

Abstract

The teaching of English has been developed through traditional methods and techniques, such as repetition and memorization of grammar patterns without taking into account the practice of the other skills (listening, speaking, reading, and writing) within a real context. This has caused a lack of students' involvement in the learning process, and also it has caused most of the students fail the subject and feel disappointed about it. To avoid having problems like the ones mentioned above, we have sought new methods to teach English.

The present project focuses on techniques based on the English teacher's needs and the students' interests. This technique combines the use of the different kinds of Mother Goose Rhymes which provide grammar and vocabulary through fun games, riddles, songs, etc. Most children love playing different games. If these rhymes are used with the Task Based Language Learning Approach (TBLLA) which allows practicing the basic skills within a real context, English is used as a vehicle in the real-world context of the learner, making learning authentic. Students are motivated by playing with the rhymes and they also learn a new language in a natural way by following a four-

stage process. In this way, the students learn and have fun, too.

PALABRAS CLAVES

- MOTHER GOOSE RHYMES
- ORIGIN
- TYPES
- TASK BASED LANGUAGE LEARNING APPROACH
- PRINCIPLES
- ADVANTAGES
- DISADVANTAGES
- COMPONENTS
- PRE-TASK
- TASK-PREPARATION
- TASK-REALIZATION
- POST-TASK
- IMPLICATIONS
- MATERIAL
- TASKS
- CHARACTERISTICS
- TYPES
- TEACHER'S ROLE
- LEARNER'S ROLE
- APPLICATION
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ENGLISH TO ELEVEN YEAR OLD CHILDREN"**

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I have accomplished an important goal to honor my parents who deserve all my devotion, respect, and sacrifice since they represent a sacred symbol in my life.

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INTRODUCTION

For the last years, English teachers have been look for different ways to change the traditional forms of teach by which knowledge is transmitted, from a dominant teach to passive learners. Thus, English as a Foreign Language Methodology has considered using new tools such as music, rhymes, songs and chants in the English class which make possible the teaching of vocabulary, grammar and the practice of the four English skills.

On the other hand, Mother Goose rhymes and songs are fun and most children love and easily learn them. They are able to learn and understand the rhymes and the songs by a repetition process. They first hum the rhythm. Then they repeat the words and remember some words of the lyrics of the songs by the musicality the rhythm produces. Some start to associate rhythm, lyrics and meanings. Finally, they can sing the songs or rhymes. If the rhythm is contagious and the lyrics have a good rhyme, they hardly forget what they are learning at that moment. Teaching and learning takes time and they follow a sequential process

which is exactly what the children do, when they sing their favorite songs or play their favorite rhyme games.

In order to place the process in relation with other activities, there is a technique which performs a series of activities as steps towards successful task realization. The TBLL Approach (Task-Based Language Learning) uses the language as a vehicle for authentic, real-world needs. By working towards task realisation, the language is used immediately in the real world context of the learners; thereby, making learning authentic.

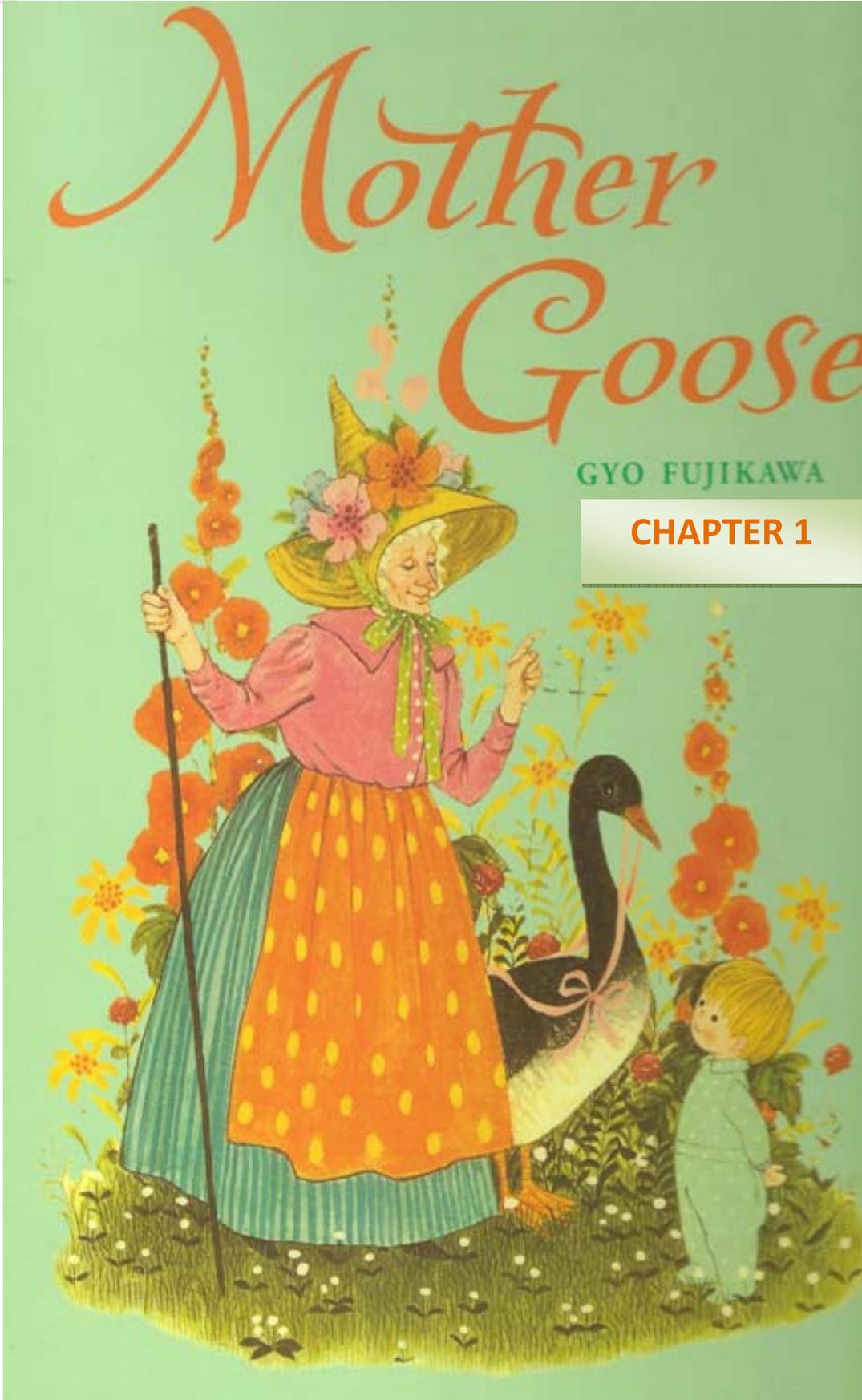
The TBL technique is developed in four stages: Pre-Task, Task-Preparation, Task-Realisation, and Post-Task. The first stage allows the teacher to find real language material (texts, videos, tapes, etc.) which is associated by a nicely phrased task which motivates learners to get involved with the topic. With the second stage, the teacher prepares the learners to acquire the language through context. In the third stage, the teacher gives and supports the learners as they perform the task and finally, the learners understand and report on the given topic.

Songs and rhymes can be used in class through the TBL technique. This technique follows a process that is more focused on students. It allows a meaningful communication in real context, and it provides the development of the four skills (listening, speaking, reading and writing) in a practical and funny way. Teachers should keep in mind that children acquire knowledge easily when the learning is meaningful and the activities are fun. So, this technique provides both meaningful learning and entertainment for children through Mother Goose songs and rhymes.

Mother Goose

GYO FUJIKAWA

CHAPTER 1



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MOTHER GOOSE RHYMES

Mother Goose Rhymes are short poems for little children. The main characteristics of these rhymes are the repetition of a sequence of phonemes or sounds at the end of the verse in the last stressed vowel. The meter of the poem is determined by the distribution of stresses in each verse of the poem. These rhymes are short and it is easy to remember them by all kinds of people.

Around 1400 a.d., there were different manifestations of folk songs which were handed down from generation to generation; therefore, there was no specific author. These poems were mainly for little children who learned them from their mothers or babysitters, and then when they grew up, became parents themselves, so they passed them on to their own children. The bedtime was the primary time where these rhymes were performed, and little children enjoyed with these melodic sounds.

1.1 HISTORICAL BACKGROUND

The story of Mother Goose Rhymes date back centuries, to a time when the written language was limited

to the high, educated class. Iona and Peter Opie say that “at least one quarter and very likely one half of the rhymes are more than two hundred years old... More than 40% of the rhymes were founded recorded before the close of the eighteen century, and at least one quarter of these written down before the close of the previous century (Opie, Peter and Iona: 52).

Because of the lack of printed material, and also the lack of education for the working class, these rhymes were passed on orally and handed down through time from person to person. Thus it is believed that Mother Goose Rhymes were first written by the gentry and copied by the working class who worked for them, or watched them during their entertainment. This is where the term “folk tales” were originated, and later they became Mother Goose tales and rhymes.

An interest in these unappreciated nursery rhymes did not appear until 1700’s. Around this time, publishers began to gather the rhymes into print for people who were able to afford books. Also, by this time, there appeared many different ideas of the history of Mother Goose Rhymes.

There are many versions of the origin of the Mother Goose Rhymes; however, the most important ones are the following:

- French Origin
- English Origin
- American Origin

The French Origin

In 1650, the first published mention of the name Mother Goose is in French, in Loret's "La Muse Historique" by a French critic Jean Loret. The book contains the line "Comme un conte de la Mère Oye" (in English "like a Mother Goose story").

In 1697, Charles Perrault published "Les Contes de ma Mère l'Oye, (in English, the stories of Mother Goose or Tales of Mother Goose). The book contained the best-known bedtime stories, such as Little Red Ridding Hood, Cinderella, and the Sleeping Beauty. Later, the name "Mother Goose" was extended to the nursery rhymes as well, since they also served to put little children to sleep.(Youman: 69).

Furthermore, "Mère L' Oye" has been associated with a story teller named Berthe, so this has given the idea that

Mother Goose was an actual person and more specifically, one of the royalty.

Some people believe Berthe de Laon, the Mother of Charlemagne, was Mother Goose. She became Queen of the Franks when she married Pépin le Bref. One of her feet was bigger than the other, and so she was known by her subjects as "Berthe au grand pied" (in English "big-footed Bertha"). Berthe may also be the original model for la "Reine Pédaque" (in English "Queen Goosefoot"), a figure of French legend, whose statue is found in front of some churches of France.

This could be the origin of the legendary French figure, Goose-footed Bertha, who always had children around her listening to her stories.

On the other hand, there was another version which was associated with the Goose name; it is the French Queen Berthe, wife of Robert II. It was said that the close blood-tie with her husband had caused her to give birth to a child with the head of a goose, so she was called Mother of a Goose, then "Mother Goose". In each case, the Queen has been represented as a child's storyteller.

The English Origin

In 1729, Perrault's tales were translated into English by Robert Samber and published in the same year. The words on the frontispiece were "Mother Goose Tales".

In 1744, the earliest known collection of nursery rhymes called "Tommy Thumb's Song Book" was published in London by Mary Cooper. At the same year, John Newbery, who was a publisher in London, printed his first volume of "A Little Pretty Pocket-Book". This book did not have the Mother Goose name; however, it was made of many of the well-known nursery songs and rhymes of that time. Also, this book was focused on children's entertainment, and Newbery became important in children's literature. Afterwards, John Carnan, Newbery's stepson, published "Mother Goose's Melody or Sonnets for the Cradle", in 1780.

The American Origin

Within a few years, there were several pirated editions of Newbery Mother Goose published in America, one with the picture of a sharp-nosed old crone addressing two children.

In 1786, Isaiah Thomas published the first authorized American edition of "Mother Goose's Melody".

In 1860, "Songs for the Nursery or Mother Goose's Melodies for Children" were published by Thomas Fleet, who was from Boston. This book was the beginning of Mother Goose Rhymes at America. This book was also said to resemble the later version by Newbery.

In 1878, "*Mother Goose in White*" was published.

In 1879, "*The Old Fashioned Mother Goose Melodies*" were published.

In 1916, Rand McNally & Company republished the collection of Mother Goose Rhymes as "*The Real Mother Goose*".

In 1928, "*Mother Goose Nursery Rhymes*" arranged by Logan Marshall was published in Chicago with illustration by Julia Greene.

In 1958, "*The Space Child's Mother Goose*" by Frederic Winsor was published in New York with illustration of Marian Parry.

People claimed the strict origin "Mother Goose", so people would be assured that there really was a "Mother

Goose". There was a woman named Elizabeth who had born in Boston In 1665. In 1693, she married a man called Isaac Goose, and then she became "Elizabeth Goose". She was the one, they said, who first made a collection of all the best-known nursery rhymes of the time, for her children and her grandchildren.

Despite contradictions in the story and origins of Mother Goose, the rhymes have lasted throughout the time, and they have entertained millions of children and adults all over the world.

1.2 TYPES OF MOTHER GOOSE RHYMES

The nursery rhymes were popular many years ago, and still today; can, in fact be placed into eight categories:

- Singing Rhymes
- Game Rhymes
- Aphorism Rhymes
- Prayer Rhymes
- Historical Rhymes
- Learning Rhymes
- Riddle Rhymes
- Building Rhymes

SINGING RHYMES:

These rhymes were sung in order to intimidate the child and/ or used as an outlet for the emotions of the parent or nurse. For example, these are two short songs which have changed through time:

1784

Bye, bay bunting

Lady's gone a-hunting,

Gone to get a rabbit skin

To wrap the Bab bunting in.

1842

Bye, baby bumpkin

Where's Tony Lumpkin

My lady's on her death-bed

With eating half a pumpkin.

Mother Goose rhymes are so simple, and it is not hard to put them music. More of them are sung instead of telling orally. For example:

Mary Had a Little Lamb

Mary had a little lamb, its fleece was white as

Snow; and everywhere that Mary went, the lamb

Was sure to go.

It followed her to school one day, which was

Against the rules.

It made the children laugh
and play, to see a lamb

In school.

And so the teacher sent her
out,

But still it lingered near,

And waited patiently about

Till Mary did appear

"Why does the lamb love Mary so?"

The eager children cry.

"Why, Mary loves the lamb, you know,"

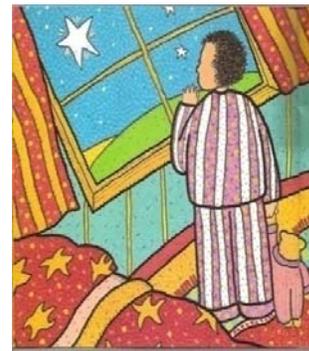
The teacher did reply.



Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
how I wonder what you are
Up above the world so high like a
diamond in the sky;

Twinkle, twinkle, little star,
how I wonder what you are.



