to read new vocabulary and understand it.

**Objectives:** Students will read different words. Students will match them with the appropriate picture. Students will write down the words and the pictures.

**Materials:** Cards with the name of vacation places

Pictures of vacation places

Flannel board

Notebook

Pencil

Colour pencils

**Directions:**

1. Read the words on the cards.
2. Match the cards with the pictures.
3. Check your matches with a book.
4. Draw your favourite vacation places and write their names.
5. Clean up the centre.

**Evaluation:** Self check: answers in the English book.

**MEANS OF TRANSPORTATION**

**Area:** Art

**Purpose:** To reinforce different means of transportation and their contribution to our lives.

**Objectives:** Students will discover different means of transportation around the centre. Students will make their own transportation.

**Materials:** Water paints  
Paint brushes  
Glitter  
Cardboard paper  
Glue  
Scissors

Bright lentils

Yarn

Buttons

**Directions:**

1. Draw your favourite mean of transportation on a piece of styrofoam
2. Paint it.
3. Decorate it with all the material you have in the centre.
4. Write the name.
5. Describe your new transportation to your classmates.
6. Clean up your centre.

**Evaluation:** Name the different means of transportation.

## COUNTING MY CLOTHES FOR A TRIP

**Area:** Math

**Purpose:** To encourage students to count and add clothes using the target language.

**Objectives:** Student will place clothes in a suitcase. Students will add the clothes.

**Materials:** A suitcase.

Pictures of shoes, pants, t-shirts, sweaters, socks, shoes and jackets.

Sheets of paper.

Pencils.

Pictures of written numbers.

**Directions:** Imagine you are taking a trip and have to take some clothes.

1. Place 10 shoes, 5 pants and 3 shorts in a suitcase.
2. Count how many clothes you have.
3. Write down the addition .
4. Draw the clothes.
5. Write the result on a written form.

**Evaluation:** Compare your answers with the others in the group.

## DISCOVERING WATER CHANGES

**Area:** Science

**Purpose:** To discover the characteristics of water and identify its changes.

**Objectives:** Students will taste, smell and feel water. Students will add salt, sugar and soap/detergent and will identify its changes. Students will make bubbles and will know that air is also important.

**Materials:** Water  
Bottles  
Salt  
Sugar  
Soup/detergent  
Bubble makers.

**Directions:**

1. Pour water in three bottles.
2. Taste, feel and smell them.
3. Add sugar, salt and detergent to each bottle
4. Shake the bottles.
5. Taste, feel and smell them, talk about the changes.
6. Blow the water in the bottles and try to make bubbles.
7. Draw and explain the experiment.

**Evaluation:** Describe to your classmates the characteristics of water and its changes.

## A VACATION COLLAGE

**Area:** Social Studies

**Purpose:** To identify vacation places and the geographical accidents found in them .

**Objectives:** Student will talk about their vacation experiences. They will relate their experiences with pictures of geographical accidents. They will make a collage about their vacation.

**Materials:** A large sheet of periodic paper.

Water paints.

Paint brushes.

Colour pencils.

Play dough.

Markers.

Plants, leaves, flowers.

Scissors.

Glue.

Paper of different colours.

**Directions:**

1. Remember your vacation experiences.
2. Compare your experiences with pictures of geographical accidents: beach, mountain, volcano, valley, river, etc.
3. Draw your favourite vacation place.
4. Decorate it.
5. Clean up your centre.

**Evaluation:** Presentation of the collage to the class.



## 7.8.2. Learning Centres at the Level of Seventh Year of Basic Education

### CREATE A COLLAGE.

**Area :** Science

**Purpose:** To reinforce animal vocabulary and different characteristics of them.

**Objectives:** Students will talk about animals and plants, review spelling and meaning. They will create a collage about animals and plants. They will be able to communicate and interact in the target language. They will share ideas and knowledge about animals and their different types.

**Materials:** Cardboard  
Pictures  
Paper  
Markers  
Photos  
Colour pencils  
Black cardboards  
Masking tape  
Glue  
Scissors.

**Directions:**

1. Divide animals according to each category
2. Divide the animals according to their characteristics
3. Decide which animals you are going to talk about
4. Write the name of the animals on a piece of paper.
5. Create a collage with the animals.
6. Explain the collage.
7. Write the animals in your collage or on a different piece of paper.
8. Use the words in a sentence.
9. Present the collage orally .
10. Share your ideas with the class.

**Evaluation:** Self check, oral presentation, explain the poster in the target language.

**CREATE A LEAVES ALBUM**

**Area:** Science

**Purpose:** To practice vocabulary about plants and recognize the different type of nature. To talk about the shapes and forms of the leaves. To be in touch with nature.

**Objectives:** Real communication between the students. Students will talk about plants and share ideas within the group. Check the spelling a new vocabulary with classmates, and check some difficult words in a dictionary.

**Materials:** An album made from real leaves and label them according to their form.

Black cardboard

Leaves of different form

Glue

Books about plants

Dictionary

Colour pencils

Markers

Masking tape

Notebook

Paper

**Directions:**

1. Classify the leaves according to their form.
2. Identify the name of each plant.
3. Identify the name of each leaf.
4. Cut the cardboard.
5. Paste the leaves on the cardboard according to their classification.

6. Label the leaves.
7. Discuss in the group about the classification.
8. Write the name of the leaves.
9. Read the words loudly.
10. Present it orally.

**Evaluation:** Self check. Oral presentation, correct use of the target language  
To be able to communicate ideas, share their knowledge with their classmates.

### **CREATE A GAME**

**Area:** Art- Games

**Purpose:** To reinforce vocabulary and grammar, verbs, adjectives, nouns, and make sentences in the target language with the mentioned words.

**Objectives:** Students will talk about verbs, spell the words, verbs, nouns, adjectives. They are going to create a game. Where they have the opportunity to have a social interaction.

**Materials:** They are going to have a variety of material according to the game they are going to create.

Colour pencils

Cardboard

Markers

Pictures

Pencil

Pen

Scissors

Ruler

**Directions:**

1. Discuss in the group what kind of game they are going to create.
2. Create a game for 20 students
3. Explain the game to the class
4. Give clear instructions
5. Write the rules of the game
6. Play the game in class with the participation of all the students

**Evaluation:** Oral presentation. Students are going to explain the game and give instructions in the target language. Apply the game in the class. Self check and peer check.

## A TOURIST PLAN FOR THE END OF THE YEAR

**Area:** Math

**Purpose:** To reinforce vocabulary about places. To review numbers and mathematical operations. To use the language in a real way.

