ABSTRACT

The Audiolingual Method created a great revolution in teaching foreign languages several years ago. It had its basis on mechanical learning that comes from behaviorism. The Audiolingualism methodology expected students to be able to communicate in the target language through memorization of grammatical structures and word sounds. As the method, it is not concerned of the person; it uses the same techniques to teach the language: *memorization, substitution,* and *repetition.* The teacher is the only one who can provide relevant explanation and experiences during the class time. With the Cognitivism theory, methodologies are no longer a unique truth. Teachers can re-do any methodology to adapt it in benefit of their students. Piaget proposes students to create their own learning, meaningful learning, if teachers join all students` backgrounds with the new information which is presented.

Despite of the fact that the Audiolingual Method and behaviorism are different from cognitivism, we will see how they can be joined in some practical activities that may help students improve their productive skills. Speaking and writing a new language is a big barrier students have to overcome if they want to lose their fears of communicating in a foreign language. Teachers are responsible to teach students rules, grammar patterns, vocabulary, word sounds, etc, but if students do not learn how and when to use them, there will not be reason to teach or to learn a foreign language. Teachers have to focus on the objective of making their students use the language in their real lives.

KEY WORDS: The Audiolingual Method, cognitivism theories, example of portfolios.

Gabriela Ochoa

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Trabajo de Investigación previo a la obtención del Título de Licenciado(a) en la Especialidad de Lengua y Literatura Inglesa.

TEMA:
"THE AUDIOLINGUAL METHOD AND MEANINGFUL ACTIVITIES TO IMPROVE THE PRODUCTIVE SKILLS"

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The contents of this thesis are the exclusive responsibility of its author.

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Gabriela Ochoa Fajardo

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GABRIELA

Gabriela Ochoa

DEDICATION

I want to dedicate this work to God because He has blessed me bestowing upon me my great parents; they have always sacrificed themselves to give me the chance to study and to get my goals. They taught me that without education there is no success. Thanks to their help I have accomplished my dreams and now I consider myself I am a better person, not only at fulfilling my duties but also in my personal life. God, You have also given me a wonderful husband. Thank you, my dear, because you have never left me alone.

GABRIELA

INTRODUCTION

This job describes the Audiolingual Method, its relationship to behaviorism, and how it was used to teach foreign languages in schools around the world during the past century. With new approaches, such as cognitivism, education and some methodologies have been made more flexible to adapt themselves to the different kinds of students teachers normally have in their classes.

Chapter I of this thesis is a description of the principles and basis which the Audiolingual Method lies on. It is directly related to behaviorism, which states that people don´t learn and that simply perform reactions responding to a stimulus. Learning is explained as S – R; that is, a stimulus is presented to students and they reproduce certain behavior that was previously seen in class. Some authors like Pavlov and Skinner were the principal defenders of this theory, which was accepted and used in schools around the world.

The Second Chapter deals with new approaches on the educational field, specifically cognitivism. Ausubel, Bruner, and Piaget´s ideas about teaching and learning are described here; their opinions and theories about how the teaching-learning process have to be handled to help students develop their capacities are treated in this part of this thesis. The cognitivism theory takes

into account the students´ experiences as a relevant element. *Meaningful learning* is a new term among students and teachers; that term lets students create significant knowledge which will mean something to them. Even though the Audiolingual Method is quite different from cognitivism, it is mechanical learning in essence. We can not deny students and people in general need to memorize several things. But it is a teacher`s task to create activities which consider the students´ needs, abilities, and interests.

In Chapter III, we find some activities based on behaviorism and cognitivism. They are addressed to improve the productive skills in students of third year of Bachillerato. The productive skills, speaking and writing, are always the most difficult to develop because students feel ashamed to use the language. It sometimes occurs because teachers don´t create appropriate spaces to develop those skills, and sometimes because there are no specific activities to work with writing and speaking. Portfolios inside English classes are useful because teachers can give students some extra material for feedback and teachers can also track the students´ progress and help them where they need the most.

The Audiolingual Method is one of the most widely used methods around the world to teach foreign languages because it seeks for grammar constructions and stress accuracy in students. Unfortunately, this method´s aim is to get students repeat no matter whether they know or not what they are saying. Cognitivism, on the other hand, expects students to create meaningful knowledge on their own because they are people full of valuable

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experiences. Teachers must create suitable activities which permit students

grow both intellectually and personally.

CHAPTER I

1.   THE AUDIOLINGUAL METHOD

1.1   DEFINITION

The Audiolingual Method (ALM) was developed during the Second World War. "*The Audio-lingual method was the outbreak of World War II, which created the need to post large number of American servicemen all over the world."* [1] That is why it was known as the "army method", too. The method was born directly related to the 40´s approach, behaviorism, which addressed education as a mechanical process. As a result, the ALM adopted behaviorism´s techniques such as repetition and memorization, to teach foreign languages in schools all over the world.