GAME RHYMES

These rhymes were developed for the amusement of children. They were used at the time of choosing people to form groups to perform a game. For example:

THIS LITTLE PIGGY



This little piggy went to market,

This little piggy stayed at home,

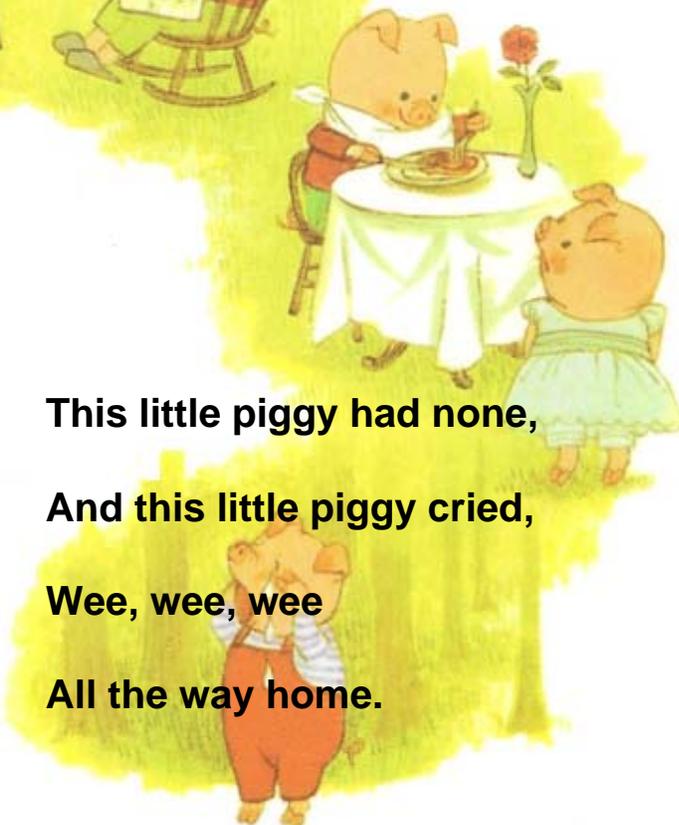
This little piggy had roast beef,

This little piggy had none,

And this little piggy cried,

Wee, wee, wee

All the way home.



EENY, MEENY, MINEY, MOE

Eeny, meeny, miney, moe;

Catch a tiger by
the toe,

If he hollers, let
him go

But, my mother says

To pick this one.



Pat-a-Cake, Pat-a-Cake, **Baker's Man**

Pat-a-cake, pat-a-cake,
bakers' man,

Bake me a cake as fast as you
can;

Pat it and prick it, and mark it with B,

And put it in the oven for baby and me.



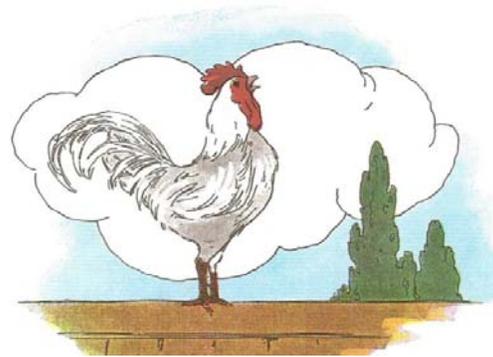
APHORISM RHYMES

These kinds of rhymes have a brief statement of a principle by giving the rhythm and rhyme. For example;

Man's work lasts till
set of sun,
A woman's work is
never done.



Early to bed, and
early to rise,
Makes a man
healthy, wealthy,
and wise.



March winds and April showers, bring
forth May flowers



Red sky at night, sailor's delight;
Red sky in the morning, sailor's
warning.



Wear you a hat, or wear you a
crown

All that goes up must surely come
down.

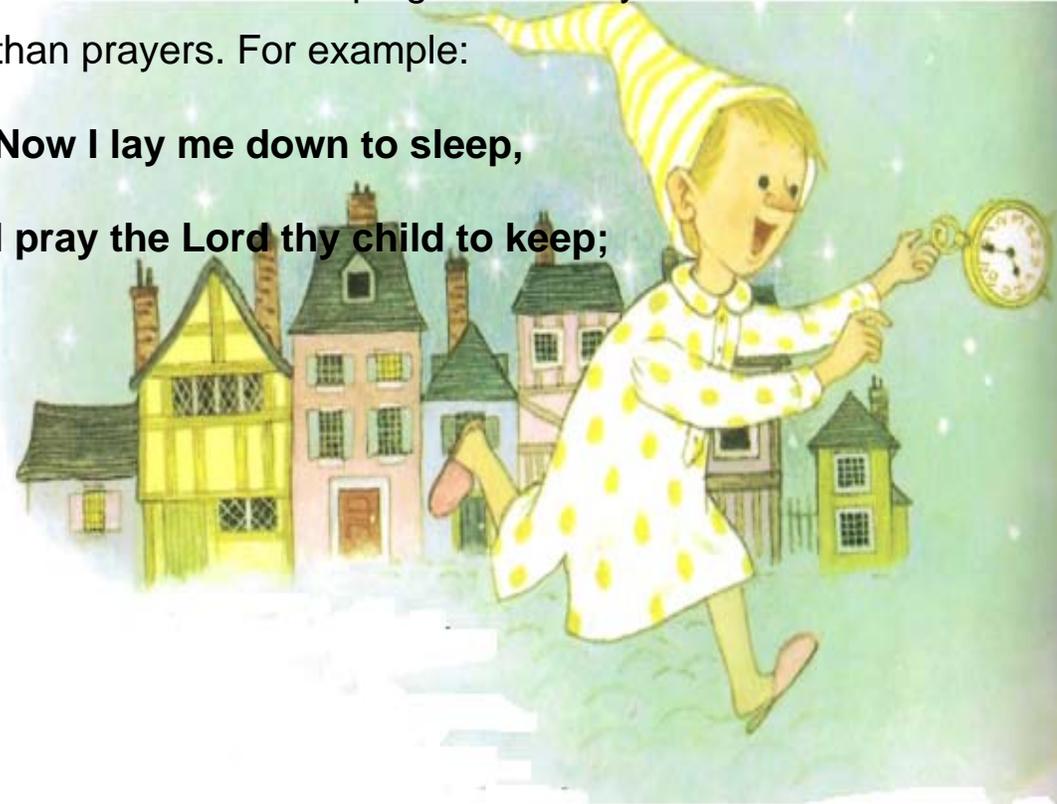
Wind from the west,
Fish be the best.
Wind from the east,
Fish bite the least.
Wind from the south,
Blows the bait in the fish's mouth.
Wind from the north, do not set forth.



PRAYER RHYMES

These kind of rhymes were told by parents and children before sleeping. These rhymes were learnt better than prayers. For example:

**Now I lay me down to sleep,
I pray the Lord thy child to keep;**



**Thy love guide me through the night,
And wake me with the morning light.**

Matthew, Mark, Luke, and
John,
Bless the bed that I lie on;
Four corners to my bed,
Four angles over head;
One to sing, and one to



pray,
And one to bear my soul away.

Now I lay me down to sleep;
I pray the Lord my soul to keep;
And if I die before I awake,
I pray the Lord my soul to take

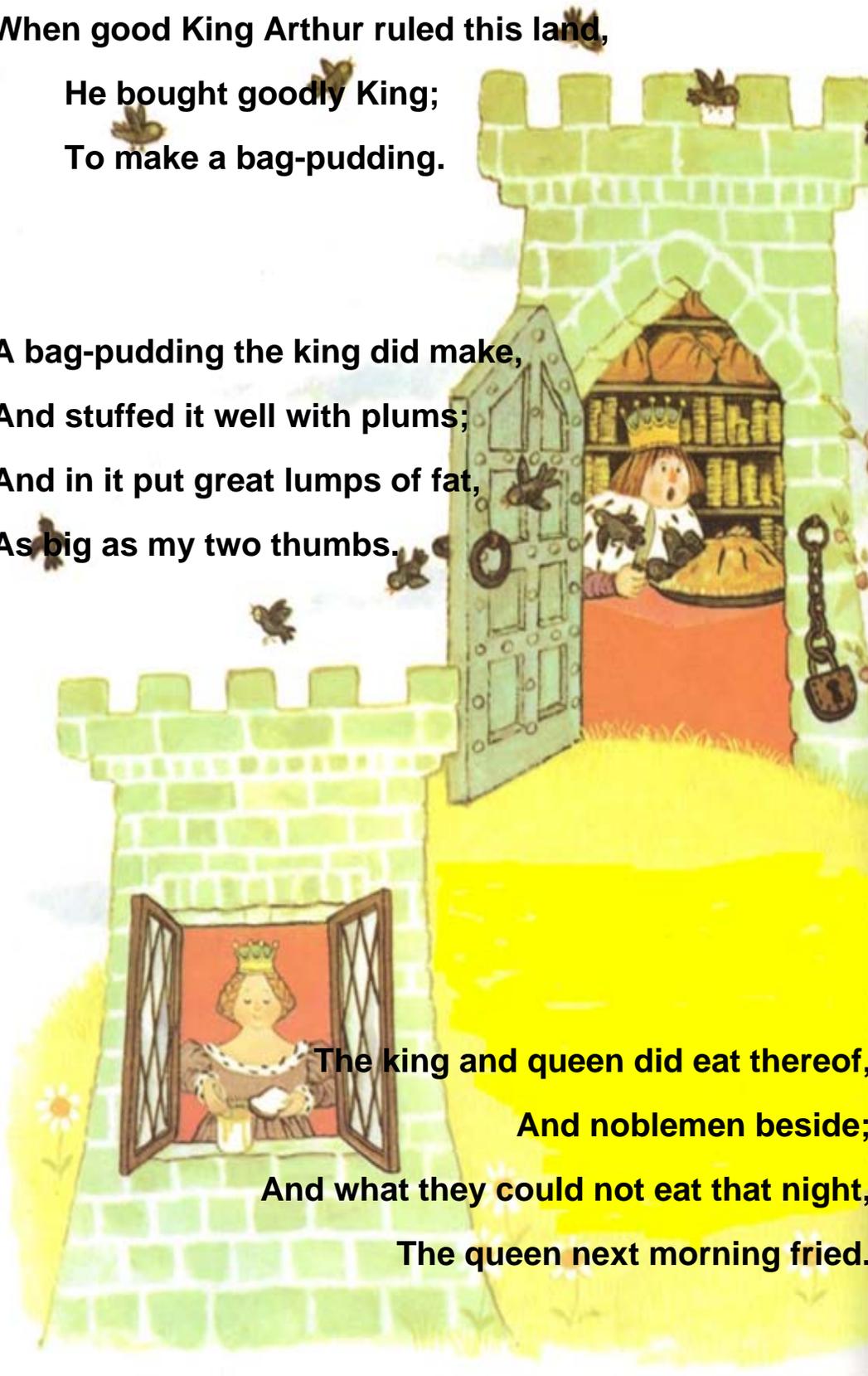


HISTORICAL RHYMES

These rhymes involve historical events or facts which were told with rhythm and rhyme. For example:

**When good King Arthur ruled this land,
He bought goodly King;
To make a bag-pudding.**

**A bag-pudding the king did make,
And stuffed it well with plums;
And in it put great lumps of fat,
As big as my two thumbs.**



**The king and queen did eat thereof,
And noblemen beside;
And what they could not eat that night,
The queen next morning fried.**

LEARNING RHYMES

These rhymes include a content to be learned by children or adults, such as days of the week, month of the year, numbers, verbs, etc. They were made up in such a way the children learned them easily. For example:

Thirty Days Have September

Thirty days hath September,
April, June, and November;
And the rest have thirty-one;
Except "February", alone,
Which was four and twenty
four,
And every fourth year, one day more.



Solomon Grundy

Solomon Grundy born on Monday,
Christened on Tuesday,
Married on Wednesday, took ill on
Thursday,
Worse on Friday, Died on Saturday,



Buried on Sunday,
And that was the end of Solomon Grundy.

Numbers

One, two, buckle my shoe; three
four, shut the door;

Five, six, pick up sticks; seven,
eight, lay them straight

Nine, ten, a big fat hen; eleven
twelve, dig and

Delve;

Thirteen, fourteen, maids a-
courting;

Fifteen, sixteen, maids a-
kissing,

Seventeen, eighteen, maids
a-waiting;

Nineteen, twenty, my stomach's empty.



RIDDLE RHYMES

These rhymes are made up of puzzling statements requiring thought to be answered or understood. For example:

Going to St. Ives

As I was going to St. Ives, I
met a man with seven

Wives,

Every wife had seven sacks,
every sack had seven

Cats,

Every cat had seven kits:
kits, cats, sacks, and

Wives,

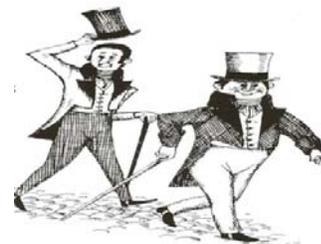
How many were going to St.
Ives?



Answer: - One-

Riddle me

Riddle me, riddle me, what is that,



Over the head, and under the hat.

-Answer: Hair-

What God never sees, what the King seldom sees?

What we see every day, read my riddle, I pray.

-Answer: An equal-

As high as a castle, as weak as a
wastle;

And all the king's horses can not pull
it down.



-Answer:

Smoke-

HUMPTY-DUMPTY

Humpty-Dumpty sat on a wall,

Humpty-Dumpty had a great fall;

And the king's horses and all the
king's men,



Couldn't put Humpty-Dumpty together again.

-Answer: An egg.-

BUILDING RHYMES

These kind of rhymes are rhymes that start out with one line and progress by adding new lines. The speaker has to repeat all the lines each time a new line is added. For example:

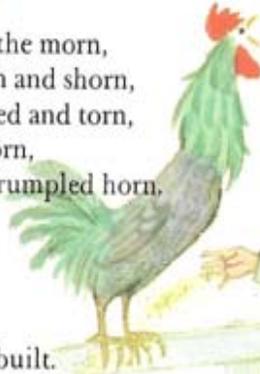


This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.



This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.



This is the farmer sowing his corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.



CHAPTER 3

Task-Based Language Learning Approach



Task-Based Language Learning Approach

(Larsen-Freeman 2000:114). As Candlin and Murphy

(1987:1) note, "The central purpose we are concerned with is language learning, and tasks present this in the form of a problem solving negotiation between knowledge that the learner holds and new language."



In some books, the word "task" has been used as a label for various activities including grammar exercises, practice activities and role plays. During many years teachers have used tasks in class, although they have changed through time. In the past these tasks were focused on the structure or vocabulary of the lessons. However, these are not tasks in the sense the word is used in task-based learning (TBL). The characteristic of all these tasks is that rather than concentrating on one particular structure or vocabulary group, these tasks exploit a wider range of

language. In many cases, students may also be using a range of different communicative language skills.

So, in task based learning (TBL), tasks are always activities where the target language is used by the learner for a communicative goal in order to achieve an outcome in which the emphasis is on exchanging meanings instead of producing specific language forms. Teachers use several tasks for several purposes such as projects for making posters, designing brochures, pamphlets, oral presentations, radio plays, videos, websites, dramatic performances, comparing two pictures or texts to find the differences, sharing and comparing experiences, doing a puzzle, playing a game etc. " One job of the course designer and the teacher is to select topics and tasks that will motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible." (Willis: 23).

Language is primarily a means of conveying meaning and task-based learning emphasizes the central role of meaning in language use. Skehan notes that in task-based learning, "meaning is primary...the assessment of the task

is in terms of outcome” and that task-based learning is not “concerned with language display” (Skehan 2002:98).

In consequence, multiple models of language inform task-based learning advocates and draw on structural, functional, and interactional models of language. This seems to be a matter of convenience. Therefore, task-based learning is not linked to a single model of language, but rather draws on all three models of language theory.

Lexical units are central in language use and language learning and vocabulary is here used to include the consideration of lexical phrases, sentence stems, prefabricated routines and collocations, and not only words as significant units of lexical analysis and language pedagogy. Many task-based proposals incorporate this perspective.

“Conversation” is the central focus of language and the keystone of language acquisition: Speaking and trying to communicate with others is considered the basis for second language acquisition in task-based learning; hence,

the majority of tasks that are proposed within TBL involve consideration (Richards and Rodgers 2001).

Task-based learning shares the general assumptions about the nature of language learning underlying Communicative Language Teaching. Tasks provide both the input and the output processing necessary for language acquisition by drawing on Second Language Acquisition research on negotiation and interaction, TBL proposes that the task is the pivot point for stimulation of input-output practice, negotiation of meaning, and transactionally focused conversation.