**Objective:** Students will have the opportunity to be involved in real communication, with real information. Students will take risks asking and answering about different places and try to find a good tourist plan for vacation. They have to calculate the cost of the tour. At the end of the exercise, they are going to choose which tourist plan is the most convenient.

**Material:** Students need to collect information from many resources.

Real brochures

Magazines

Maps

Newspapers

Posters

Cardboard

Markers

Pencil

Pictures

Calculator

**Directions:**

1. Collect information
2. Ask for real brochures in a travel agency
3. Make a tourist plan
4. Find the cost of the plan
5. Calculate the distance from your city to the place you want to go.
6. Write the name of the place and write about it.
7. Find the cost of hotel and entertainment places
8. Find the total cost of the tour.

**Evaluation:** Present the poster orally and explain why that tourist place is the most convenient. Specify the cost of the tour.

**MY FAVOURITE MUSIC FOR MY VACATION**

**Area :** Music

**Purpose:** To review vocabulary of clothing, and describe people. To write sentences and paragraphs describing the singers. To share feeling through a song.

**Objective:** Students will create some posters of different singers and talk about their physical appearance and lifestyle. Students will find the top ten songs and prepare a cassette to listen to during

their vacation. Learners will make a survey about the most popular singer in the class.

**Material:** Pictures  
Photos  
Posters  
Cardboard  
Tape recorder  
Cassette

**Directions:**

1. Bring magazines
2. Read about your favourite singer
3. Find songs of your favourite singer
4. Describe him /her physically
5. Talk about him/her
6. Make a cassette with different songs
7. Discuss the songs you are going to record.

**Evaluation:** Present the poster orally and explain it. Self evaluation

## THE BEST VACATION

**Area:** Drama

**Purpose:** To learn vocabulary in context, and express feelings. To share ideas with the classmates and friends.

**Objectives:** Students will create a role play and practice the language as it is. Students will be able to read a story book and create a puppets presentation.

**Materials:** Book  
Cardboard  
Puppets  
Customs  
Markers  
Teddy bears  
Pictures.

**Directions:**

1. Read a book and take out some ideas
2. Find the main idea of the book
3. Find the message of the book
4. Share ideas about it
5. Discuss the title of the role play

6. Create a dialogue
7. Present the role play or puppets to the class.

**Evaluation:** Oral presentation , self check. Dialogue.

## **MY POSTER OF THE MOST INTERESTING TOURIST PLACES**

**Area:** Social studies

**Purpose:** To practice the language in context. To practice comparisons, to review adjectives vocabulary

**Objective:** Students will talk about places and compare them using the target language. They are going to review spelling and the (er) form of comparatives.

**Materials:** Photos  
Pictures  
Cardboard  
Markers  
Pencil  
Pens  
Colour pencils  
Photocopies  
Dictionary

**Directions:**

1. Find different places in the world.
2. Choose one place from Ecuador
3. Choose another place from other country.
4. Compare the two places and find some differences.
5. Explain the differences orally
6. Set the differences
7. Explain why you chose those tourist places.
8. Explain the tourist place in Ecuador
9. Explain the tourist place in another country.

**Evaluation:** Self check. Oral presentation, set the differences.

## 7.9. PROJECTS

Students from both levels developed a big project chosen by them “*Creating a Vacation World in the Class*”. The main purpose of this big project was to develop a whole to part learning experience, to raise students creativity, to promote social interaction, to take advantage of the learning style of each student, to increase students self esteem, and to introduce autonomous learning.

The projects were developed in groups, each group included a mix of students who had different learning styles so that everyone could perform a task according to his/her abilities. Every day learners did different activities and tasks to enrich the whole project.



In second year they prepared:

- A big class photo album about their vacation experiences.
- A visit to a community park to clean it up and place signs about how to keep the environment.
- A large map of vacation places.

In seventh year they elaborated:

- A scale model of different places of The United States, “Visit a Wonderful Place in America”
- A Poster of a zoo “ My Favourite Zoo”
- Visit la “Quinta de Mera” in order to compare tourist sites.

## CHAPTER 8

### 8. OBSERVATION AND ANALYSIS OF RESULTS OF THE APPLICATION OF THE “STUDENT-CENTRED APPROACH”

As we were applying the “Student-Centred Approach” in our classes, we both observed each other’s classes for the period of six weeks with the purpose of seeing development of the lessons with the new approach being applied.

During the first week, we recorded the lessons by note taking, just writing down everything that was taking place in the class; we used some observation grids (Annex 2). We saw that both classrooms were organized in learning centres, where all the material was available for students. Every centre had its rules, written on large sheets of paper, for students to follow the necessary steps. All the centres were decorated with posters, pictures, recycled material and realia related to the subject area of the centre, for example:

In the second year class we observed the following decorations and materials:

In the *Science-Centre* we could find: posters of the characteristics of water, bottles, sugar, salt, detergent and water.

The *Manipulative Centre* was formed by pictures of different clothes, a suitcase, paper, pencils, colours, playdough, a large abacus, posters and flashcards of numbers.

The *Reading and Writing Centre* was formed by story books of different sizes, textbooks, notebooks, pencils, colour pencils, flashcards of tourist sites and cards with the names of tourist places.

The *Art Centre* had paints, paintbrushes, cardboard paper, glitter, recycled material, styrofoam, colour pencils, crayons, play dough, markers and art decorations.

The *Social Studies Centre* was decorated with maps, pictures of geographical accidents, real earth, flowers and plants, as well as paper, cardboard, markers and colour pencils.

In the seventh year class, the centres were formed by:

*Science Centre:* pictures of animals and plants, real leaves and flowers, as well as paper, pencils, glue, markers, cardboard, masking tape and colour pencils.

*Math Centre:* posters of mathematical operations, posters of places around the world and their time, paper, pencils and markers.

*Drama Centre:* puppets, a billboard, story books and customs.

*Social Studies Centre:* pictures of different landscapes, maps, cardboard, play dough, colours, markers, boards and small toys.

*Music Centre:* Magazines, posters of different singers, a tape recorder, cassettes, videos, markers and cardboard.

*Art and Games:* cartoons, cardboard, markers, dice, colour pencils and water paints.

In both levels, the lessons started with a warm-up activity in order to attract students' attention and to reinforce some language aspects; these warm-ups were dynamic and motivating for students; some of them were competition games, songs, dances, TPR activities, problem solving activities, role plays and board games. Students were very motivated and happy; they loved to be active; everyone wanted to participate and seemed to be enthusiastic about these activities. We could see that their interest in the target language increased because they did something different and fun. (Harmer, Jeremy: 1991)

The following stage in the lessons was a whole class activity to arouse learner's interest and curiosity in the topic. Students were sitting as a circle on a rug or in the playground; the teacher elicited the students' previous knowledge, and students had the opportunity to share their ideas and experiences. Learners could build concepts in their native language and communicated naturally, asking some questions about the topic.