According to James Lee and Bill VanPatten, *"The Audio Lingual Method was predicted on the marriage of behaviorist psychology and the current structural linguistics. According to behaviorist psychology, all learning –verbal and nonverbal- takes place through the process of habit formation. Habits are formed through repetition, imitation, and reinforcement. In ALM, language habits were formed by memorizing dialogues and practicing sentence patterns, usually through drills that required learners to imitate and repeat what their instructor said."* (Lee, VanPatten, *Communicative Language*). According to this method, teaching a foreign language was considered like something mechanical; teachers taught the foreign language just like structures and sound imitation. The ALM used a lot of substitution drills and the aim of those drills was to teach grammatical patterns, and to make students realize how sentences were formed. Also, the method used

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[1] Wikipedia (2011), The Audio Lingual Method (copy September 13th ,2011), www.wikipedia.com

dialogue memorization in order to teach sounds and give a lot of new vocabulary. This method is centered on developing the speaking skill. Here the teacher is the one who directs the class through modeling new structures and making students repeat and imitate them later. No space for mistakes was given, because with repetition and substitution exercises students needed just to follow what was written on the board. But not only teaching foreign languages used this model; all education was addressed to follow this approach.

1.2   PRINCIPLES AND CHARACTERISTICS

1.2.1 PRINCIPLES OF BEHAVIORIST APPROACH

As it was said above, the Audiolingual Method is directly related to behaviorist psychology. Behaviorism is a psychological theory which was born at the beginning of the XX century and it is still used in many schools around the world. This theory ensures that human beings can be taught through reinforcement and for years that theory was the only one accepted in education and it was followed at schools all around the world.

Marion Williams and Robert Burden say: *"Behaviorism is a psychological approach   strongly based on positivism and it has had a deep influence on language educational field around the world. This approach came from the first learning researchers´ ideas who tried to explain every kind of learning was around some way of conditioning. One of the most well known examples is Pavlov´s; he demonstrated with dogs and other animals that a response*

(e.g. salivation) is produced because one stimulus (e.g. food) could be brought out with a second stimulus (e.g. a bell). It became to be known as the theory of S-R (stimuli-response) or classical conditioning" [2].

Teaching, then, was addressed in the direction of that theory: behaviorism. Old school or traditional school centered all learning as something that had to be passed mechanically. No opinions or suggestions were accepted. No knowledge could be argued. That theory guaranteed that no mental processes can determine human beings reactions, but they were just performing a certain response because of previous stimuli. It means that we don´t think; we just act because of instinct, like animals. As Pavlov tried to explain in his experiments with animals, a dog can be trained to salivate when food was shown or when the bell rang; he believed we learn in the same way. It is supposed that human beings don´t learn because we are smart and well prepared, or because of our experiences, or because we have read a lot; we learn because we are well trained. Of course, animals are smart but our complex nervous system and our brain´s processes can not be compared to one which belongs to an animal, not even the most intelligent one or the most nearly similar to a human being . Also, in the past students´ participation was not a priority; they were considered like passive subjects ready to be educated. Knowledge is considered as a set of theories, concepts, rules, etc., that had to be transmitted without changes or disagreements. Students´ success is measured through how well a student

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[2] Williams, Burden, <u>Psychology for Language Teachers,</u> page 18.

could remember the exact words or processes used to solve some kind of problem.

Besides Pavlov´s ***classical conditioning,*** we have the father of modern Behaviorism, B.F. Skinner. He elaborated a system of principles called the **operant conditioning**. Marion Williams and Robert Burden wrote: "*His first theory consisted in that learning is the result of environmental factors more than genetic. Skinner enlarged the possible application of   the principles of behaviorism introducing the notion of operants, that is, the variety of behaviors that organisms performed or were capable to perform. He also emphasized on the importance of reinforcement. The behaviorist theory came then to explain learning in terms of operant conditioning: one individual responds to a stimulus acting in a particular way. What happens later will affect   the possibility that the behavior will be repeated again. If the behavior is reinforced (that is, if it is punished or rewarded), then the possibility that it happens again later will increase or decrease . . . In his first essays, Skinner (1957) ensured that the development of language could be explained in this way*" [3].

Skinner said students´ success depended on teachers and how well they trained their students. He emphasized on reinforcement as the main tool to motivate students to learn, so learning as a process was not taken into account; it was just the response or the repetition of any behavior which expected some kind of reward.

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[3] Williams, Burden, <u>Psychology for Language Teachers,</u> page 19.

Later on, Skinner suggested four steps to make the teaching process better:

- *" Teacher must explain clearly what is going to be taught.*

- *Tasks must be divided into small continuing steps.*

- *It must be ensured that students work according to their own pace through personalized programs of teaching.*

- *Teaching must be planned by incorporating previous procedures and offering a positive immediate reinforcement nearly based on a hundred percent of success"* [4].