Task activity and achievement are motivational and tasks are also said to improve learner motivation and therefore promote learning. This is because they require the learners to use authentic language; they have well-defined dimensions and closure, they typically include physical activity, they involve partnership and collaboration, they may call on the learner's past experience, and they tolerate and encourage a variety of communication.

GENERAL PRINCIPLES AND CHARACTERISTICS OF TASK-BASED LANGUAGE LEARNING APPROACH

- Task-based learning is based on the use of tasks as the core unit of planning and instruction in language teaching.
- Tasks that involve real communication are essential for language learning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- The focus is on the process rather than the product.
- Language that is meaningful to the learner supports the learning process.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to

undertake the task, and the degree of support available (Richards and Rodgers 2001).

- Errors are not necessarily the result of bad learning, but are part of the natural process of interlanguage forms gradually moving towards target forms (Ellis, 1994).

ADVANTAGES OF TASK-BASED LANGUAGE LEARNING APPROACH

Task-based learning is widely applicable as it is suitable for learners of all ages and backgrounds. During the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to real-life communicative situation, which is a way of bringing the real world into classroom (Krahne, 1987).

- A natural context is developed from the students' experiences with the language that is personalized and relevant to them.
- Because learners are striving to express what they want to say, they are more motivated to absorb the

language needed-either new language that they ask you for, or language that they have already met, but not acquired properly so far.

- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- The students will have a much more varied exposure to language with task-based learning (TBL). They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- Tasks provide a natural opportunity for revision and recycling and give teachers the opportunity to assess learners' progress.
- TBL provides clear objectives in terms of what participants will gain from the tasks. That is, each task has a clearly defined set of objectives, stating what the participants will be able to do at the end of the task.
- Tasks contribute to progress by encouraging students to plan and be more ambitious in the language they use, rather than just saying the first thing that comes into their heads.
- TBL provides cooperative support. Classroom work is to be carried out on a cooperative basis involving a lot of participants' initiation right from the start. This

should enable a supportive, non-threatening environment for participants to invest personally in the learning effort (Frost).

DISADVANTAGES OF TASK-BASED LANGUAGE LEARNING APPROACH

- The weaknesses of task-based learning lie not so much in the potential effectiveness of this type of instructional content but in problems of implementing the instruction.
- Task-based learning requires a high level of creativity and initiative on the part of the teacher. If the teachers are limited to more traditional roles or do not have time and resources to implement task-based teaching; this type of teaching may be impossible.
- Task-based learning requires resources beyond the textbooks and related materials usually found in language classrooms.
- Because task-based learning is not what many students expect and want from a language class, they

may, at least initially, resist or object to this type of instruction.

- Task-based instruction is not teacher-centered; instead, it requires individual and group responsibility and commitment on the part of students. If students are notably lacking in these qualities, task-based instruction may indeed be difficult to implement (Krahne, 2002).
- Some learners revert to mother tongue when things get difficult or if the group feels impatient.
- Some individuals develop excellent communication strategies, e.g. miming and using gestures, but get by using just odd words and phrases and let others supply the more challenging language they need. This may make those individuals fossilize before advancing very far in the syntax of the target language.
- Some learners tend to get caught up in trying to find the right word, and do not worry over much about how it fits into the discourse.
- There is naturally more concern for use of lexis and lexical chunks than for grammar and grammatical accuracy (Willis 1996: 55).
- There is a risk for learners to achieve fluency at the expense of accuracy.

- Pressure of time will force learners to make use of language that can be readily accessed rather than to attempt to create language in real time. There may be a

Minimal concern with accuracy and no incentive for learners to extend their existing language system (Skehan,1996).

- Evaluation of task-based learning can be difficult. The nature of task-based learning prevents it from being measurable by some of the more restricted and traditional tests (Krahne, 2002).

COMPONENTS OF THE TASK-BASED LANGUAGE LEARNING

The process in the TBLL is carried out through a series of steps which are developed in order to achieve a successful task realization, so the language in this approach is drawn from the learners' experiences, points of view, and background knowledge rather than selected language; it means that authentic language is used for communication within a real context which becomes

meaningful for the learner. In this way, their own background knowledge is the main source of information and enables them to acquire a new language and practice its skills.

The TBLL is developed in five steps; each one of them has its own goal and purpose, but all of them are focused on a final task which is defined as an undertaking that is authentic to the needs of the learners. The five stages in the TBLL are developed through different activities which are adapted to the different purposes of each stage. In this way, the Task Based Language Learning stages are the following:

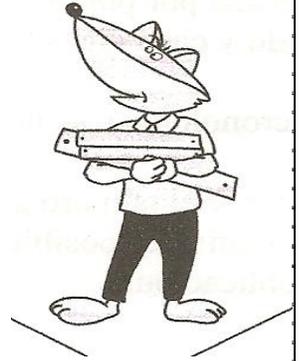
- **PRE-TASK**
- **TASK-PREPARATION**
- **TASK-REALIZATION**
- **POST-TASK.**

PRE-TASK

In this stage, the teacher explores the topic with the group and highlights useful words and phrases. In this stage, the chosen material has to be related to the task.

Also, the teacher has to take into account how the chosen material is going to be exploited.

This stage can be carried out through looking at pictures, watching a video looking a text, singing a song, etc. which helps students understand task instructions and prepare them for the task. In this stage, it is the teacher's task to decide how much language work she thinks will be needed by the learner, but it is always necessary the teachers keep in mind the purpose for this kind of material is as a pre-task lead-in. Teacher can use the following materials:



- Using pictures, flashcards, texts, etc.
- Brainstorming: Making a list; comparing ideas; sharing experiences, etc.
- Activating language: Eliciting and providing vocabulary.

TASK PREPARATION

In this stage, the teacher highlights the importance of preparing the learners for the final task and familiarizes them with the context as much as possible. In



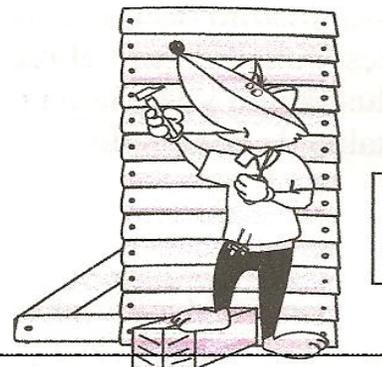
this stage, the learners could be involved in a discussion of the learners' attitudes toward the task, and prepare their arguments for a debate, or their ideas for practicing language fluency. All these activities are carried out in order to catch learners' attention to the issue, so the learners are the builders of their own input for tasks. Some activities to be developed in this stage are the following:

- Planning a report
- Practicing a role play
- Writing questions
- Brainstorming by providing the necessary language.

This stage frequently ends with the teacher and learners decisions if the task will be done in groups, pairs or by themselves; also, a time limit has to be set.

TASK REALIZATION

The previous stages will have led up to this stage by preparing the learner in two aspects: ideologically and linguistically for the task



realization. In this stage, the learners have been provided with the necessary language to perform the task. The purpose of this stage is focused on a successful realization of the task. In this stage, the teacher just guides the task, so the students are able to produce and present their tasks. Some examples of tasks are these:

- Making a poster, drawing
- Performing a role play
- Having a debate
- Giving a presentation.

POST TASK

This stage will provide a review of the provided language and its function. Some activities that can be performed in this stage are the following:

- **Language Focus**: After the task has been completed, the learners may want to look at the material again to gain a better understanding of the language.

- **Feedback and Evaluation:** The teacher needs to carry out a feedback to realize how successful the task was and to take into account some suggestions to improve the task
- **Reflection** upon the task. -
- **Language reflection:** Further exploitation of material for language, error and reflection by learners.
- **Peer suggestions.**



GENERAL IMPLICATIONS OF THE TASK-BASED LANGUAGE LEARNING APPROACH

Task-based learning is not a new method. Rather, it simply puts task at the center of one's methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve (Brown, 1994).

This approach is applied to general language teaching, and it is important to point out some important implications of this approach which have to be taken into account by the teacher before looking for material to develop a class with this technique. Teacher must be aware of:

- Classifying the material for the class.
- What is a task and kinds of tasks.
- Teacher's Role.
- Learner's Role.

MATERIAL

There are three essential conditions for selecting material when using the TBLL approach:

1. The chosen texts have to be from a lexicogrammatical perspective not too difficult to understand.
2. The materials have also to be from a content and general knowledge of the world perspective that considers the learner's age and pre-knowledge interesting enough to motivate the learners to work with the materials.

3. This must be accompanied by an attractive and clearly phrased task which motives learners to get involved in it.

TASKS

A task is any activity that learners engage in to further the process of learning a language. Tasks motivate and promote language learning processes if they afford learners with a feeling of success when doing them. For a teacher it is essential, therefore, to make sure that their learners have the skills and strategies necessary for successfully dealing with a given task. Also, tasks are carried out through activities where the target language is used by the learner for a communicative purpose in order to achieve a goal.

CHARACTERISTICS OF TASKS

There are some basic characteristic of tasks:

- Tasks are activities in which students work purposefully towards an objective.
- The objective may be one that they have set for themselves or one which has been set by the teacher.

- Tasks may be carried out individually or (more often) in groups.
- Tasks may be carried out in competition with others or (more often) in collaboration.
- The goal may be something concrete (e.g. a report or presentation) or something intangible (e.g. agreement or the solution to a problem).

SIX TYPES OF TASKS

The classification will help to generate a variety of tasks on whatever topic is selected. **Simple** tasks may consist of one type only, such as listing; more **complex** tasks may incorporate two or more types, such as, listing than comparing lists. Problem solving may include listing, comparing and ranking.

Six types of task, which will be outlined, are also classified as "closed" and "opened" tasks. "**Closed**" tasks are ones that are highly structured and have very specific goals, for example, *Work in pairs to find seven differences between these two pictures.* The information is restricted. There is only one possible outcome.

Most comparing tasks are: **“Opened”** tasks, they are more loosely structured with a less specific goal, for example, comparing memories of childhood journeys, or exchanging anecdotes on a theme. Opened tasks are considered more creative. Other types of tasks come midway between “closed” and “opened”. There are six types of tasks as follows:

TYPES OF TASKS

LISTING:	Processes Brainstorming, fact-finding
ORDERING AND SORTING:	Processes Sequencing, ranking, categorizing, classifying.
COMPARING:	Processes Matching, finding similarities, finding differences.
PROBLEM SOLVING	Processes Analysing real or hypothetical situations, reasoning, and decision making
SHARING PERSONAL EXPERIENCES	Processes Narrating, describing, exploring and explaining attitudes, opinions, reactions
CREATIVE TASKS:	Processes Brainstorming, fact-finding,

TEACHER'S ROLE

Task-based learning can be very effective in different levels; nevertheless many teachers question its usefulness at lower levels. The methodology requires a change in the traditional teacher's role. The teacher does not present language or interfere by helping during the task cycle. The teacher is an observer during the task phase and becomes a language informant only during the 'language focus' stage.

Also, teachers need to select, adapt, and create by themselves a sequence of tasks to keep with learner needs, interests, and language skill level. They have to prepare learners for tasks. Some sort of pre-task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedure. In addition, the teacher arise a conscious learning by employing a variety of form-focusing techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks, and use of highlighted material.

The main difference between the task based learning and the traditional PPP (presentation, practice, production) is that the students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. Thus, students learn more effectively when their minds are focused on the task, rather than on the language they are using.

LEARNER'S ROLE

First of all, it is important to point out three essential conditions for a second language learner:

1. Learners need regular exposure to the target language in meaningful ways (communicative contexts).
2. Learners need frequent opportunity for the active use of the target language in communicative situation. They must learn to produce comprehensible output.
3. Learners need a strong motivation for language learning that is a strong learning motivation that

forces them to focus attention on linguistic forms and social (communicative) function (meaning).

The teacher has to take into account the mentioned characteristics above before deciding how he/she is going to organize the class for the development of the tasks.

There is group participation where many tasks will be done in pairs or small groups. For students more accustomed to whole-class and/or individual work, this may require some adaptation.

In addition monitoring in TBL tasks are employed as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication.

Learners themselves need to "attend" not only to the message in task work, but also to the form in which such messages typically come packed. Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for

clarification, and consulting with other learners may need to be developed (Richards and Rodgers 2001).

CONCLUSION

The task-based learning aims to increase the ability of learners to communicate effectively and in the process to become more accurate. This technique is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning.

CHAPTER 3



UNIVERSIDAD DE CUENCA

UNIVERSITY OF CUENCA
SCHOOL OF PHILOSOPHY
"STUDY OF MOTHER GOOSE RHYMES FOR TEACHING ENGLISH TO ELEVEN YEAR OLD
CHILDREN."

"STUDY OF MOTHER GOOSE RHYMES FOR TEACHING ENGLISH TO ELEVEN YEAR OLD
CHILDREN."

TASK-BASED LEARNING APPROACH

LEVEL: Eleven year-old children

AUTHORS: DIANA PATIÑO
XIMENA YANZA

LANGUAGE FUNCTION: Vocabulary acquisition; describing by using common adjectives; asking and answering questions.

OBJECTIVE: To make a poster and write a short description of a favorite animal or pet, its food and its habitat.

MY FAVORITE ANIMAL

1. **WARM- UP:** Let's sing a song "I have two mice"

MATERIALS:

- Masks of two mice
- Flashcards of two mice
- Flashcards of common adjectives
- Copies of the lyric of the song
- CD and tape recorder.

Procedure:

1. The teacher provides the students vocabulary through the flashcards of common adjectives used in the song. The students convey meaning by associating images and word spelling.
2. Then the teacher performs a short role-play about the story of the song. Also, the teacher uses the flashcards of two mice to catch the students' attention and enthusiasm.

3. Third, the teacher reads aloud the lyric of the song, and the students listen to her carefully.
4. Next, the teacher plays the song, so the students listen to the music and become familiar with it. Students identify the adjectives presented through flashcards at the beginning of the activity.
5. Afterwards, the teacher gives the students the lyric of the song. The teacher and the students read aloud together. Then the teacher plays the music, and the students try to sing along.
6. Finally, the teacher and the students sing the song together. When they have finished singing, the teacher asks the students to underline the adjectives in the handout. The teacher writes down the adjectives on the board.

2. PRE-TASK

In this stage, the teacher provides vocabulary, verbs and short expressions in order to express likes and dislikes about animals, their food, and their habitats.

MATERIALS:

- Flashcards of animals

- Flashcards of food
- Flashcards of places (jungle, farm, sea, etc.)
- Flashcards of adjectives (used in the previous activity).

PROCEDURE:

1. The teacher asks questions about the song they have already listened to. For example:

- What was the song about?
- Do you like the mice?

Then the teacher asks the students about their favorite animals. As soon as the students give their answers, the teacher mounts flashcards of animals on the walls around the class. In this way, the teacher builds up a brainstorming with all the students' answers.

2. Then the teacher continues making questions about what these animals eat, and where these animal live. In the same way, the teacher mounts flashcards on the walls of the students' answers.

3. The teacher has to follow the same procedure described above in order to find out some characteristics of the animals (size, shape, color, etc). The adjectives are also presented through flashcards.

4. Finally, the teacher reads aloud the name of the animals, their food , habitats, and qualities, and the students repeat after her, as follows:
T: It is a lion.
Ss: It is a lion.
T: The lion eats meat.
Ss: The lion eats meat.

3. TASK PREPARATION

In this stage, the teacher prepares the students to recycle the language used in the previous activities to make them familiarize with the contexts as much as possible. The teacher is able to use Mother Goose rhymes, riddles, songs, games since they provide vocabulary and expression within a real context. Also, in this stage can be carried up some activities, such as telling stories, songs, games, role plays, etc.