Then, students decided the centre in which they wanted to work; in second year they needed the guidance of the teacher to organize themselves because of their young age; whereas in the seventh year, they did not need that help. Learners assigned roles to each other and worked cooperatively. By seeing them working in centres, we realized that they were looking forward to see what was going to take place in each centre; they were very curious and wanted to work in centres as soon as the teacher arrived at the classroom. They followed the rules and instructions quite well and learned to value the centre. They were anxious to see their common end product, because they felt it belonged to them; learners were very creative and did many interesting things that were, as in the “Input Hypothesis” by Krashen in the Natural Approach mentioned (Harmer, Jeremy: 1991), above their level of competence (Input +1). The teachers were pleased to see how much students enjoyed working in centres, and how they improved their working habits.

When they finished their centre activities, they filled in a student record sheet (Annexes 11, 12) taken from the book Learning Centres by Waynant, Louise D. & , Wilson, Robert M: 1974, with the date in which they completed the centre. At the level of seventh year, they wrote down some comments, but in second year, they only drew a happy or sad face; the teachers wrote their opinions as well.

After this, they explained orally all the steps they had followed in the centre and showed their final product to the class; in seventh year, they used the target language, but in second year, they used their native language and some

English words. All the students were anxious to speak and were not shy to take the risk of sharing their experiences; they wanted everyone to see their work and we could notice that their self-confidence increased. Learners placed their work around the class whether on bulletin boards, flip boards, the walls, or outside the class, where the people of the school could see what they had done, so that they felt proud of themselves.



At the end of the class, students went back to the rug or outside the class where they talked about what they had learned, and the teacher elicited some ideas about how they could apply their new knowledge in their everyday life; in this stage, sometimes their native language was necessary.

By analysing all the data we collected during the first week, we could see a change in our students' attitude and motivation. In the preliminary observation, we observed that some students showed lack of interest in the target language, but with the implementation of the "Student-Centred Approach", they were very motivated and interested in the English class. Their attitude to the language changed because they were discovering and creating new things by themselves. Thanks to the centres, students realized that they were able to make attractive and interesting things, according to their particular ability and learning style.

During the second week, we recorded each other's classes, using a video camera. This time, we focused on students' reactions and attitudes to the new approach. We analysed their physiological markers and behaviour during the English classes. By watching the video, we realised that students were very concentrated on the different activities; they paid a lot of attention to what was going on in the class, and did not get disturbed by noise or by others, because they were always busy.

While they were working in groups to develop projects and centres, second year and seventh year students were having a lot of fun; they were laughing and working with enthusiasm. Second year students used some English words to communicate with their classmates and with the teacher; on the other hand, seventh year students, most of the time, used the target language to communicate. Both groups were exploring things, researching in magazines and books and investigating new language; they always tried their best and

put all their effort into the job they were performing; however, task difficulty varied among the two groups due to the difference in age and level.

Students worked at their own pace, they did not feel any pressure, therefore they were working on the floor, outside the class, on the table or wherever they felt comfortable.

Since all the material was available for everyone in the group, students did not show any problem in sharing their materials with others; they took good care of the material and in a cooperative way cleaned up their working area when they finished.

We, as teachers, were very pleased to see how much our students had enjoyed working with the new approach and how much they had improved their attitude, behaviour and knowledge of the language.

The third and fourth week we observed the lessons at different stages using a previously prepared checklist (Annex 10) based on: Whole Language Principles, Task-based activities, The Cognitive Academic Language Approach (CALLA), basic ideas of Learning Centres, keeping in mind the different Learning Styles of students and considering the student as the centre of the class.

In both classes, we saw that the activities moved around the students; they were based on their interests and present experiences. The teachers always elicited students' previous knowledge about the new topic. They were creating and discovering their own things. Students took almost all responsibilities and they did them quite well showing a positive attitude.

We noticed that there was a balance of activities appropriate for every learning style, students were applying different skills such as writing, reading, drawing, listening to music, singing, dancing, playing, matching things, painting, decorating, solving math problems, pasting, cutting, creating things with art materials and realia and doing experiments. When students were developing different projects, the teachers were monitoring, guiding and helping them, taking special care that there was a balance of the different learning styles in each group, so that they took advantage of their particular abilities.

The learners took the main decisions in the class; for example they chose the thematic unit "My Vacation" and the name of the big project "Creating a Vacation World in the Class". The teachers gave students different activities and they had the chance to take decisions about what activity to do and what materials to use, they also decided the music they wanted to hear, the songs they wanted to sing and the games they wanted to play.

The lessons moved from the general to the specific; students visited their community in order to see different tourist sites and means of transportation, from this observation they were able to find out all the different things about the place they lived in and compare them with other places around the world.

We noticed that the contents of the classes were meaningful and had a purpose for the learners in the present moment, because they were talking about real things and authentic experiences; for example, they researched the tourist sites they had visited or were interesting and attractive for them. Some of the projects they developed had the purpose of helping them to be aware of the value of their community.

All the time, students were working cooperatively in groups; they were pleased to share ideas, experiences and feelings. They enjoyed group work very much and constantly helped each other; they learned to share the material with others and to be more organized and responsible.



The teachers gave learners tasks in which they had the opportunity to read and write, as well as speak and listen. Both teachers demonstrated a belief that students would succeed, they showed a positive attitude and faith in the learners. (Robb, Laura: 1994)

The new content was a support for students' first language and culture; students were always comparing the culture of the target language with their own culture since the thematic unit they had chosen was very appropriate for doing this.

By working in centres and creating projects, learners had the opportunity to develop their abilities, according to their specific learning styles. The environment of the class was very attractive and motivating for students; as we mentioned above, it was decorated with a lot of visual aids and students' final products. Thanks to the environment and to the teachers' attitude, the classes had a nice and friendly atmosphere where learners felt free to take risks. (Freeman, Ivone & David E.: 1992)

The school staff and the students of the other levels were impressed by the great job our students had done; they were constantly visiting our classes and asking questions about the approach we had been applying. The school director observed the change of attitude in our students, so she was very curious to see the development of our classes; therefore, she asked us to explain to the other teachers what the new approach was about.