Skinner considered *"teaching language is a behavior which has to be taught."* [5] He stated that this process had to be led through the formation of language habits. Some grammatical structures are presented to the students and they respond depending on what teacher asks them to do; it can be to repeat or to substitute the structure. Here the stimulus is the grammatical structure and the response is the repetition or the substitution performed by the students.

". . . foreign language learning supposes the acquisition of an appropriate group of mechanic habits; mistakes are not accepted because those strengthen `bad habits´. The teacher´s role consists on developing good linguistic habits in his pupils, and it is gotten with structured exercises, dialogue memorization or choral repetition of some grammatical structures.

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[4] Williams, Burden, Psychology for Language Teachers, page19.
[5] Williams, Burden, Psychology for Language Teachers (Skinner´s steps), page 19.

Rules are usually explained when the patterns have been practiced well and the appropriate habit has been acquired." [6]

Skinner´s theory of operant conditioning developed a close relationship to teaching languages. He considered that a language and all its implications could be taught by creating a kind of well planned routine inside foreign language classes. He postulated that students will learn better and faster if we give them some kind of positive reinforcement when they do something well. It means that, if we give them prizes, oral congratulations, extra points, or some kind of motivation, they will interiorize and process the new knowledge faster than without giving them any reward at all. If we have rewards, we also need to have punishments. If a student commits a mistake, he/she has to be punished in some way. It will depend on what the teacher considers appropriate. With a positive reinforcement, if no mistakes are made, students might reduce their rate of mistakes and receive a prize, no matter what it may be. On the other hand, it could happen that the rate of mistakes decreases because students were so frightened about the punishment. Here it has not been taken into account that human beings, students, should not do things right expecting to get something. We should do things because we are conscious that what we are doing is going to be useful for us.

B.F. Skinner also proposed the adoption of four steps to teach. The first step says: "Teacher must explain clearly what is going to be taught." We can interpret it in two different ways. Number one will be this: teacher says his

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[6] Williams, Burden, <u>Psychology for Language Teachers</u> , page20.

students that the class is going to be about the present progressive, and how to form positive and negative structures, as well as students will have to establish the difference between the usages of *going to* (present progressive for sure future plans) and *will* (future). If the teacher does that kind of exercise, students are going to learn the structure; but it is going to be very difficult and boring to learn a grammatical point. Let´s think about option number two: teacher says to his class they are going to talk about their plans. This topic could be divided in: "weekend finally!" and "when I will be 30 I….." Then teacher can make some brainstorming about the two proposed topics. Later, he can show students how *going to* and *will* are used differently to express unlike ideas about the future. Finally, teacher will explain how they are used, their elements, verb forms, etc. A repetition exercise can be done by using all students' plans for next weekend or for their future. At the end of the exercise, students who perform the best will be given extra points. In this case, students are told what the class is about; this exercise is inside Skinner´s four steps for learning. Both examples are inside Skinner´s behaviorism and ALM traditional methodology. Perhaps the second example, in spite of the fact that it is based on Skinner´s behaviorism and ALM´s recommendations, turned into a participative class where students share with their mates and the teacher; they use the structures unconsciously to tell what they have already planned for this weekend and what they think their lives are going to be when they are 30.

Skinner´s second step is this: "Tasks must be divided in small continuing steps." Teachers do that all the time because they start from the very

beginning of a topic to pass to something more complicated later. When teaching English especially, we can not overwhelm students with many structures or rules because they will surely get confused and frightened of English. The third step says, "It must be ensured that students work according to their own pace through personalized programs of teaching". Teaching theories are nowadays centered on students´ individual characteristics and teachers have to consider those differences when they plan and teach their classes. It is important to move on only if we are sure that most students know some basic facts about a topic. Finally, the fourth step stands that: "Teaching must be planned by incorporating previous procedures and offering a positive immediate reinforcement nearly based on a hundred percent of success." I agree that teachers have to plan a new class looking for the students´ success. We need to take into account what kind of students we have and depending on that we can incorporate the appropriate methodology. But it is not correct to reward a student every time he does something correctly. It means that mistakes have been never committed and we know human beings learn from them and from someone else´s too. On the other hand, we always talk about how to motivate our students in language classes. Maybe the idea of reinforcement has been misinterpreted. It is not just giving a prize or something material; we can also reinforce their efforts differently. It will depend on every teacher and how he/she plans the classes in benefit of the students they are in charge of.

To sum up, we can say that the Audiolingual methodology was used to teach languages but it did not take into account that structures or grammar

only were needed for communication. This method encouraged mechanical teaching. But it is proved also that an activity could be transformed. Teachers need to be creative with their students. It is not about what methodology we are using in the class, it is about what things they decide to do to make the difference. As we could see above in the example of *going to* and *will,* we notice we are centered on a certain approach and methodology (behaviorism and ALM) but still we create meaningful and relevant exercises to help students use the language in a more real way.