MATERIALS:

- Pictures of a story called "Mary had a Little Lamb"
- Masks of Mary and a Sheep
- Copies of the lyric of the Mother Goose song "Mary had a little lamb"
- Worksheets.

PROCEDURE:

Telling the story "Mary had a little lamb"

1. The teacher tells the students a short story about her friend Mary and her little lamb.
2. The teacher shows the students a picture and starts the story as follows:

"She is my friend Mary."

3. Then the teacher points out to the sheep in the picture and says:

"She likes sheep."

4. Next, the teacher gives a short description of the sheep, as follows:

"The sheep is white as snow."

"It lives in a farm."

5. Afterwards, the teacher asks the students to try to guess what happened with Mary and her little lamb. The teacher gives the students some clues to help them to guess. Then the teacher continues telling the story like this:

"One day, the lamb followed Mary to school."

"It was not right."

6. Finally, the teacher says the students to try to imagine what they would do if a lamb were at school. The teacher waits for the students' answers.

Then the teacher continues the story. The teacher always uses the picture of the story in order to convey meaning. The teacher continues the story like this:

"Mary's friends were happy to see a lamb at school.

The teacher was angry.

Why does the lamb love Mary so?, the Mary's friend asked.

Why Mary loves the lamb, you know?, the teacher did reply.

Finally, everybody in the class was happy with the lamb."

THE END.

7. To provide feedback: The teacher points out the pictures of the story and asks the students the following questions:

- Who is she?
- What is her favorite animal?
- What color is the sheep?
- Where does it live?
- Where did the lamb follow Mary?
- It was right?
- Were the children happy at school?
- As the teacher happy to see a lamb at school?

Also, the teacher asks the students about any funny experiences with their pets, like Mary and her lamb.

"STU



ROLE PLAY ABOUT THE STORY

1. Students role play the story. The teacher wears masks and uses the pictures of the story to perform a short role play in order to convey meaning and make the story comprehensible.
2. If it were necessary, the teacher could read the story in the students' native language.
3. Then the teacher chooses three students to perform the role play. In this activity, the teacher can use a game rhyme (Eeny, meeny) to choose the students; it will help the teacher to catch the students' attention and curiosity. After the teacher has chosen the students, the teacher tells them what character they are going to be:
One is going to be Mary.

Another student is going to be the lamb.

The other student is going to be the teacher.

4. The teacher gives them some instructions and they perform the role play.

SINGING THE SONG

PROCEDURE:

1. The teacher gives the students the lyrics of the song.
2. The teacher reads aloud and the students just listen to her.
3. The teacher asks the students to read after her the lyric of the song.
4. Then the teacher plays the music of the song, and the students just have to listen to it carefully.
5. Next, the teacher sings the song, and the students listen to her.
6. The teacher and the students sing together.
7. The teacher chooses three students to mime the story of the song while the rest of the class is singing.

EXERCISE

PROCEDURE:

1. The teacher gives the students a worksheet about the song. This worksheet has missing words.
2. The students have to fill in the blanks with the right words.
3. There are pictures next to the blank spaces in order to help the students associate the message of the words.
4. The students do the exercises while they listen to the song.
5. The teacher checks answers quickly.

4.TASK REALIZATION

In this stage, the teacher uses the given vocabulary and expression so that the students draw a poster of their favorite animals and write down a short description of their animals (how it is, what it eats, where it lives, etc).

PROCEDURE:

1. The teacher asks the students about their favorite animals. The teacher tells them what her favorite animal is.
2. Then the teacher models the activity by talking about her favorite animal.
The teacher takes a flashcard of a cat from the wall and starts her description, as follows:

MY CAT PEPITO



This is my cat Pepito.

It is nice.

It is brown.

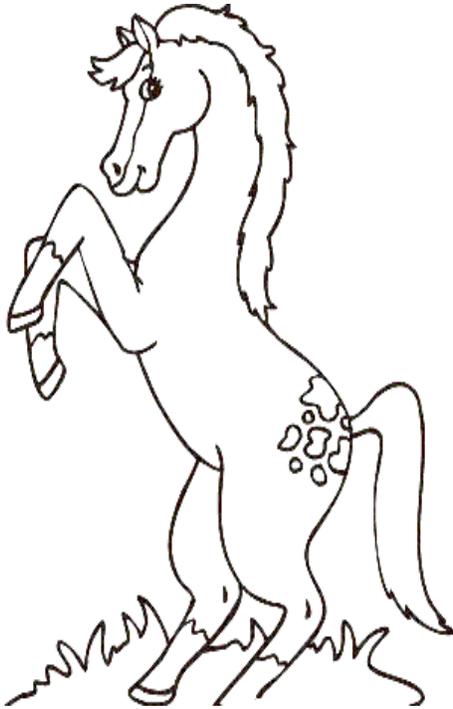
It eats mice.

It lives in my house.

I love it so much.

3. Next, the teacher gives every student a piece of cardboard to draw a picture of his/her favorite animal. In this activity, the students can draw a picture, cut a picture from a magazine or choose one of the pictures the teacher mounted on the wall at the beginning of the class.
4. The students also have to write down a short description of his/her favorite animal like the one provided by the teacher.
The teacher just leads the activity since the students have to do it by themselves.
5. When they have finished, the teacher asks one or two students to show the picture to the class and describe his/her animal.
6. Finally, the students hang their projects on the wall.
7. Teacher checks out for mistakes.

Task: Color your favorite animal and write a short description of it.



5. POST-TASK

In this stage, the teacher asks the students to use what they have already learned in class in order to do homework.

PROCEDURE:

1. The teacher asks the students to write a letter to his/her best friend to tell him/her about his/her favorite animal or pet.
2. The teacher also models homework, like this:

Dear Mary,

I am happy. I have a new pet. It is a cat. It is Pepito. It is nice. It is brown. Pepito loves mice. It lives in my house.

Love,

Ximena

3. There are many choices to give students homework. Here are some ideas: for homework, students could write down a short summary about the story "Mary

had a little lamb” or draw a picture of Mary and her lamb.

REPORT

After finding out information about Task Based Learning Approach and how to use Mother Goose rhymes through this method, we got ready to perform a demonstrative class at Centro Educativo Bilingue Integral “CEBINT”.

First of all, we had to make a request to Ing. Edgar Ochoa who is the principal of the Centro Educativo. He was pleased to help us and he gave us a date and hour to perform our class. It was on June 10, 2010 at 10:50 a.m..

On Tuesday, June 10, we arrived at the school half an hour before the class since we wanted to know the classroom and the space available. We checked out our material and organized it on the desk. Also, we asked for the students’ roll for we wanted to write down their names on cards that we prepared previously. Moreover, we hired someone to film and take pictures of the class.

Everything was ready and we were a little nervous; however, we took a breath and trusted in ourselves. It was 10:50 a.m., the children came into the classroom and were

surprised. Then their English teacher came in the class, too. We greeted her and explained to her what we were going to do, so she sat down in the back of the room to enjoy the class.

First, we introduced ourselves and called the roll and gave the students the cards with their names. The class was noisy but we managed to keep it under control.

Then Diana led up a Warm Up which a riddle rhyme was called "Humpty-Dumpty". It was not easy for the students to guess, so we had to give them some clues to help them to guess.

Also, we had to speak in their native language, since they were not used to having a class only in English. It was also necessary to teach them the riddle rhyme in Spanish. They had a lot of fun with this activity.

Next, we provided vocabulary through flashcards of common adjectives. The students were able to deduce meanings by associating images and spelling. Also, we told them a short story about two mice since the next activity was going to be a song which was about two mice called

"Jip and Pepa". For this activity, we characterized the two mice by wearing two masks of mice. All this procedure helped the students to understand the lyric of the song. Then they listened to the music while we sang the song. Finally, all of us sang the song.

To continue the class, we started a conversation with the students since we talked about their favorite animals or pets. The students were excited when they looked at the nice flashcards of animal we had prepared for them.

They also participated by describing these animals and the place where they lived. Then we thought it was a good idea to associate animals with a short story we had prepared for them. One of us told the story while the other one made gestures and mime to convey the meaning of the story. Next, we performed a short role play of the story to make the story more comprehensible. Finally, we played the music of the story, so the students dance and enjoy the music. Also, we gave them copies of the lyric of the song for they could sing with us. All the class danced and sang the song. There was just a shy child, but we encouraged him to dance and he got involved in the activity.

The next activity was focused on a writing exercise. They had to fill in the blanks with the missing words. It was

an easy exercise since they had pictures next to the missing words. We did not have enough time to check the exercise.

It was time to encourage the students to use the vocabulary and expression they were learning along the class. One of us took a flashcard from the wall and talked about her favorite animal. Then the flashcard of the animal was mounted on the board and a short description of the animal was written next to it. To reinforce the activity, we repeated the procedure by choosing another animal and giving another description of it. Then every student chose a flashcard from the wall and started doing the task. They asked for help when they did not know the spelling of a word. They finished their task and mounted their little projects on the wall.

Finally, we gave the students the flashcards of animals and asked them to practice descriptions at home. They were happy and asked us to stay with them until the end of the class. We thanked the English teacher and the whole class for their attention and enthusiasm. Also, the principal

of the school thanked us and told us to continue teaching in that way the rest of our lives as English Teachers.

CONCLUSION

It was a nice experience and we felt motivated by the students' comments about our techniques while teaching English. All the children were surprised and motivated by the colorful flashcards. Also, they were happy when listening to those fun songs with sticky rhythm; they were shy and did not want to dance, but we found the way to help them to feel comfortable. All the children responded enthusiastically with this methodology since it included many dynamic activities which stimulated and motivated them by catching their attention. There was also a communicative environment since the new language to be presented was developed within a real context, and all the students were able to talk about pets and animals.

This experience also helps us to understand how unmotivated an English teacher can be if she does not look for new techniques to enhance the students attention and participation. It was the case of the English teacher of this Educative Center who asked about the technique we were

using. We talked about TBL and Mother Goose rhymes, but she did not know about them. She was surprised and unhappy because the students told us that we were good English teachers.

We realized this technique really works because it involves the students in their own learning process; since, it is more student-centered. Here, the students are the builders of their own knowledge and the teacher becomes a facilitator of their knowledge. We proved that Task Based combined with the different kinds of Mother Goose Rhymes (games, riddles, songs, etc) is really useful and cause confidence and participation by the students. The teacher has many choices to prepare an interactive class by using these resources since there are a great variety of Mother Goose rhymes

which can be combined with fun activities into the different stages of the TBL. All the teacher has to do is to be creative and look for the best rhymes to adapt into the different stages of the TBLA.

CONCLUSIONS AND RECOMMENDATIONS

- We have explored the origins of Mother Goose Rhymes through the three theories which enrich our literature knowledge. When we read the nursery rhymes, we found out the innocence, happiness, and spontaneity in each childish rhyme. So, we take out these advantages to bring them into class.

- Through this work, we realized that Mother Goose Rhymes have different types of rhymes which could be used by the teacher taking into account the goals they want to achieve.

- Mother Goose rhymes are sources that were used for children's entertainment many years ago, and nowadays they can also be employed for teaching and learning a new language. They provide colorful pictures and interesting stories which motivate the

students to learn, and catch the students' attention, so these rhymes allows children to overflow their creativity and imagination when they practice the four skills in the classroom.

- Through Mother Goose Rhymes, students are able to learn English fluently, since the learning process changes from a traditional class to interactive activities where the students are the main actors. So, the English learning process becomes more natural and significant for them.
- Mother Goose rhymes are easy to learn and students can also practice them through body movements, singing songs, guessing riddles, etc., so learning process becomes meaningful, so the students are able to easily learn.
- Also, these rhymes are made of useful vocabulary, expressions, and grammar structures which could be employed by the teacher for practicing the four skills.

- On the other hand, the Task Based Language Learning Approach provides an opportunity to develop the four skills through the performance of four stages which are guided towards a successful task. Each stage allows using different material (different types of rhymes) which has to be adapted to real context in the class, since the main characteristic of this approach is to learn English for using in real situations.

- Through the TBLL approach, the students are interested and eager in the classroom because each activity prepared by the teacher is full of surprises which are focused on the children's interests, needs, and likes.

- It is a good idea to combine different techniques for getting a better technique to teach a language. In this case, the use of Mother Goose Rhymes through the TBLL Approach is useful to develop the four basic skills through a variety of different activities, such as games, role plays, stories, etc. which will help to improve the language and to accomplish the students' active participation in the class.

- This combined technique, MGR and TBLLA, are useful, since they are more student-centered and the teacher's role changes from the traditional one to the facilitator of the knowledge, and at the end of the technique, the teacher just guides the learning process. In this way, the students are the builders of their own learning which is developed taking into account their personal experiences and prior knowledge of the topic.
- Moreover, this technique is carried out within a real context, so students learn English for real situations in life, so the learning of a new language becomes useful.

RECOMMENDATIONS

- If we have chosen to be English Teachers, the reason is that we love to work with people, so we have to become better teachers day after day in order to facilitate the learning of the language.

- As English Teachers, we always have to look for updated material which has to be related to the students' age, interests, and context.

- We have to be interested in the students as human beings, so we have to help the students to become better human beings in order to get success in life.

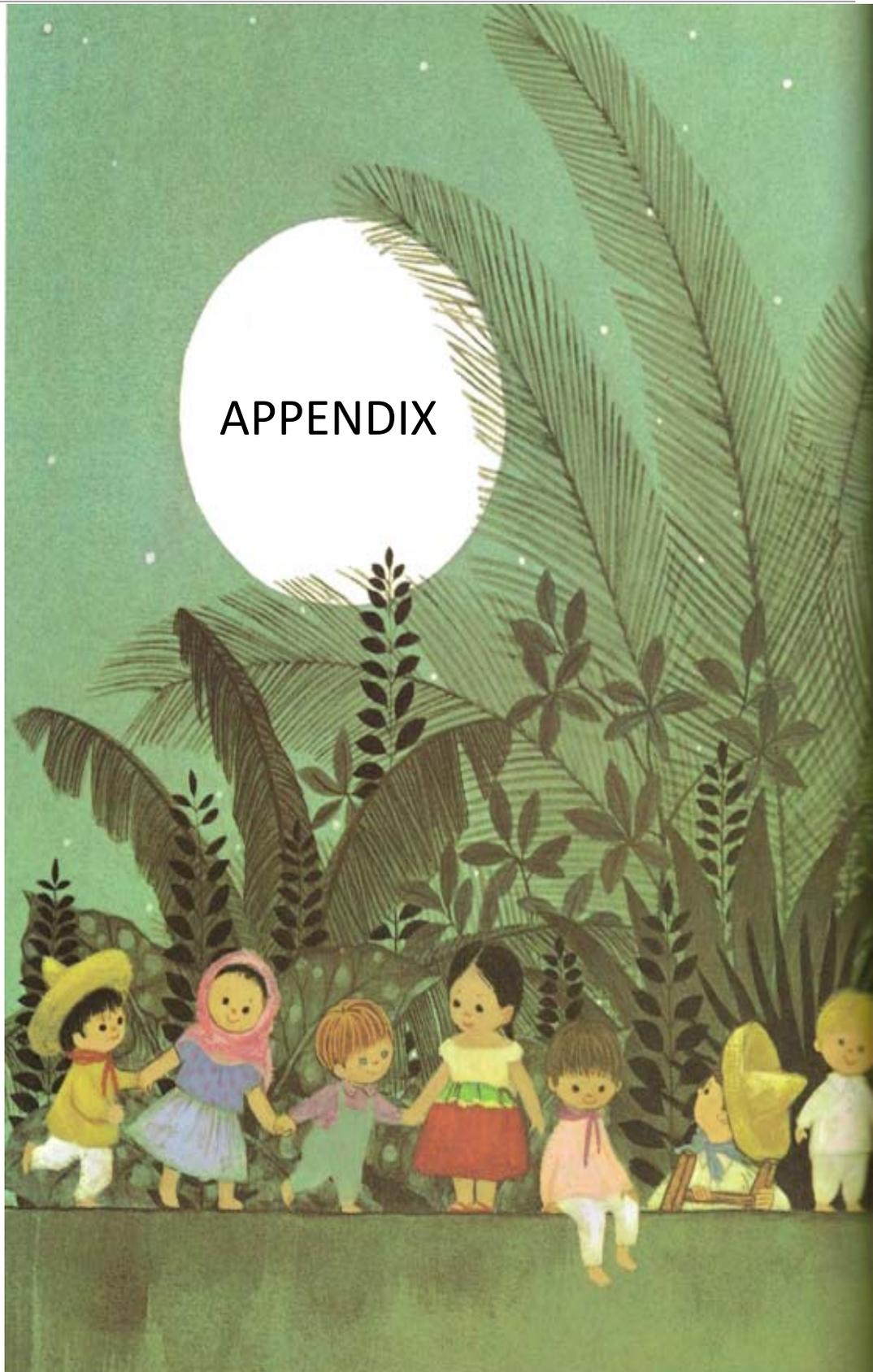
- If we work with children, we should think and feel as children to understand how fast or slow they can learn a new language to allow them to develop their strengths with the language and overcome their weaknesses.