## CHAPTER 9

### 9. FINAL RESULTS OF THE APPLICATION OF THE STUDENT-CENTRED APPROACH IN ATENAS SCHOOL

#### 9.1. Comparison of Students' Performance and Attitudes Before and After Application of the Approach.

Before application of the Student-Centred Approach in “Atenas School” at the level of second and seventh year of basic education, we observed these two groups with the purpose of finding out the learning styles of the students, this was the basis for the application of a new approach that focused on the learner. The Student-Centred Approach considers students' interests and needs, takes in consideration different multiple intelligences, introduces other subject areas of the curriculum to the English class, and develops human values. This approach combines aspects of many approaches and methodologies, for example Whole Language, Cognitive Academic Language Learning Approach, Multiple Intelligences, Learning Styles and Strategies, Task –Based Learning, Projects, and Learning Centres. (Nunan: 1988)

In the preliminary observation, students were sitting in rows working independently; they did not have the chance to interact with each other and they rarely used the target language; whereas in the post observation (with the application of the Student-Centred Approach), the students were sitting in small groups, they were interacting with each other, and at the level of

seventh year, they were using the target language; however, second year students used only some words. Both groups shared material, experiences, ideas, thoughts and feelings and were working with enthusiasm to solve common problems or to develop common products.

The environment of the class changed a lot from the preliminary to the post observation, in the preliminary observation the pictures pasted on the walls were in Spanish, and were not related to the topic being studied; most of them were old and non attractive for students. Learners were not exposed to any visual aid in the target language. On the other hand, with the application of the Student-Centred Approach, the classrooms were decorated with a wide variety of visual aids related to the project that was being developed; students' work was displayed around the class, as well as their pictures and anything that they considered important for their learning.

In the preliminary observation, students decisions and interests were not considered; all the students were doing the same activity; they were following a book which was structure-based; on the contrary, in the post observation, all the activities came from students' needs and interests, students were working in centres, performing different tasks according to their likes and abilities, and they were developing projects organized by them.

In the preliminary observation, students were not exposed to authentic language; they were studying topics that were not relevant to their lives, for example: seasons, the past tense, the colour blue, third person singular, and table utensils. Students were not motivated and seemed not interested in the class. Nevertheless, in the post observation students were exposed to authentic language such as magazines, stories, videos, songs, posters, maps, brochures, tapes, dialogues, etc in the target language. Students had the opportunity to choose a relevant name for the project they were developing; they also chose the name for the centres; the tasks they wanted to do which were attractive and interesting for them. Students were very motivated and enjoyed the variety of tasks and activities; they were having a lot of fun because the English class became very different from the other classes they had.

In the preliminary observation, human values were not given attention, but the application of the Student-Centred Approach helped learners to discover and to improve their human values. Students learnt to know more about themselves and about their classmates. They started to value their work and the work of others, and they realized that they were able to perform their tasks in a good way if they believed in themselves; their self-esteem was increased thanks to the positive attitude of the teachers and the faith they had in their learners. Pupils learnt to respect others' ideas, opinions, feelings, individual characteristics and beliefs. Due to this, discipline in the classroom was much better, students got used to following rules and to working independently with

confidence. The class became a community where everyone was considered an important contributor.

Before application of the Student-Centred Approach, classroom atmosphere in the two groups was not relaxed because the teachers were the centre of the class; they took most of the responsibility and decisions about the topic, activities, grouping, material, music, etc. After the application, the classroom atmosphere changed a lot; it was friendly and free of pressure, students had the opportunity to work in the things they liked and at their own pace. Students were in charge of most of the decisions and took their own responsibilities.

With the comparison made above between the preliminary observation and the post observation (after the Student-Centred Approach was applied) we could say that our students changed in the following aspects:

- Students learnt while they were having fun.
- Students were motivated and enthusiastic during the English classes.
- Students had a positive attitude towards the language, because they were using it for real purposes.
- Students became aware of their learning styles and learnt to take advantage of them.
- Students learnt to take risks.
- Students learnt to work cooperatively in groups.
- Students used the language to communicate.

- Students learnt to use learning strategies.
- Students learnt to evaluate themselves as well as to evaluate others without judgements and prejudices.
- Students learnt to solve problems.
- Students learnt to negotiate meaning with others
- Students learnt to make conclusions.
- Students lost fear of talking or acting in front of others.

The two teachers involved in the project were very pleased to see the wonderful results of the application of the Student-Centred Approach in their classes; the most important thing was that students' attitude to the language changed, as well as their behaviour. As we were applying the Student-Centred approach, we were constantly evaluating students' attitudes and behaviour through the process. We used some individual observation grids in order to have a follow up of every student. (Annex 16).

Academic performance was evaluated during the process; through evaluation of oral presentations, everyday work in centres and projects, comprehension of instructions and homework. However, since Atenas school requires a quantitative evaluation of students' performance, we needed to prepare some tests based on the layout given by the school, which is kind of traditional. These tests were applied before and after the application of the Student-Centred Approach. (Annexes 13, 14, 15). Comparing the results of the tests before and after the application of the approach, we could see that academic level of students was clearly improved in all aspects involved in the

assessment in the English area at Atenas school such as: writing, reading, listening comprehension and oral skills. (see graphic page 171)

**9.2. COMPARISON OF THE RESULTS IN A QUANTITATIVE WAY  
BASED ON THE EVALUATION OF ATENAS SCHOOL**

**Second Year:**

*Before the application of the approach.*

<b>English Performance</b>	<b>Students' average Maximum 20</b>
Reading & Writing:	16.2
Listening Comprehension:	17.3
Oral skills:	15.6
Attitudes:	16.8
Total Average:	16.5

*After the application of the approach:*

<b>English Performance</b>	<b>Students' average Maximum 20</b>
Reading & Writing:	17.8
Listening Comprehension:	18.2
Oral skills:	18.5
Attitudes:	19.3
Total Average:	18.5

## Seventh Year:

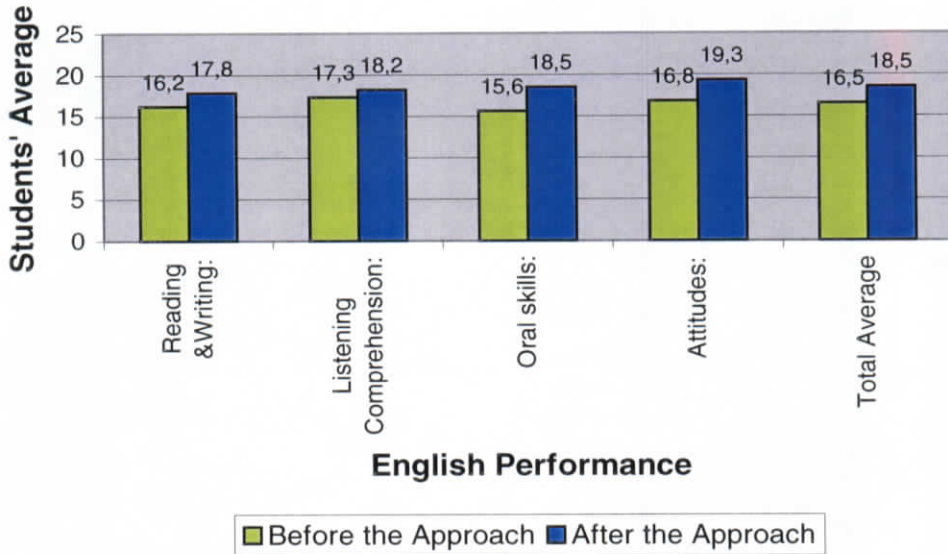
*Before the application of the approach*