1.2.2 CHARACTERISTICS OF THE AUDIOLINGUAL METHOD

The Audiolingual Method´s aim is teaching new concepts, such as grammatical patterns and vocabulary, through exercises. This method is used to develop speaking and writing skills because much of the input students receive through the tasks applied in the class, will make them capable to communicate their thoughts, ideas, or feelings.

The ALM uses some specific tasks to teach language: imitation, memorization and substitution.

- **Imitation**

Students have to repeat. The objective is to teach intonation and stress of words or constructions.

- **Substitution**

Students replace a word with another one. The objective is to show students how the structure is used with different words. Substitution is made by replacing one word at a time. They have to be the same sentence elements; for example, nouns by nouns, pronouns by pronouns, verbs by verbs, adverbs, adjectives, etc.

- **Memorization**

Students have to memorize the structure with all its components. This means grammatical structure, and they will have to remember rules.

Teacher´s role

During the behaviorist educational era, teachers were considered to be the only ones who could give students relevant information. Lee and VanPatten describe the teacher as a *"drill leader"* [7]. This is because that teacher is the one who conducts the class all the time. He establishes what is going to be taught and how it is going to be done. No students' intervention was necessary. Teacher transmitted all his wisdom to those who were ready to be taught (the students). Even infrastructure at many schools expressed a teacher was superior to students. We can not forget that kind of wood boxes where teachers stand up as a signal of superiority to explain something or give their speeches. Students went there only if it was strictly necessary; for example, to repeat a rule or to solve a mathematical exercise. Nowadays, the teacher´s image has changed, he is no longer superior and he is just like anybody else. His role has suffered a transformation to make him guide or

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[7] Lee, VanPatten, Communicative Language, page 9.

facilitate,   and most of the times to become his students´ parent and counselor.

The students´ role

For years students were not considered to be a part of the teaching - learning process. The word "alumno" in Spanish comes from Latin: "no light" or "without light". This means students were considered as incomplete, bare individuals and they had to be filled of knowledge. James Lee and Bill VanPatten wrote the following about the role of the student: "*The student´s role has been linked to that of a parrot, since their task was to perform the substitution or transformation quickly and accurately*" [8]*.* The audiolingual methodology considered students like that because they were passive receptors of sounds or structures. Many exercises of repetition, substitution, and memorization were used in the audiolingual method, and students performed the task with no opinion or suggestions to make.   Students´ success was measured depending on how well they imitate what was told them by the teacher.

New approaches, such as cognitivism, place student in the center of the teaching-learning process. A teacher would not existif students did not. They are here to help them, to give them a holistic education, and teachers can not only educate them intellectually but also personally. Teachers need to plan for students´ benefit. They must be conscious they are forming humans, not animals. Teachers have to give students the tool to deal with any challenge they will have to cope with in their future as citizens of the world. The

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[8] Lee, VanPatten,Communicative Language, page 9.

audiolingual methodology provided some activities which could be used in teaching English as a foreign language, but these should be flexible and adaptable to each situation.

1.3 ADVANTAGES AND DISADVANTAGES OF THE ALM

1.3.1 ADVANTAGES

The Audiolingual Method, as any other approach, has made some good contributions to the educational field. In spite of various refutations made against this method, it also has certain advantages that worth to be analyzed and taken into account for the purposes of this work.

1. **The Audiolingual Method has been based on a real psychological approach: Behaviorism**

   If a method is related to a serious and reliable psychological approach with fundaments on pedagogy, it is a good method. All these characteristics have made the audiolingual method become an adequate and truthful tool which objective is to teach through certain kindsof proved processes.

2. **The native language is not used to teach a foreign language**

   In this same way we have learnt our native language, teachers should try to remember students are inside an environment where they deal with the new language and listen to it during the whole class hour. As a result of that,

students will not have another option but use the foreign language and it will make them feel more comfortable when saying things in English.

3. No translation is permitted to teach vocabulary

The Audiolingual Method states that we must not use translation as an activity to teach vocabulary; we should create and use new ways to explain an unknown word. We can use realia, flashcards, gestures, mimicry, synonyms, and antonyms to explain a word definition or meaning. Then teachers push their students to understand a meaning inside the context or to use the dictionary.

4. Students are encouraged to use the foreign language and to speak

Since the native language can not be used, students must have to use the foreign language to express any idea they have. If a teacher perseveres with that, they can get students not to feel frightened or shy when using some words or even complete phrases to express some ideas or opinions.

5. Through teacher´s modeling, students learn pronunciation,
   intonation and stress

As the teacher models word stress, students learn the correct sounds of the different terms. Here the teacher must use repetition, choral work, and a set of words to practice the new vocabulary. It is important that articulation has to be taken into account when those kinds of pronunciation activities are used in the class because in Spanish speakers do not have some sounds

that English has. Moreover, it demands the teacher to be a master in the language so he can teach it correctly.