- Each class must be like an adventure for children and the teacher should avoid monotonous classes; thus bored students, and frustrated teachers.

- The most important facts in our professions are that we should enjoy what we do every day, and change our mind by looking our students as our partner in the whole learning process, since the students learn from



the teacher, and the teacher learns a lot from their students.



Cuenca, junio 8 de 2010

Ingeniero
Edgar Ochoa
RECTOR DEL CENTRO EDUCATIVO "CEBINT"
Ciudad

De nuestras consideraciones:

Nosotras, Diana Patiño y Ximena Yanza, alumnas de la Universidad de Cuenca; solicitamos a usted y por su digno intermedio a la Directora de la Escuela "CEBINT", nos permita llevar a cabo una clase demostrativa para el Séptimo Año de Educación Básica en el área de Inglés, el día jueves 10 de junio; la misma que forma parte de nuestro Proyecto Educativo, previo a la obtención del título de Licenciadas en Ciencias de la Educación, Especialidad de Lengua y Literatura Inglesa.

Por la gentil acogida y favorable respuesta que brinde a nuestra petición, anticipamos nuestro sincero agradecimiento.

Atentamente,

Diana Patiño

010477904-6

Ximena Yanza

010470866-4

CENTRO EDUCATIVO BILINGÜE INTEGRAL

"CEBINT"

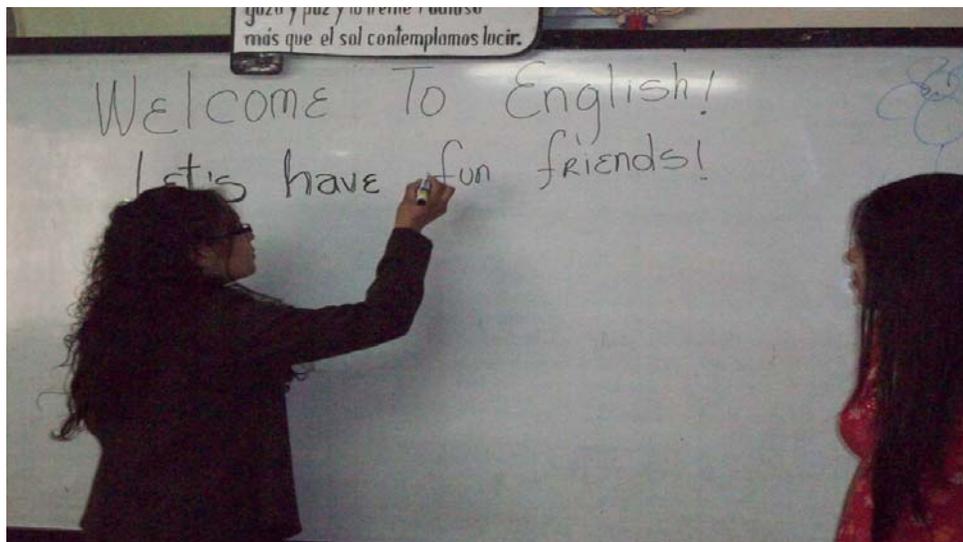
Listado de los alumnos del Séptimo Año de Educación Básica

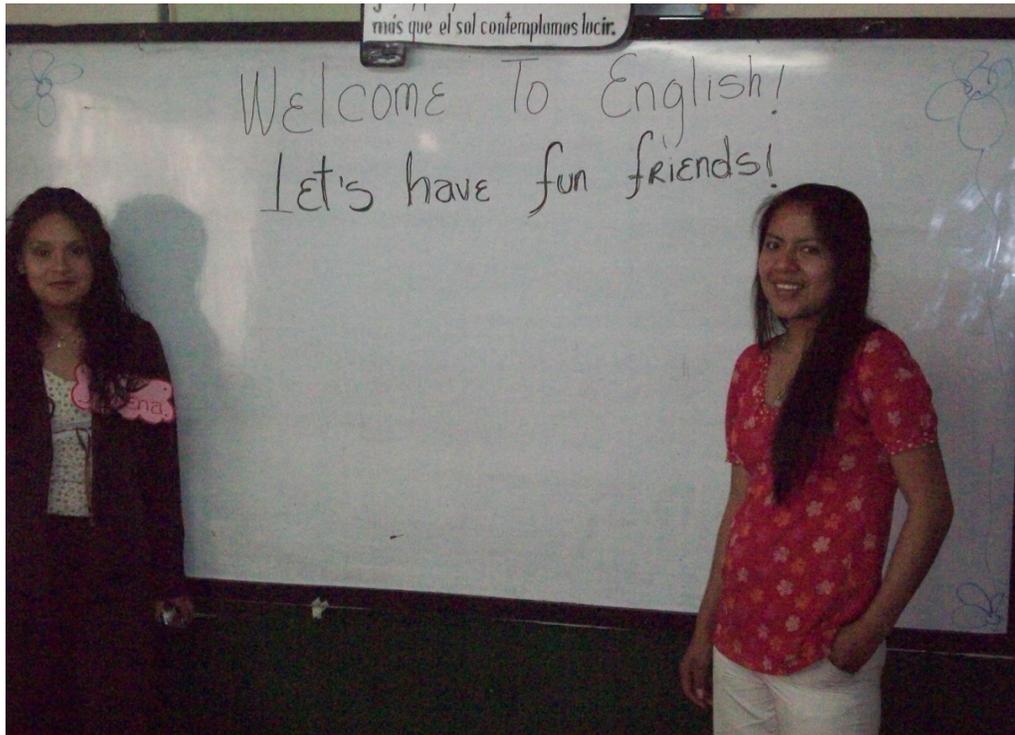
<u>No</u>	<u>NOMBRES Y APELLIDOS</u>
1	Argudo Astudillo José Luis
2	Cabrera Morocho Jonnathan
3	Fajardo Guzñay Diana
4	Maldonado Córdova James
5	Molina Vera Byron Guillermo
6	Montalván Matailo Oscar
7	Novillo Ulloa Kenneth Moises
8	Ortiz Yanza Diego Patricio
9	Quiroz Valarezo Geovanny
10	Sumba Corte Samantha
11	Sari López Jonnathan Fernando

12 Zúñiga Duchimaza Italo

PICTURES OF THE DEMONSTRATIVE CLASS
AT CEBINT

BEFORE THE CLASS





DURING THE CLASS









TASKS



SONGS

"I HAVE TWO MICE

I have two mice, they're very
nice,
Their names are Jip and Pepa.

He has two mice, they're very
nice,
Their names are Jip and Pepa.



He is fat, she is thin,
He is old, she is young,
He is big, she is short,

I have two mice, they're very nice
Their names are Jip and Pepa
He has two mice, they're very nice
Their names are Jip and Pepa.

There're hundreds of mice on my shoe
There're hundreds of mice on his shoe

Then we will say, hello to you!

Let's sing Mary had a little lamb

Mary had a little lamb, a little lamb, a
little lamb

Mary had a little lamb, its fleece was
white as snow

And everywhere that Mary went,
that Mary went, that Mary went,

Everywhere that Mary went

The lamb was sure to go.



It followed her to school one day, to school one day, to
school one day

It followed her to school one day,
which was against the rules.

It made the children laugh and play, laugh and play, laugh
and play;

It made the children laugh and play to see a lamb at school.

And so the teacher sent it out, sent it
out, sent it out,

And so the teacher sent it out;

But still it lingered near

They stood and waited to ran about, ran
about, ran about

They stood and waitented to ran about,
To Mary did appear.

Why does the lamb love Mary so, Mary so, Mary so

Why does the lamb love Mary so,

The little children cried;

Why Mary loves the lamb you know, lamb you know, lamb
you know,

Why Mary loves the lamb you know, the teacher did
reply....

EXERCISE

Fill in the blanks with the right words. The drawings will help
you.



_____ had a _____



 had a 

Little lamb , ,

Mary  had a little lamb, 

Its fleece was white as 

Everywhere that  went,

Mary  went, Mary  went,

Everywhere that Mary  went,

The  _____ was sure to go.

It  followed her  to  _____ one day,

School  one day,  _____ one day,

It  followed her  to school  one day,

Which was against the rules.

It made the _____  laugh  and play,

_____  and play, _____  and play,

It made the _____  _____  and play,

To _____  a _____  in _____ .

RIDDLE RHYME

HUMPTY-DUMPTY

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the king's horses and all the king's men

Couldn't put Humpty Dumpty together again.

Answer: An Egg.

ESPAÑOL

Jumpeti Dumpeti sentado en el muro

Jumpeti Dumpeti cae y se da duro;

Los caballeros y sus corceles,

Pegarlos no pudieron ¡ni con cordeles!

Respuesta: Un huevo.