<b>English Performance</b>	<b>Students' Average</b> <b>Maximum 20</b>
Reading & Writing:	17.3
Listening Comprehension:	15.5
Oral skills:	15.2
Attitudes:	16.8
Total Average	16.2

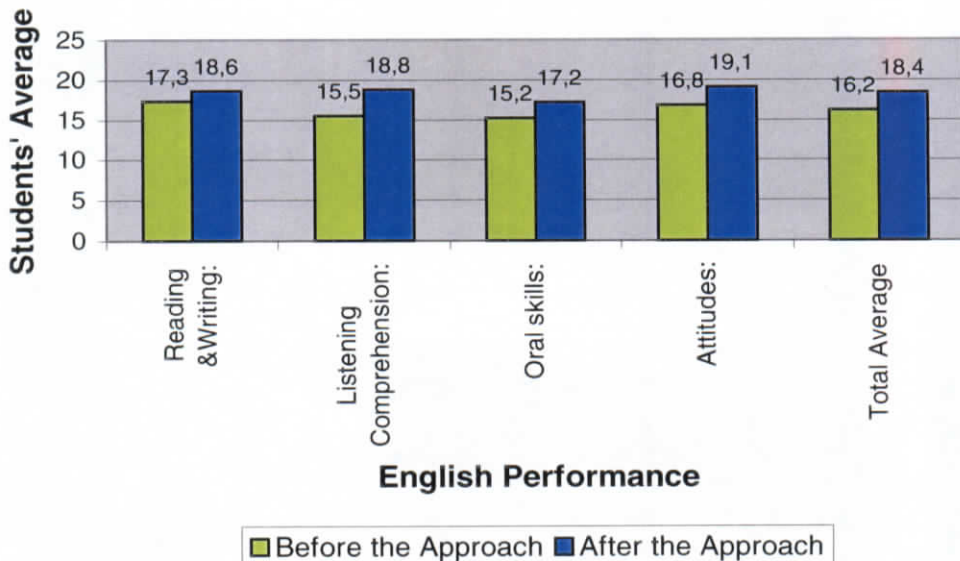
*After the application of the approach:*

<b>English Performance</b>	<b>Students' Average</b> <b>Maximum 20</b>
Reading & Writing:	18.6
Listening Comprehension:	18.8
Oral skills:	17.2
Attitudes:	19.1
Total Average:	18.4

## Comparison of the Results in Second Year



## Comparison of the Results in Seventh Year



### **9.3.Conclusions and Recommendations.**

As we were developing this dissertation, we faced some obstacles that we had to handle. The first inconvenience was time, because the Atenas school is not bilingual, and the English period is very short, forty or eighty minutes, depending on the day of the week. The work in projects, centres and task-based learning is time consuming, so students needed extra time. Another difficulty was that every teacher in the school applies different methodologies, so students were not used to this approach and they needed some training before implementation of the “Student-Centred Approach”. In addition, some teachers were not open to changes in their classroom, so the seventh year group had to move to another room for the English classes. At first, the material needed was not available, but we overcame this, thanks to students’ cooperation.

In spite of these inconveniences, we could prove that our students acquired the language in a more effective way if their learning styles were considered, if they were the centre of every class activity and if they were actively involved in meaningful situations that arouse their interests, developed their creativity, and allowed them to discover new learning strategies that facilitated their learning.

We, as English teachers, recommend the application of the “Student Centred Approach” in the Atenas High School, especially in the English area, because our school needs students with a positive attitude toward English, students who can face daily difficulties in life, and students who can apply all their knowledge to create a better society with human values. It is advisable to implement this approach in this institution in order to unify the teaching philosophy of the school, by shifting the attention from the teacher to the students.

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(<http://yhspatriot.yorktown.airlington.K12.va.us/wwwheeler/chpt2ppt/cpt3ppt/chpt3ppt/ts/d001.html>)

## ANNEX 1

### PRELIMINARY OBSERVATION

**Level:**

**Duration:**

**Date:**

**Teacher:**

**Issue or Concern:** The teachers María Paula Naranjo and Ana Vera have noticed that some students of “Atenas school” at the level of second and seven year of basic education are not motivated during the English classes. They do not seem to be interested in following a book, there are a lot of discipline problems, plus the material used tend to favour only the Visual learners and in some cases the Auditory ones.

**Objective:** to find out students’ learning styles during the English class at different stages of the lesson in order to introduce a new approach for acquiring a second language which favour all learning styles and allow them to learn in a more independent way.

**Focus:** Students’ *learning styles* by analysing: performance on tasks, motivation of the students when doing a task, teacher’s questions and students responses, students performance during pair work and group work, classroom interaction, classroom environment

ANNEX 2

FORMAT FOR THE OBSERVATION OF THE CLASSES

DEVELOPMENT OF THE CLASS

**GRADE LEVEL:**  
**TEACHER:**  
**ENVIRONMENT:**

**DURATION:**  
**TOPIC:**

**1. Warm up:**

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**2. Presentation:**

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**3. Practice:**

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**4. Wrap up:**

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Comments:

### ANNEX 3

#### CHECKLIST FOR THE PRELIMINARY OBSERVATION

LEARNING STYLE	MARKERS FOR LEARNING STYLES	YES	NO	S. T.	N.O
	NUMBER OF STUDENTS				
<b>VISUAL LEARNERS</b>	Need to be shown what to do, follow written directions.				
	Extensively use highlighters and underline important information.				
	Are motivated by photos, slides and illustrations.				
	Use various graphic organizers to chart information.				
	Show poor verbal recall.				
	Add bright colours and decorations to their work.				
	Keep the English notebook neat and divided into sections.				
<b>AUDITORY LEARNERS</b>	When the teacher asks them to remember something, usually close their eyes to visualize.				
	Enjoy working in pairs or smalls groups, tend to dominate conversations.				
	Need to be told what to do, visual aids are not necessary.				
	Weak at writing, better at speaking.				
	Enjoy music and sing while working.				
	Respond best to narratives.				
	Can play a musical instrument.				
<b>TACTILE/ KINESTHETIC LEARNERS</b>	Enjoy telling their experiences or stories in front of the class.				
	Learn by doing and touching.				
	Thick, heavy handwriting, generally scruffy and careless.				
	Move around the class to touch different objects.				
	Enjoy doing TPR activities, dancing and acting.				
	If they don't receive enough sensory stimuli, they create their own movement.				
	Like to change activities.				
	Enjoy group work and cooperative learning.				
	Do not pay attention to details, observe the whole picture.				