6. Teaching grammatical patterns

This methodology is centered on teaching structures and patterns. It will be something good because many times we know people who speak English but they do not write very well. We can not deny speaking a language is the final result of foreign language courses, but writing is communication too. And if students do not interiorize some grammar, they can not make their thoughts or opinions understandable to the receptor of the message. Students must create a correct mental pattern then. It is positive to let students express their ideas in an incomplete way sometimes, but teachers also have to correct students when they are in a more advanced level, as their senior year of high school, so they can express themselves in a real conversation without the teacher´s interpretation.

7. The teachers´ creativity can be used to give positive reinforcement

As it was said before, the Audiolingual Method is based on operant behaviorism where reinforcement plays a very important part in the teaching - learning process. According to it, teachers can create a system of rewards for their own students. We are not suggesting that the teacher gives some students a prize and a punishment to others. The idea is to motivate students to do their best and plan some interesting activities that all the class can enjoy. For example, a movie at the end of a unit, some kind of festival, a small custom party, a pet day, a love day, etc. These are simply ideas that

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the teacher can use to reinforce his students efforts. In the end, we know those kinds of activities are positive reinforcement from the operant behaviorism´s point of view, but in a different way. It will depend on the teacher´s creativity and commitment.

1.3.2 DISADVANTAGES

Despite of the fact that the Audiolingual Method created a revolution in the area of teaching foreign languages during 60`s, it did not use translation to teach a target language. It has also received lots of criticism. The method is based on mechanical learning and there is no space for mistakes. As a result of that mechanical learning, it becomes senseless for students. They complete the tasks because they have to do that, not because they are interested in learning.

James Lee and Bill VanPatten said, *" What the ALM instructor did not usually provide was the opportunity for students to use the language in a meaningful or communicative way, one involving the exchange of message. Nothing that happened in an ALM classroom could be constructed as an exchange of information because output (the actual production of language) was severely restricted. In fact, many thought that students did not need to know what they were saying; they need to know only that what they were saying was correct."* [9] The ALM methodology does not let students create a meaningful environment to learn the topic or structures that are going to be presented to them. The exercises do not represent real facts or at least something that they can be interested in, so they do not pay the attention

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[9] Lee, VanPatten, Communicative Language, page 10.

they should to understand what is being said. As it was seen above, ALM techniques are repetition, substitution, and memorization. They do not permit students interact with their peers really; they have to follow a pattern written on the board. Students´ real life, experiences or interests are not important to teach them the English class. Then it can be said that learning a foreign language becomes sterile; students can not react in front of real situations, such as giving some directions or talking with a foreigner when they have the opportunity. The ALM methodology does not realize students understand the structure or the meaning of it; the only thing that is measured is how well or badly students can follow a structure and repeat it with the adequate tone of voice, showing they are capable to substitute some words inside a sentence.

Let´s see now a typical exercise where students have to follow a model and they have to substitute and transform the structure.

Example [10]

Activity A. Substitution Drills

    Model: I don´t want to eat anymore.

INSTRUCTOR´S CUE	STUDENT´S RESPONSE
1. To sleep	I don´t want to sleep anymore.
2. To study	I don´t want to study anymore.

These exercises show how poor student´s interaction is with real life. They just repeat and change one word for other one.

What happens if a student does not know the meaning of some words? He will never learn what the word is used for. Education can not be detached from real facts because it becomes meaningfulness and irrelevant as to be remembered later.

The purpose to teach and to learn languages is to communicate ideas or feelings to those who speak that language. People are going to use it at some time in their lives, and they are not always being sitting in a classroom. That is why teachers need to create activities for whose are learning, according to reality and their interests.

To conclude, we can see how methodologies on the educational field consider teaching and students. Teaching knowledge was the principal objective of education in the past, no matter the kinds of methodologies or activities used in a class; students were subjects trained by their. Behaviorism was accepted around schools all over the world without considering its basis which defended positive and negative reinforcement. This practice caused students to be humiliated if they committed a mistake. The Audiolingual Method was born form behaviorism and it took the same concepts to teach foreign languages. It was based on mechanical learning, drilling, and teaching grammatical patterns only. It restricted any real communication and students' interaction. Teachers transmitted information and they were the center of teaching-learning process.

As long as time passed, researchers developed new approaches about education where teachers helped their students to build up their own knowledge. This new approach was known as Cognitivism.

CHAPTER II

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2. COGNITIVISM AND THE AUDIOLINGUAL METHOD

2.1. COGNITIVISM THEORIES

Marion William and Robert Burden said this about cognitivism: *"Cognitivism psychology worries about the form of how human minds think and learn. As a matter of fact, cognitivism psychologists are interested on mental processes that affect learning. It is about some aspects such as the way how people gather and uses their memories, and how those become to be part of the learning process."* [11] The Cognitivism theory with its many authors has been very important on the learning process in general education and also on the teaching-learning process of foreign languages.