FLASHCARDS

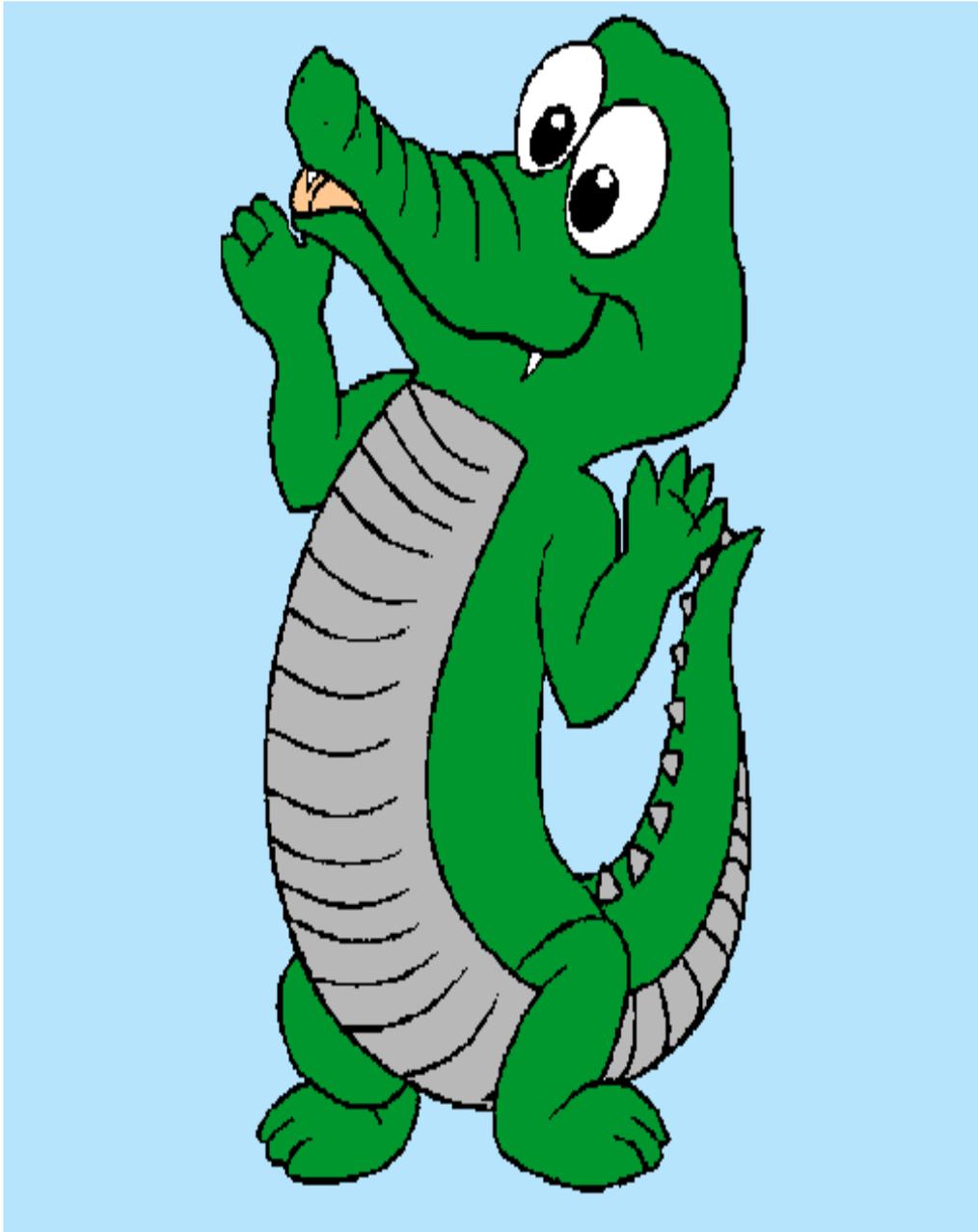
ANIMAL FLASHCARDS



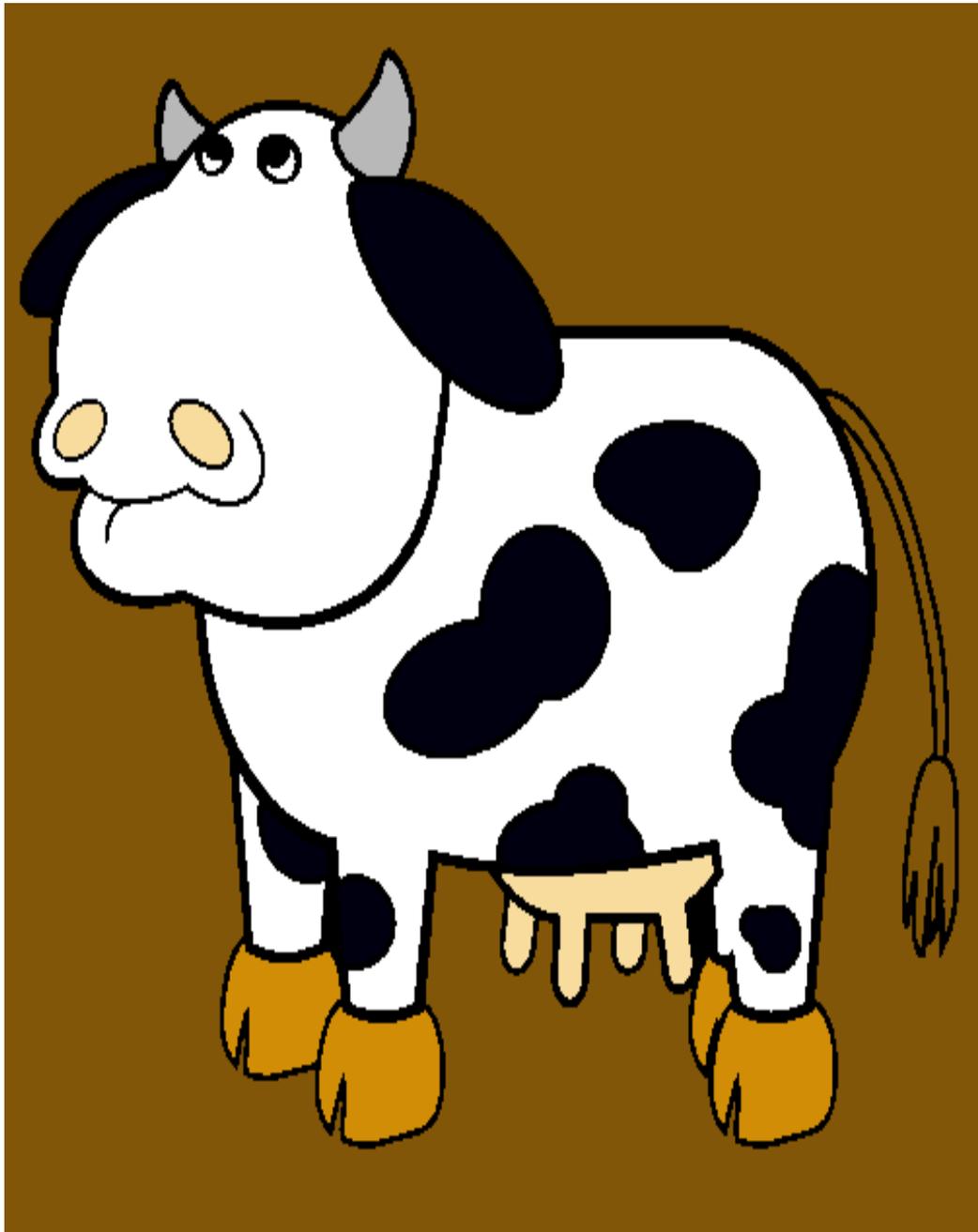
BEAR



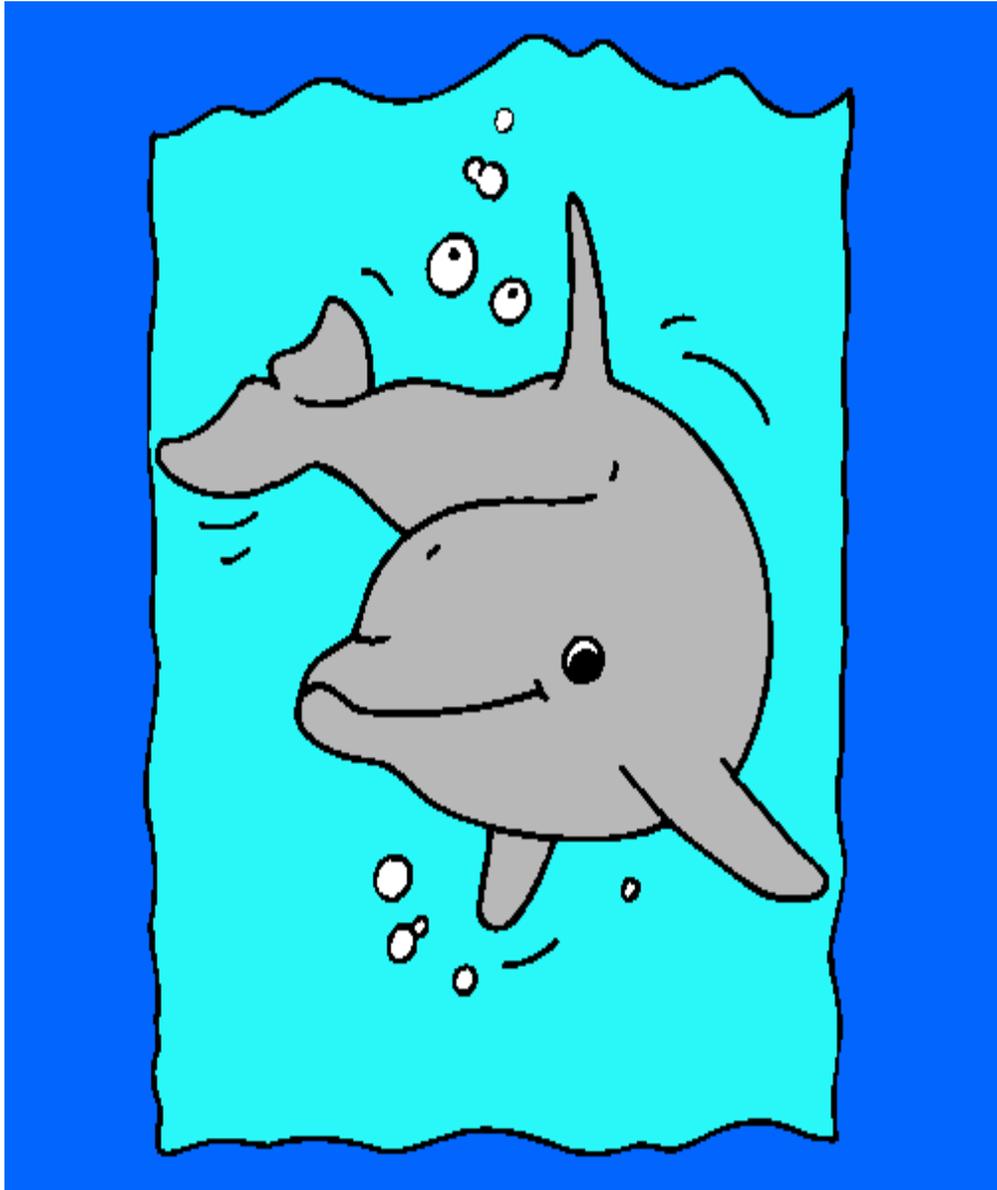
CAT



CROCODILE



COW



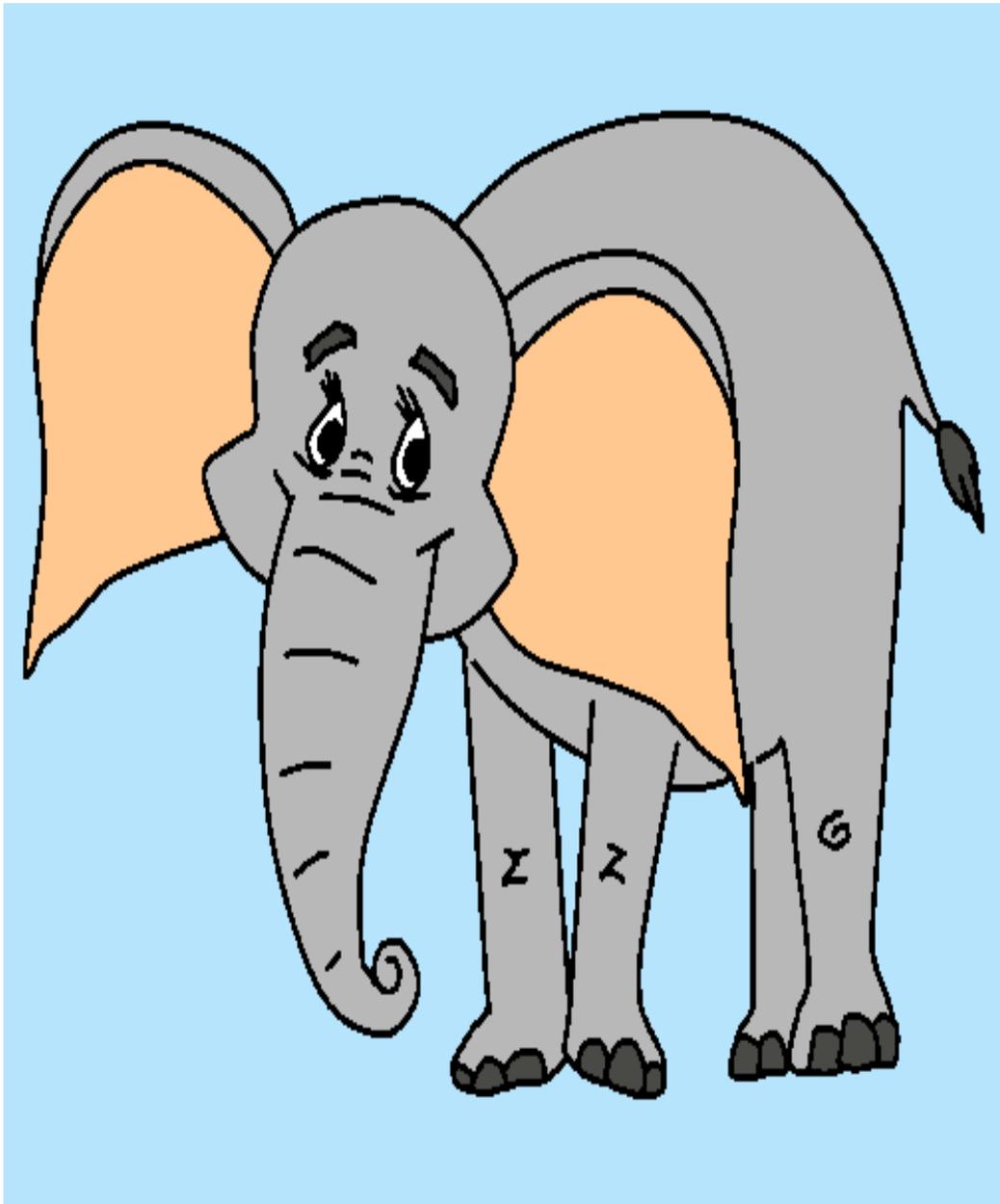
DOLPHIN



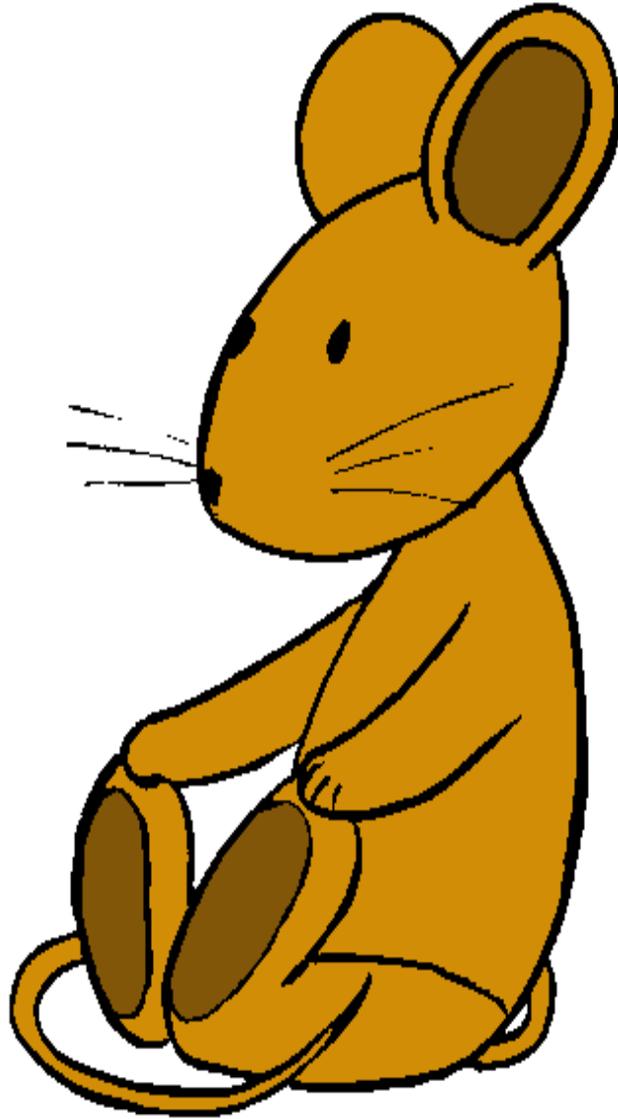
LION



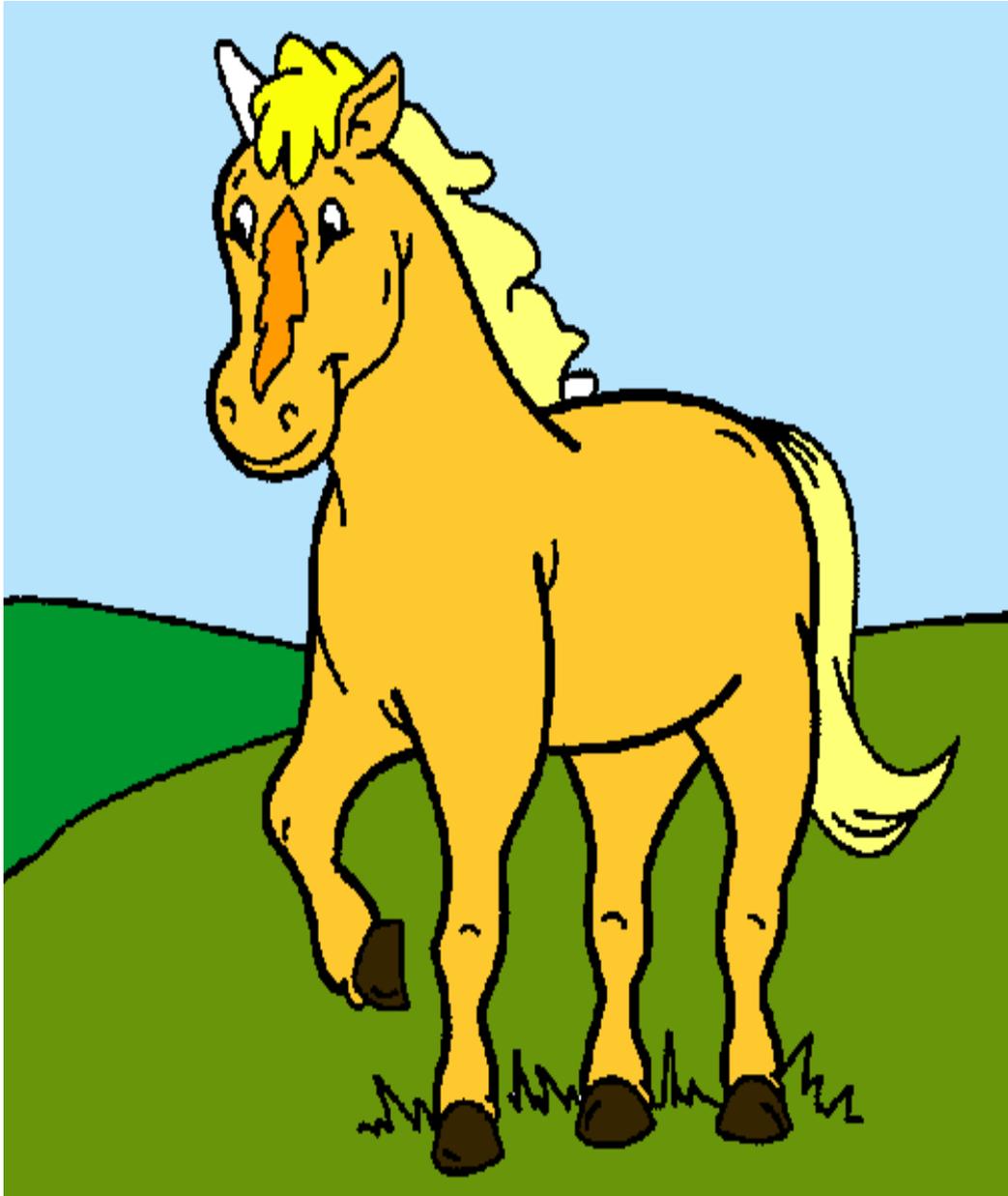
DOG