From: Diaz Maggioli, Gabriel H. "Voices of Experiences; Managing Learning Styles in the Classroom" TESOL: 1995

## ANNEX 4

# QUESTIONNAIRE FOR DISCOVERING STUDENTS' LEARNING STYLES

**Level:** Second year of basic education.

**Date:**

**Teacher:** María Paula Naranjo H.

**Student name:**

Individually, each student will be asked to answer to these questions in their mother tongue.

### 1. HOW DO YOU LEARN ENGLISH?

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### 2. DRAW YOURSELF LEARNING ENGLISH

## ANNEX 5

### QUESTIONNAIRE FOR DISCOVERING STUDENTS' LEARNING STYLES

**Level:** Seventh year of Basic Education

**DATE:**

**Teacher:** Ana Vera de la Torre

**Student Name:**

Student will be asked to answer these questions in their mother tongue.

#### 1.HOW DO YOU LEARN ENGLISH?

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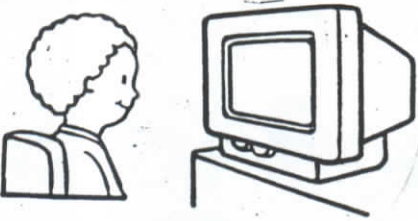
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#### 2. DRAW YOURSELF LEARNING ENGLISH

LEARNING STYLE QUESTIONNAIRE FOR SECOND YEAR

READ THE FOLLOWING QUESTIONS AND COLOUR YOUR CHOICE.

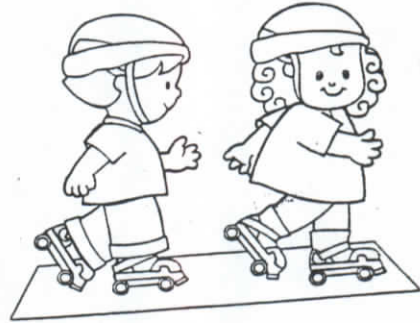
1. At home do you usually do this:



I WATCH T.V



I READ A BOOK

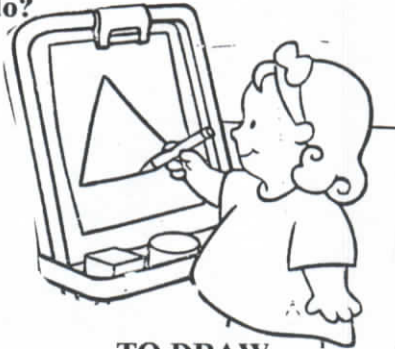


I ROLLER SKATE

2. What do you prefer to do?



TO DANCE AROUND



TO DRAW



TO RUN VERY FAST

3. During the English classes, do you prefer:



TO LISTEN TO MUSIC



TO OBSERVE



TO TOUCH THINGS

NAME:

## ANNEX 7

### QUESTIONNAIRE ON LEARNING PREFERENCES FOR SEVENTH YEAR OF BASIC EDUCATION

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Mark each of the following scale:

- 5 Always true
- 4 Generally true
- 3 Sometimes true
- 2 Seldom true
- 1 Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I like to keep my study materials handy and in order                                     | 1 | 2 | 3 | 4 | 5 |
| 2. My friends say I am very talkative   | 1 | 2 | 3 | 4 | 5 |
| 3. I cannot understand complex graphs or diagrams easily                                    | 1 | 2 | 3 | 4 | 5 |
| 4. Many people think I am always nervous  | 1 | 2 | 3 | 4 | 5 |
| 5. I am good at working with hands  | 1 | 2 | 3 | 4 | 5 |
| 6. I like sports  | 1 | 2 | 3 | 4 | 5 |
| 7. I move too much in class   | 1 | 2 | 3 | 4 | 5 |
| 8. I don't feel comfortable when I am too close to other people                             | 1 | 2 | 3 | 4 | 5 |
| 9. I work quickly in class and finish early   | 1 | 2 | 3 | 4 | 5 |
| 10. I don't like to speak out loud in class   | 1 | 2 | 3 | 4 | 5 |
| 11. I like to tell jokes and stories  | 1 | 2 | 3 | 4 | 5 |
| 12. I can memorize easily   | 1 | 2 | 3 | 4 | 5 |
| 13. When they ask me to remember something, I try to "see" the<br>page where it was written | 1 | 2 | 3 | 4 | 5 |
| 14. I like working in groups  | 1 | 2 | 3 | 4 | 5 |
| 15. I like working on my own  | 1 | 2 | 3 | 4 | 5 |
| 16. My teacher thinks I am disrespectful  | 1 | 2 | 3 | 4 | 5 |
| 17. My classmates think I am disrespectful  | 1 | 2 | 3 | 4 | 5 |
| 18. I like the teacher to show me what I have to do   | 1 | 2 | 3 | 4 | 5 |
| 19. I like the teacher to show and tell me what I have to do                                | 1 | 2 | 3 | 4 | 5 |
| 20. I find it hard to concentrate for a long period of time                                 | 1 | 2 | 3 | 4 | 5 |
| 21. I am good at physical activities  | 1 | 2 | 3 | 4 | 5 |
| 22. I need to write things down many times  | 1 | 2 | 3 | 4 | 5 |

VISUAL                    1        9        10        15        18        =

AUDITORY                2        11        12        14        17        19        =

TACTILE                    3        5        7        16        20        21        =

KINESTHETIC            4        6        7        8        22        23        =

(Kagan: Cooperative Learning: 1.997)