Cognitivism was born as a different alternative to behaviorism, which contributed to learning process through inferior animals conditioning and habit formation on human beings. Cognitivism worries about mental processes and how they work; it leaves behind observable behaviors and the environment as the unique elements which can carry knowledge and truth.

There are many approaches and authors of cognitivism; they have explained humans´ behavior and their learning from different perspectives, and some significant contributors for this theory are going to be taken into account; these authors have studied human beings throughout their thought and how they learn. We have the theory on the processing of information by Ausubel, with his meaningful learning, Bruner and his theory of learning through discovering, Vigotsky and his socio-cultural perspective. We also have Jean Piaget, who was one of the authors that greatly influenced on

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[11]Williams, Burden, Psychology for Language Teachers, page 23.

education; he developed periods of development through concepts, like assimilation and accommodation. It is important to take into account three cognitivism theories in teaching a foreign language; these theories will be useful to comprehend students and their learning capacities.

2.1.1 Theory of processing of information: This theory is very important in the teaching- learning process. It lets us know how humans get, assimilate, and call forth information through the senses. If students want to get that information, they should have a good capacity of attention, assimilation, and retention.

By using a computer, we can show how human beings get the new information in their brains, and how important language is when they express their opinions. If we just react in front of some stimuli, all people will have the same reaction, but as we are more than dogs, only one person can have thousands of reactions in front of the same stimuli. The theory of processing of information is very important in teaching a foreign language then, because we must be conscious we have different types of students, and they will react to a language in many vary different ways.

2.1.2 Constructivism according to Jean Piaget: He makes emphasis on a kind of learning related to the age of students and their maturity. He states that everybody has developed stages or development periods. So teachers must be aware of the groups they are working with. As a matter of fact, foreign language teachers have to be conscious of how a topic should be explained both in elementary school and in high school.

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"Piaget considered cognitive development as a process of maturity essentially, on which genetics and experience interact. The mind which is constantly maturating is looking for to be balanced, it means, a balance between what is known and what is being experimented at that moment. It is gotten through some complementary processes of assimilation and accommodation. It can be simply said that assimilation is the process through which the new information is modified or changed to integrate it with what we already know in our brains. Accommodation, on the other hand, is the process by which people modify what we know to take into account the new information." [12]

2.1.3 Meaningful Learning This theory states that learning must be constructed through the relation of previous knowledge with the new one, according to our own experiences.

The author of this theory, David Ausubel, rejects the idea that humans are empty subjects without any knowledge on whom the teacher has to put as many information as he can. He considers students possess their own previous perspective of something, and they acquire it during classes at the school or through their experiences in their lives.

Meaningful learning has also turned the teacher´s role because he becomes the one who facilitates the learning through methodologies and strategies. He is not anymore the one who knows everything and gives a model which students have to repeat. He becomes a facilitator or mediator. Of course, the student´s role has also changed; he is placed as the center of

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[12]Williams, Burden, Psychology for Language Teachers, page 33.

the learning process; his interests are finally important. Students participate in the class actively because they are allowed to give opinions and to share experiences that are relevant for them.

According to this theory, students will learn better if a teacher starts from contents they have at least a clue about. That is, if the teacher starts from some verbs students remember, he will move on toward to teach them irregular and regular verbs, for example. The theory also ensures that students will get the new knowledge if there are relevant facts they can be interested in. For instance, a teacher introduces some verbs and he asks his students who can swim, can play a musical instrument, has a dog, listens to music, rides a bike, etc. The teacher will have his students engaged in the class because they are expecting a certain example they will feel identified with.

Ausubel also gives an option to introduce students toward a new topic they do not know. *"Another useful strategy for teachers to help their students memorize new information it is to use what cognitive psychologist David Ausubel (1968) calls previous organizers. It is referred to a type of presentation of certain topic about a lesson, it will guide students to the new theme and they relate it with what they already know."* [13] In English, teaching is introducing students to a grammatical point inside a lesson; for example, "dating" for teaching the past progressive. The English teacher prepares some material related to the theme, warm ups, games, stories, dialogues including the grammatical point studied. Later he starts to do some exercises;

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[13]Williams, Burden, <u>Psychology for Language Teachers</u>, page 26.

finally, the structure is explained. The teacher gives some clues about the activities developed, while students are introduced to the lesson little by little.

2.1.4 Jerome Bruner: He talks about learning through discovering where it is constructed by students´ experiences and ways to investigate.