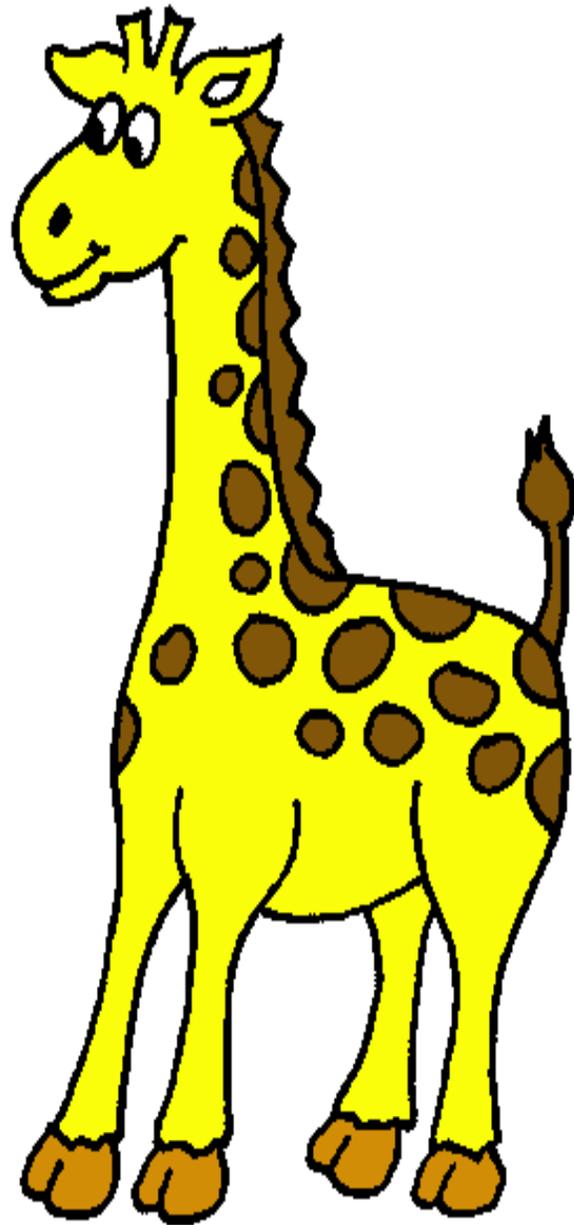
ELEPHANT



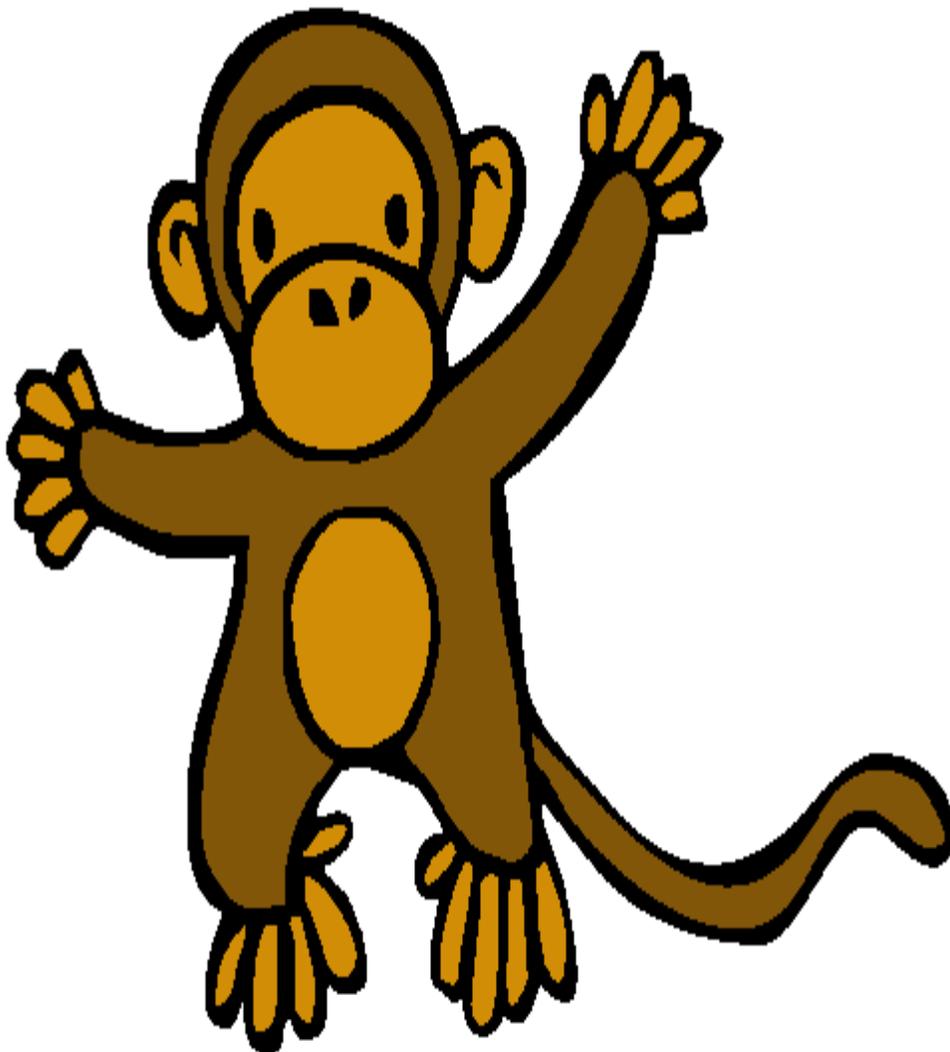
MOUSE



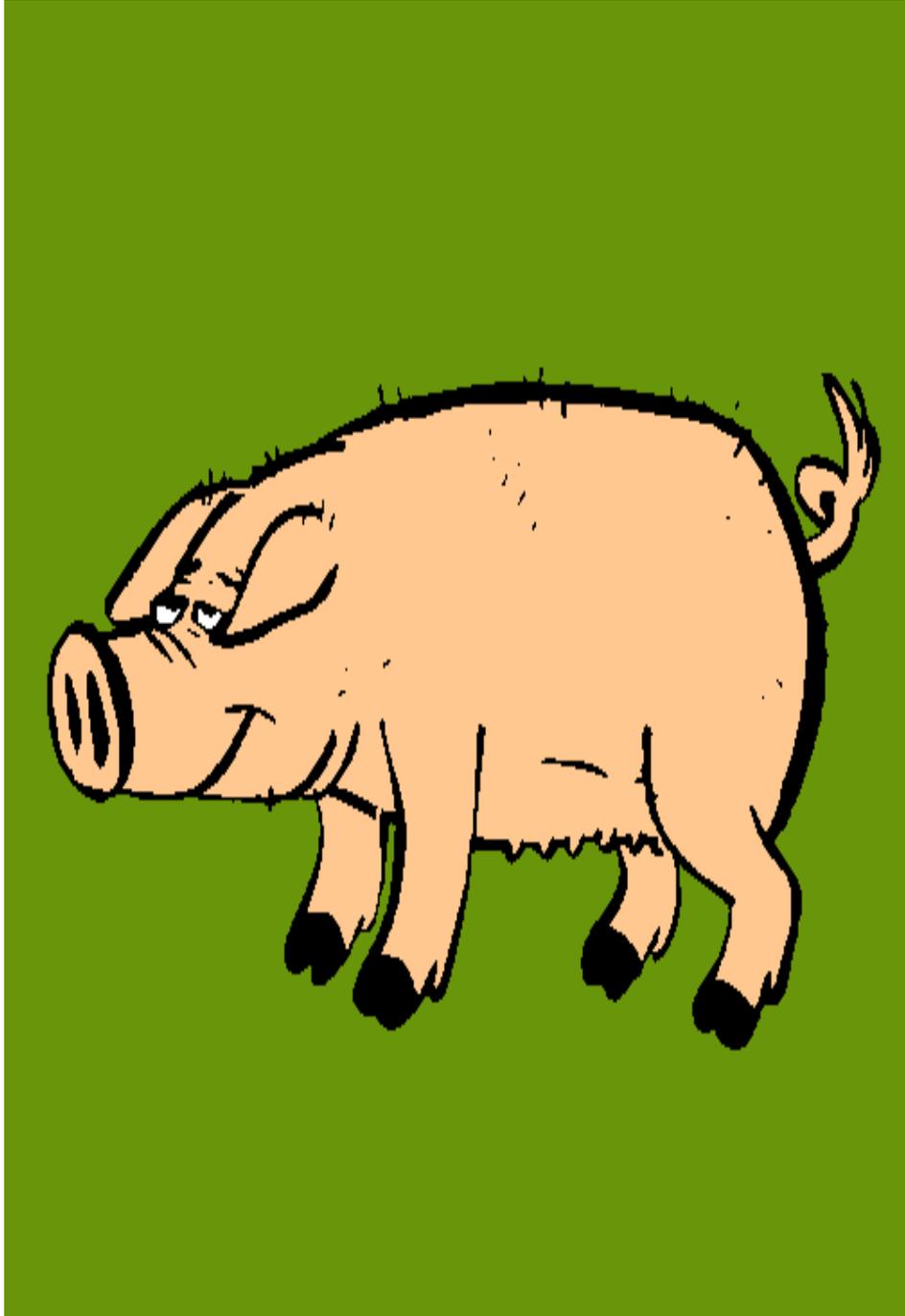
HORSE



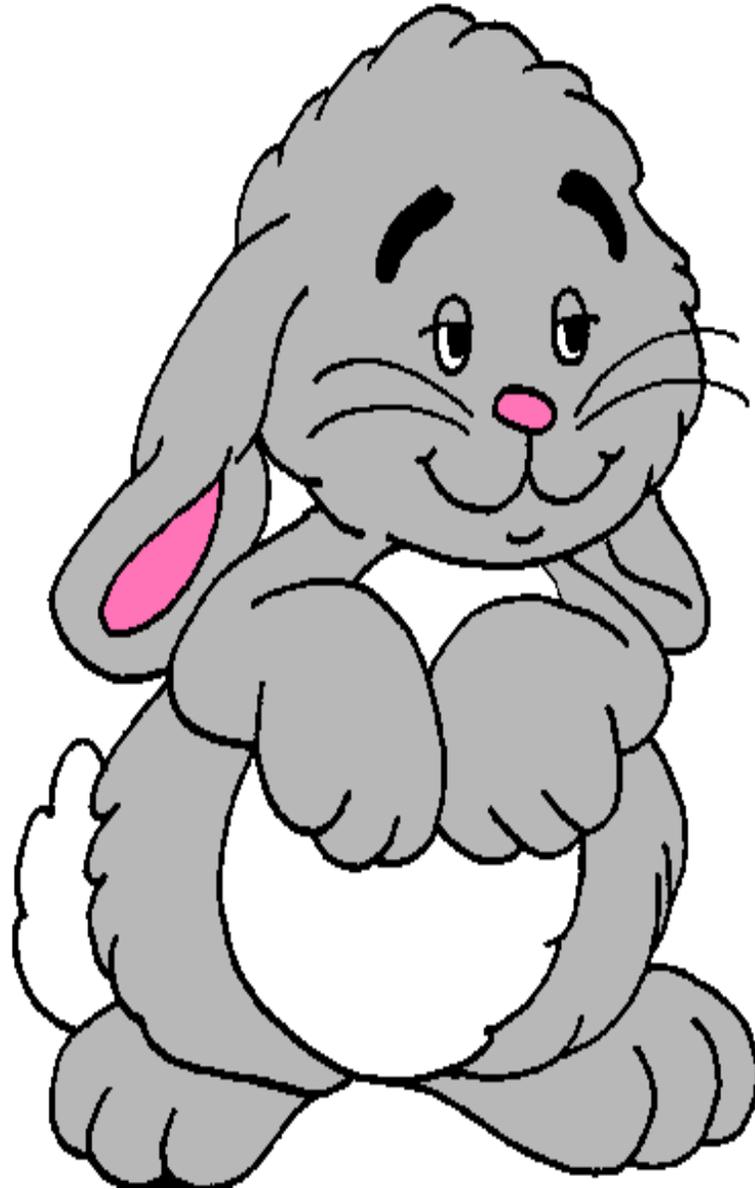
GIRAFFE



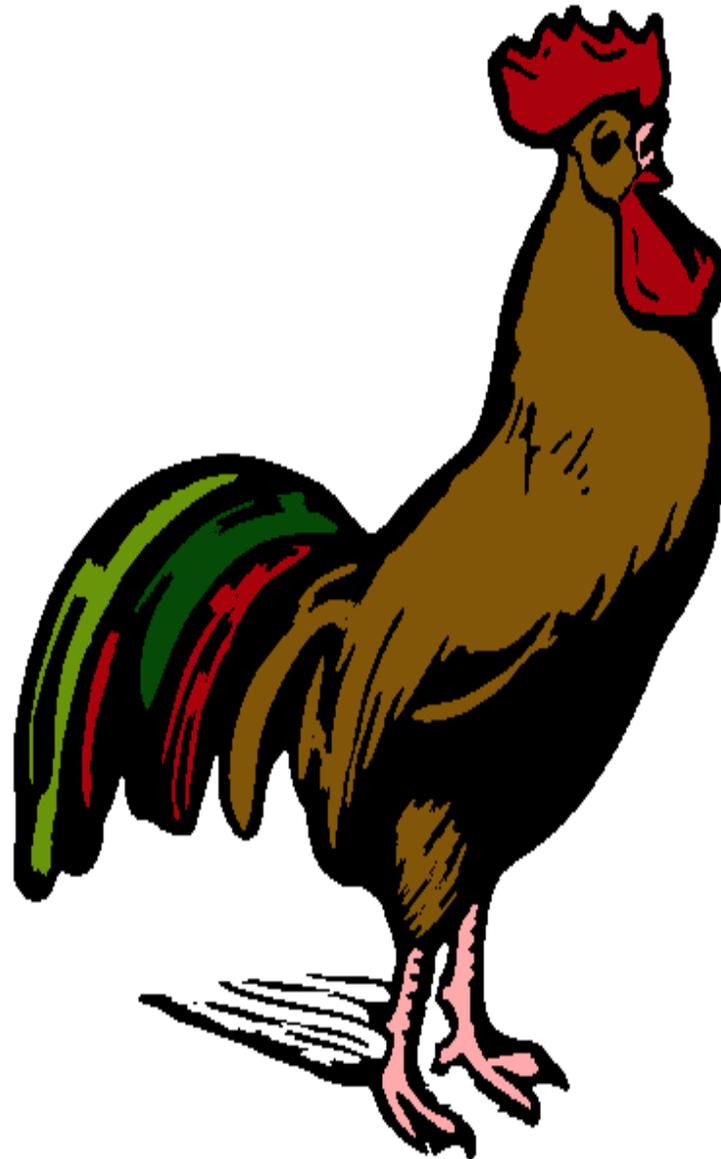
MONKEY



PIG

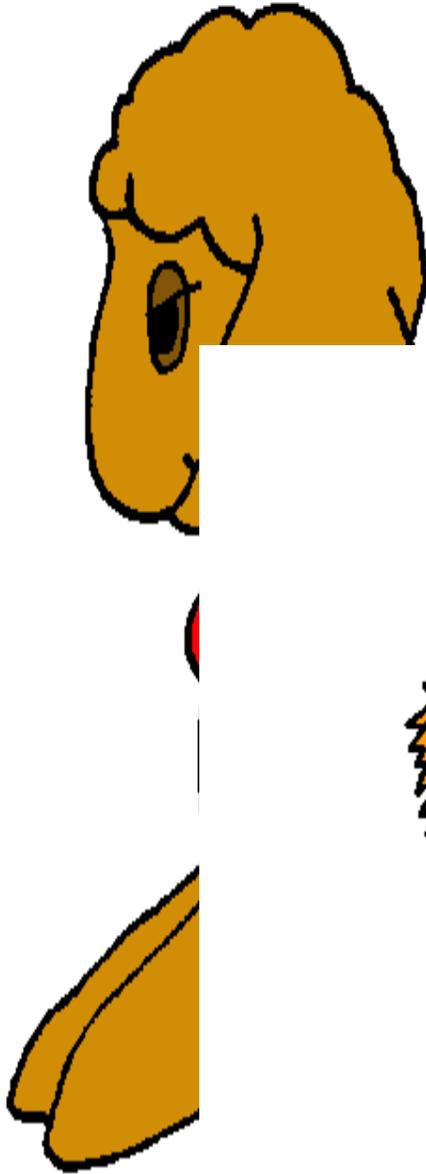


RABBIT

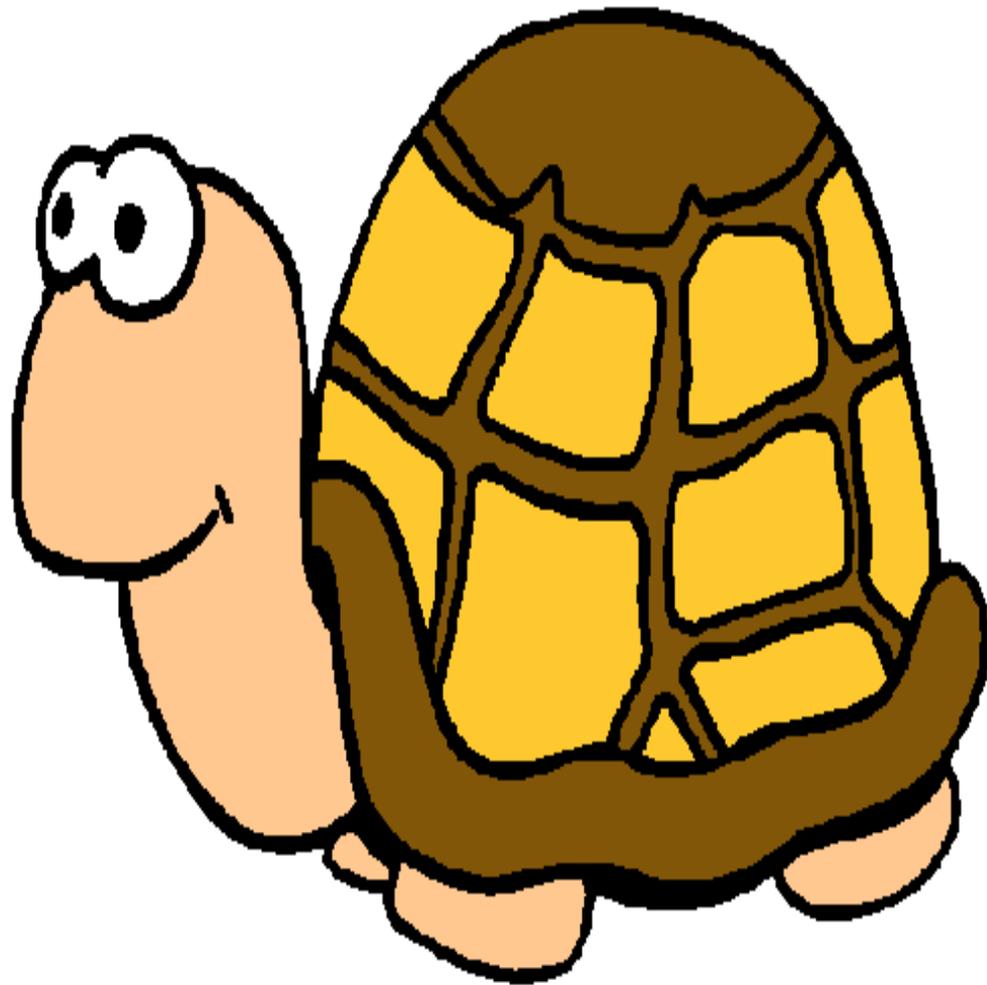