## ANNEX 8

### CHECKLIST OF STUDENTS' LEARNING STYLES

#### SECOND YEAR OF BASIC EDUCATION

#### ATENAS ELEMENTARY SCHOOL

**Teacher:** María Paula Naranjo H.

**School Year:** 2000-2001

STUDENTS NAME	VISUAL	AUDITORY	TACTILE/ KINESTHE TIC
1. Aguayo Escobar Daniela			
2. Aillón Garzón J. Miguel			
3. Apraez Romero William			
4. Benítez Fonseca David			
5. Betancourt Naranjo Vanessa			
6. Calvache Sierra Isabel			
7. Cobo Cobo María Augusta			
8. Corella Ramos María Eugenia			
9. Diaz Armendáriz Sebastián			
10. Enríquez Morales Emily			
11. Espejo Freire María Emilia			
12. Fabara Espín Paul Sebastián.			
13. Galarza Pérez Andrés			
14. Gortaire Váscenez Denisse			
15. Guerrero García Carolina.			
16. Holguín Bakach Vanesa			
17. Molina Naranjo J. Fernando.			
18. Naranjo Holguín J. Alberto			
19. Navarro Palacios M. Fernanda			
20. Proaño Torres Rosa Michel			
21. Saa Vega María Cecilia.			
22. Salazar Pérez Steffy Michel.			
23. Sánchez Pazmiño Juan Pablo.			
24. Sevilla Terán Juan Francisco.			
25. Solís Minda Paula Carolina.			
26. Suárez Maldonado M. Emilia			
27. Tormen Holguín Claudia			
28. Velasco Paredes Karla Kather.			
29. Zaldaña Viteri Felipe.			

## ANNEX 9

### OBSERVATION OF THE CLASSES WITH THE APPLICATION OF THE STUDENT-CENTRED APPROACH

**Level:**

**Duration:**

**Date:**

**Teacher:**

**Issue or Concern:** The teachers María Paula Naranjo and Ana Vera have introduced a new approach for teaching English at “Atenas school”, at the level of second and seventh year of basic education, with the purpose of centring all the class activities and tasks on the needs, interests and concerns of the learners. The Student-Centred-Approach is a classroom philosophy that involves students in the decision-making process; within this approach learners are constantly active and interact with each other by communicating, solving problems and creating new things. In a Student-Centred classroom, all the learning styles are included and students are given the opportunity to develop their particular abilities and skills.

**Objective:** to find out if students work in a more effective way than in the preliminary observation, with introduction of the Student-Centred Approach. To notice who is the centre of the class: the teacher or the students, and to identify the role of the learners during the English lessons.

**Focus:** Student-Centred Approach principles, performance during project work and learning centres, classroom interaction, classroom environment and students' attitudes towards the language.

## ANNEX 10

### CHECKLIST FOR THE SECOND OBSERVATION

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

CHARACTERISTICS	YES	NO	NOT OBSERVED	COMMENT
Is the student the centre of the class and all the activities move around him/her?				
Is there a balance of appropriate activities for every learning style.				
Does the student have the chance to take decisions about the material, the topic or the activities?				
Does the lesson move from the general to the specific?				
Is there an attempt to draw on students background knowledge and interests?				
Is the content meaningful and has a purpose for the learner now?				
Are students working cooperatively in groups interacting and helping each other?				
Do students have an opportunity to read and write as well as speak and listen during the lesson?				
Does the teacher demonstrate a believe that students will succeed?				
Is the new content a support for students' first language and culture?				
Does the learner have the opportunity to develop their abilities according to his/her specific learning style?				
Is the class organized in learning centres?				
Is the environment of the class attractive to the students?				
Are there visual aids displayed around the class?				
Is there students' work displayed around the class?				
Is there a nice and friendly atmosphere in where learners feel free to take risks.				
Do learners follow and understand centre instructions?				

Fisher, Bobbi : Joyful Learning (A whole Language Kindergarten): 1991

Freeman, Ivone & Daved E. Whole Language for Second Language Learners: 1992






**ANNEX 11**

**STUDENT RECORD SHEET FOR LEARNING CENTRES IN SECOND  
YEAR OF BASIC EDUCATION**

**STUDENT RECORD SHEET**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

CENTRE/ COLOUR	DATE COMPLETED	COMMENTS
 <b>SCIENCE</b>		
 <b>ART</b>		
 <b>MANIPULATIVE</b> <b>READING</b>		
 <b>/WRITING</b>		
<b>SOCIAL STUDIES</b>  		







ANNEX 12

STUDENT RECORD SHEET FOR LEARNING CENTRES IN SEVENTH  
YEAR OF BASIC EDUCATION

STUDENT RECORD SHEET

NAME \_\_\_\_\_

DATE \_\_\_\_\_

CENTRE/ COLOUR	DATE COMPLETED	COMMENTS
<b>SCIENCE</b> 		
<b>GAMES</b> 		
<b>MATH</b> 		
<b>MUSIC</b> 		
<b>DRAMA</b> 		
<b>SOCIAL STUDIES</b> 		

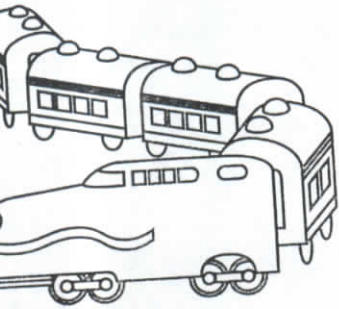
WRITING EVALUATION

LEVEL: Second Year of Basic Education.

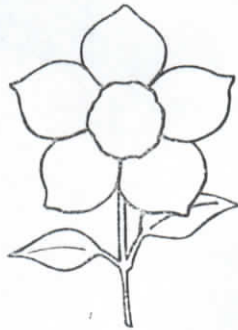
NAME: \_\_\_\_\_

Read the words in the box and write the name of the objects below.

baby	beach	water	crayon	
zoo	horse	tree	sun	train
	flower		moon	
airport		mountains		valley



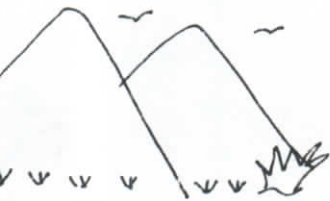
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



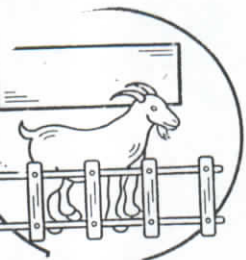
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\_\_\_\_\_