In English we use the term "infer meaning" to state that a student has to understand an unknown word according to the teacher´s explanation of synonyms, or by using realia or flash cards. Another aspect about Bruner´s theory of learning has to do with discovering when students use the dictionaries; they look for the new word and use it to complete a task. Students see the word and its spelling, and use the word inside a context; this will help them remember it.

In conclusion, we can say that cognitivism theories have turned education concepts upside-down, as opposed to behaviorism. Before teachers were the ones who transmitted the information to individuals, students, who did not have anything in their minds. Students were considered as empty subjects; they could not participate or express themselves. Cognitivism opened the doors through a revolution, where the teacher was no longer the center- he became a facilitator. On the other hand, students were considered the most important element in the teaching-learning process. They were participative and interacted with the other students to build a new knowledge where their experiences were crucial.

This approach considers emotions and feelings and the way these affect a person´s learning process. In the past, students were simple individuals

who learnt the same thing at the same rhythm and with the same methodology. Cognitivism considers students´ welfare as crucial because if the student is good physically and mentally, he/she will assimilate the new knowledge better than if he/she were having a problem.

2.2 COGNITIVISM THEORIES AND ALM

ALM is a methodology that stands for mechanical learning where there are only three techniques to teach: repetition, substitution, and memorization. As cognitivism states, people have different ways to assimilate the information and to express their opinions. Even though these two theories, behaviorism and cognitivism, contradict what the other says, we are going to see how these are related to teach a foreign language.

2.2.1 PIAGET AND ALM

Jean Piaget talks about periods or stages of development in humans. It means that students have to be differentiated according to their ages. If we refer to groups of ages, we have to make a distinction among kids, teenagers, and adults. Considering the Audiolingual Method has only three techniques to use in teaching, we also need to keep in mind that the exercises of any of those techniques will be created according to the public these activities are going to be used with.

Teachers have assumed the new approaches on educational field in benefit of their students; we are no longer the center of the class. Our students most of the times play the role of the teacher because they bring their own ideas to the classroom and use them later as examples. It is true

that the Audiolingual Method restricts students´ participation, but it is also true that we can transform the method assumptions to make it more flexible. But usually in teaching a foreign language teachers apply ALM techniques unconsciously when a class of pronunciation is developed. We make them repeat until they get the appropriate stress and intonation. Another example is when the teacher explains the "s" form rule to 9th grade students. At the beginning, he starts with examples of plural nouns and easy verbs like *play, swim, bark, jump*, and *cook*. Later, he gives some singular nouns; for example, *my sister, the girl, a dog, my mother*. Teacher substitutes the original sentences with the new nouns or pronouns, and then he makes students finish the exercise by themselves. As it can be seen, that is an example where substitution and repetition are used. It is all about behaviorism and the Audiolingual Methodology. However, if the teacher finishes his work there, no meaningful learning will occur. The exercise continues, teacher asks his students to analyze the sentences and explain the difference. Students will infer the rule where it says that we have to add an "s" to the verb in sentences in present tense if there is a third person acting as a subject. Later, teacher asks his students to write some things his/her best friends usually do. Students share their own examples to the class. Finally, the teacher explains there are some other endings of verbs, like *o, x, ss, s, ch, sh*, where "es" is added or the verb ends in "y", and the "y" is replaced by an "i" and "es" has to be added. The exceptions are explained too. The substitution exercise promotes the student´s participation and is relevant to students who write about the people they are interested in and

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what those people do. Teacher makes students infer a rule, and it will be more important then a rule dictated by the teacher.

As it was explained in the previous example, for a 9th grade class the teachers´ imagination could change a mechanical exercise into something more real and interesting. But we can not forget the groups the same teacher works with. This activity can not be used for all grades even though we are going to explain the same grammatical point. We have to modify that task for students; for example, at their last year of bachillerato. We need to plan some other topics or give some others nouns, such as boy/girlfriend, a famous singer or sport player; the teacher will be also allowed to form and ask longer structures and the use of more complex words. On the other hand, the "s" form should be explained in a different way to elementary school students. Lots of pictures, realia, gestures, and color markers will be used to explain the rule and how it is used. Also, the time the teacher spends may be longer; he would use two or three classes to explain the rule to high school students, but with children a complete unit would be about it.

Piaget made those distinctions because human beings relate their experiences with the new information, so we can not compare the experiences of an 18 years old student with the experiences of a kid who is 10 years old. Teachers must be aware of the planned activities and material they will use in the class. It does not matter how beautiful the material is, we need to decide if it is going to be useful or not for the purpose of teaching well to a certain group.

2.2.2 AUSUBEL AND ALM

Meaningful learning was developed by David Ausubel; he stated that students were not empty; they brought with them their experiences and their own knowledge acquired empirically or at school. So he proposed teachers to take into account their background and start from it in the teaching-learning process. We know that English is not taught as a second language in our country, so we can not ensure students that have had earlier experiences with the target language. Perhaps the teacher would be the one who makes students be familiar with new information. ALM, which is based on behaviorism, says learning in general is a process of habit formation but that routine will not be meaningful if it does not make sense to us.