ROOSTER

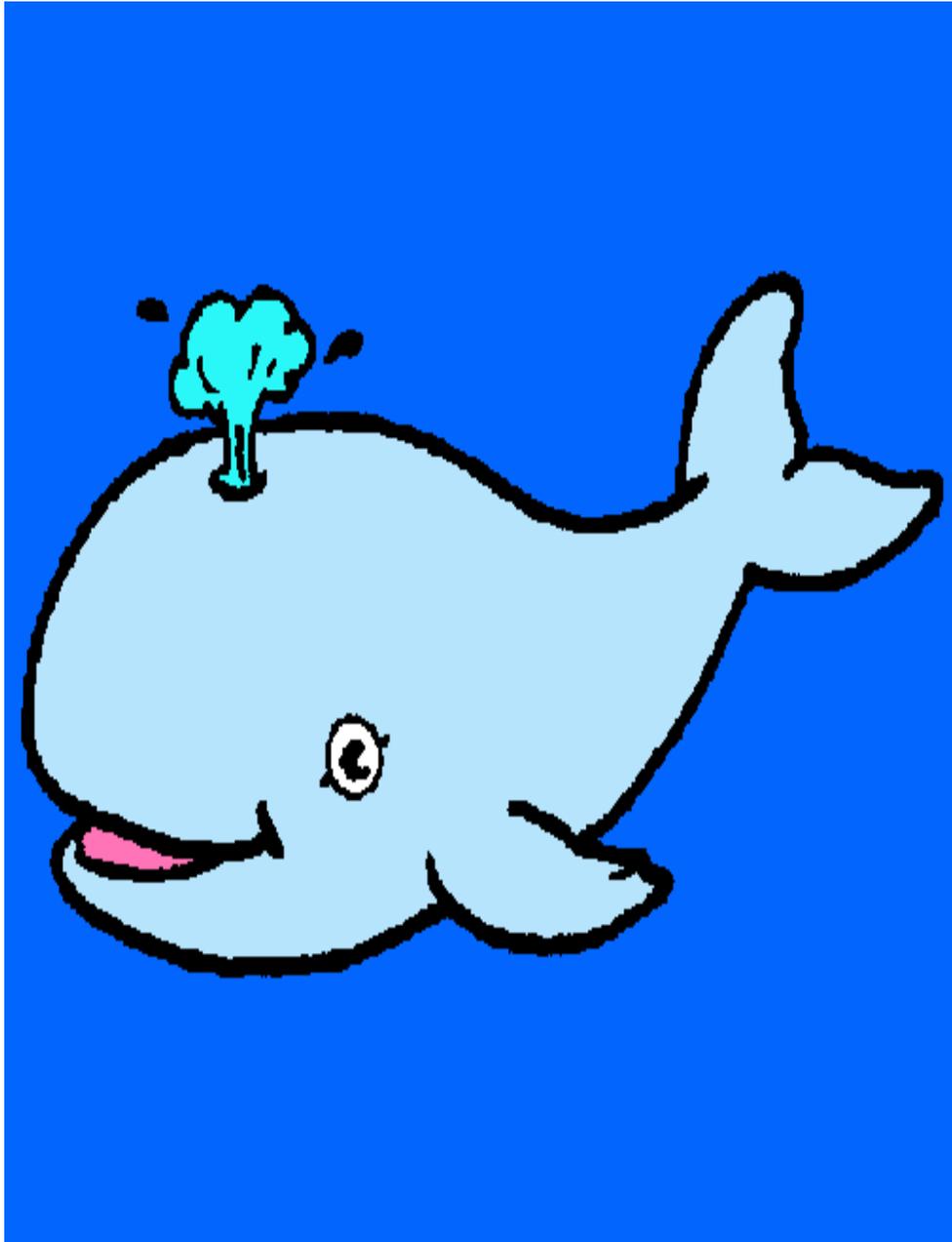
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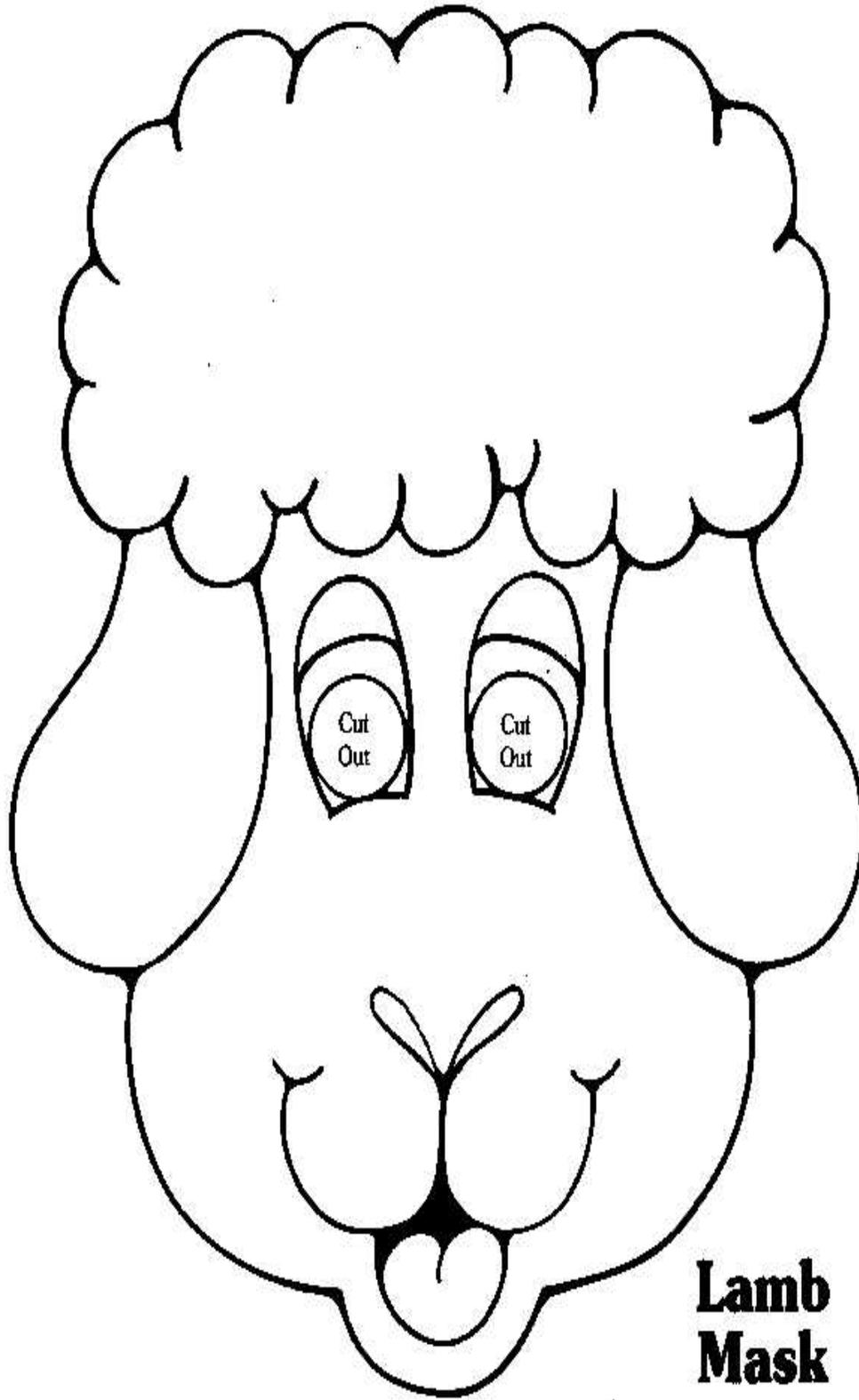
TIGER



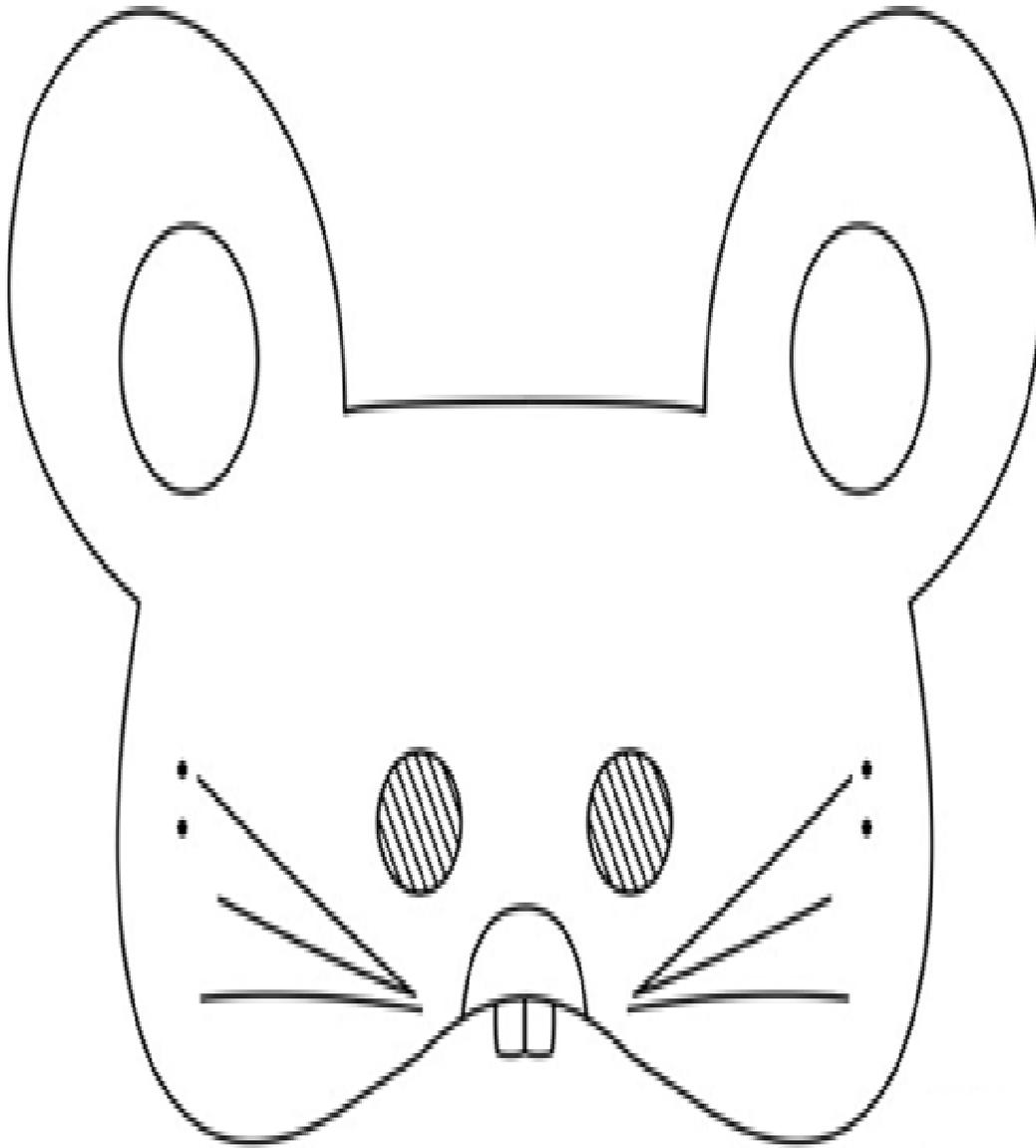
TURTLE



WHALE



**Lamb
Mask**



**Mouse
Mask**

Mary and her lamb



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