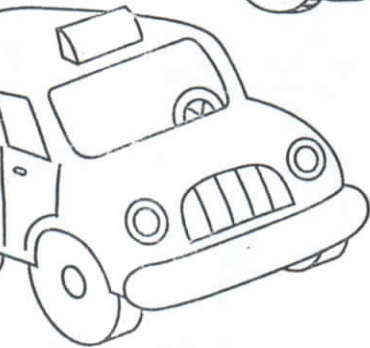
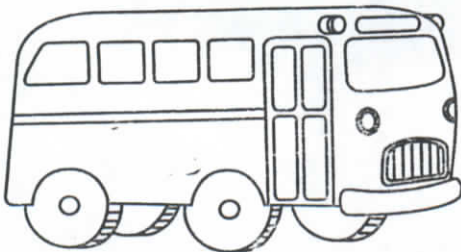
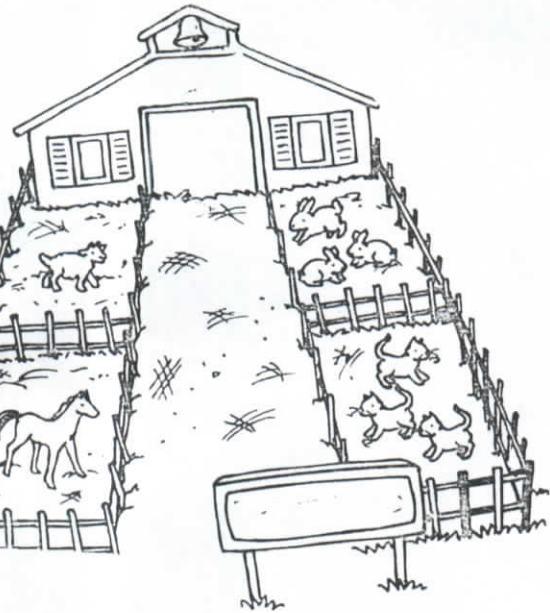
READING EVALUATION

LEVEL: Second Year of Basic Education.

NAME:

Read and color.

1. The amusement park is red and blue.
2. The taxi is yellow but its tires are black.
3. The bus is pink and its windows are light blue.
4. The petting zoo is brown and green.
5. The plane is grey.



ANNEX 15

READING AND WRITING EXAM

NAME:  
COURSE: SEVENTH  
DATE:

1. LISTEN AND WRITE SENTENCES ABOUT EACH ANIMAL. WHERE ARE THEY FROM? 2.5P

- ♣ Toucans \_\_\_\_\_
- ♣ Tigers \_\_\_\_\_
- ♣ Zebras \_\_\_\_\_
- ♣ Black bears \_\_\_\_\_
- ♣ Kangaroos \_\_\_\_\_

2. MATCH THE SENTENCES (a-f) TO THE CORRECT PLACE (1-6) 3 P

the carnival!

*Meeting friends*

and Tony are on the telephone. Match the sentences a-f to the correct place.

The carnival starts at 6 o'clock.

Hi, Tony. It's Susan.  
I'm at my house!

Listen. Do you want to come to the carnival tomorrow?  
That's right. Can you come?

TONY: Hello.

SUSAN: 1

TONY: Hi, Susan.

SUSAN: 2

TONY: Tomorrow? That's Saturday.

SUSAN: 3

TONY: Fantastic! Yes, I can come. What time?

SUSAN: 4

TONY: Where can we meet?

SUSAN: 5

TONY: OK. Six o'clock at your house. Fine. Bye!

SUSAN: 6



**3. WRITE THE CORRECT FORM OF THE VERBS IN BRACKETS. 5P**

1. My father and I \_\_\_\_\_ pizza everyday. (eat)
2. Mary and John \_\_\_\_\_ in the school. (to be)
3. My teacher \_\_\_\_\_ a poem on the board. (write)
4. My dog \_\_\_\_\_ in the garden everyday. (play)
5. We \_\_\_\_\_ an interesting book.( read)
6. Peter \_\_\_\_\_ orange juice in the restaurant. (drink)
7. Susy and I \_\_\_\_\_ to the music in their tape recorder.( listen)
8. The cat \_\_\_\_\_ in its house with her babies. (sleep)
9. The students \_\_\_\_\_ the homework in the school. (do)
10. My mother \_\_\_\_\_ jump and run very fast. (can)

**4. MATCH THE COLUMN OF THE NUMBERS WITH THE COLUMN OF THE LETTERS. MAKE SEVEN SENTENCES. 3P**

**Make seven sentences**

Match 1-7 to a-g. Make seven sentences.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 Boa snakes ...              | a ... eats frogs.               |
| 2 A caterpillar ...           | b ... eat leaves.               |
| 3 Sometimes, a polar bear ... | c ... likes pets.               |
| 4 We ...                      | d ... live in forests.          |
| 5 A snake ...                 | e ... changes into a butterfly. |
| 6 Caterpillars ...            | f ... eats penguins.            |
| 7 Susan ...                   | g ... play football at school.  |

*Present simple*



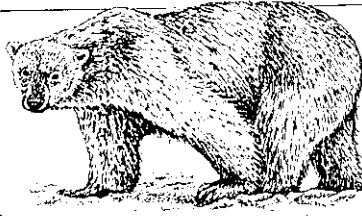
## 5. JOIN THE SENTENCES TO THE CORRECT ANIMAL. 2P

### More animal facts

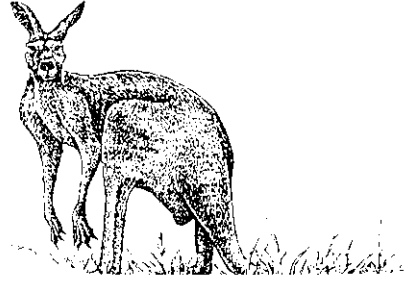
#### Kangaroos or polar bears?

Join the sentences to the correct animal.

- 1 They can jump nine metres.
- 2 They come from a very cold continent.
- 3 They are very white.
- 4 They come from Australia.
- 5 They eat fish.
- 6 A baby is only three centimetres long.
- 7 They can swim very well.
- 8 They can jump 30 kilometres per hour.



*Reading and writing*



## 6. WRITE A OR AN .2P

- ♣ \_\_\_\_\_ airport
- ♣ \_\_\_\_\_ window
- ♣ \_\_\_\_\_ restaurant
- ♣ \_\_\_\_\_ accident
- ♣ \_\_\_\_\_ horse
- ♣ \_\_\_\_\_ umbrella
- ♣ \_\_\_\_\_ newspaper
- ♣ \_\_\_\_\_ dentist
- ♣ \_\_\_\_\_ apple
- ♣ \_\_\_\_\_ office

**7. WRITE A PARAGRAPH ABOUT YOUR VACATION 2.5P**

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**GOOD LUCK!**

**ANNEX 16**

**OBSERVATION GRIDS FOR EVALUATING ATTITUDES AND  
BEHAVIOUR**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

<b>Behaviour</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Attitude</b>			
Respect to the work of others.			
Cooperation with the teacher.			
Cooperation with classmates			
Positive attitude to given input.			
Risk taking			
Effort to reach goals.			
Enthusiasm when developing tasks.			
Involvement in the class			
Responsibility			
Use of the language to communicate			



**TOTAL:** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_