Teachers should be aware that their students are not true beginners. They can not forget they are full of appreciations and own criteria about many themes; even very young kids have different ideas about certain topic. Nowadays, teachers tend to start from introducing some topics students already know; when we start a new school year, we remind our students what was taught last year. This is because a teacher can not move on, for example with negative structures in past tense, if students do not know them in present. In English, it is very common to use feedback to join something learnt with something new. It means we give an example of auxiliaries to make negative sentences in the present ("don´t" and "doesn´t"). For this purpose, a small survey is done inside the classroom; the teacher asks students about auxiliaries and makes students analyze the elements of the sentence; after that, he changes them into negative ones using "did". In this

way the teacher gets to know how many students remember a theme and prepares them to make negative structures.

There are many students who have received little or no English as a subject at their schools, so we can say our students will be uncapable of establishing a relationship between their experience and something new. As it was said before, students not only acquire their knowledge from the school but they also do it empirically. Moreover, according to cognitivism theory, the teacher can also create a previous activity for the students as a warm up to prepare students for the new information. So the teacher will be the one who gives students the previous experience. For example, if a student does not know verbs in English, the teacher can create a situation, as we have learnt in TEFL, where students have to find some verbs inside a soup letter. They play and at the same time they see and find the words required, in this case verbs. Another activity for teenagers aged 16 to 18 is to give them a worksheet where they find a small conversation so they can role-play it; also, they will have some substitution exercises about verbs.They should have to replace the verbs by others. The student who finishes first will receive candy or maybe an extra point. In these two activities, Audiolingual techniques, as well as substitution and repetition are used as a warm up. Nevertheless, Audiolingual methodology is not used for the whole class but just for the beginning of it. Later, the teacher will already have the previous knowledge on which create the relationship between what is going to be explained in the class hour and the activity done at the beginning of the class; students will have to create their own concepts based on what they saw at the start.

Students learn better when they do not have to, but when they want to. Ausubel establishes the importance of the old and new information people have and how it will affect the learning process in each person. Teachers must take care of what their students know and look for methodologies or activities that are going to join all into strong, relevant, and meaningful foundations upon which they can build the concepts on students´ minds.

2.2.3 JEROME BRUNER AND ALM

Bruner and his theory of learning through discovering say that students learn from their experiences and their interests. Moreover, he utters that a teacher has to give students a problem to be solved, so students have to search, compare, and analyze as much information as they can to give the answer to that problem. Audiolingual methodology has also to do somehow with Bruner's theory because when students, for example, are doing some substitution or completion exercises and they do not understand many words in the same text, they can not be asking every time for those words to the teacher. So they ought to look for the meanings in the dictionary. They will build their own mental list of vocabulary, which is more meaningful and valuable for them.

When teaching English, a teacher always has to try students do most of the job, as cognitivism theories suggest. Teachers are simply facilitators and guiders that share what they know with their students. Bruner suggests teachers to guide students to solve-problems by doing exercises, where the student or the group are the ones who discover the topic, the rules and its implications. ALM, on the other hand, requires students to be capable of

communicating but through memorization of patterns. All methodologies attempt to reach the same objective: communication in the language which is being taught.

Teachers must try to look for activities that are not too complicated but easy, because students will feel overwhelmed or bored with them. In this way, teachers need to prepare students to use the target language in real situations. It is important to teach something new but also to explain how it is going to be used. If we explain "should" as the theme of a class, we need to make them use it to give advice in any situation. So we must provide students with a real context where they can use it. The context has to be directly related to the structure of the grammatical point. If teachers involve students in exercises where the pattern and the need to communicate are together, they can help their students remember the structures so they may communicate by using the learned patterns.

2.2.4 IMPORTANCE OF MEANINGFUL ACTIVITIES TO IMPROVE THE PRODUCTIVE SKILLS

Meaningful activities have their bases on cognitivism and Ausubel´s theory, meaningful learning; he states that students learn through activities or topics relevant for them, where their experiences are immerse in the teaching-learning process and they connect what they already know with the new information they receive. As a matter of fact, teachers´ activities help students to practice and interiorize the contents studied in class. Activities should be planned carefully according to students´ ages, environment, culture, and interests. What the teacher plans as material is also as important

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as how much he knows about the subject. We know that the methodologies used in the class are very important; the teacher has to be well-informed about new approaches in education. But a teacher can not stay there; he should move on to look for original and useful tasks based on real situations and context so the students´ skills may be developed and they can use the language to express and communicate their ideas in the foreign language, in this case English.

Su-Yueh Wu, from The University of Tainan (Tainan, Taiwan) writes *"The role of context is central in language learning. It's common that EFL students don't really understand the various meanings of new words in different contexts. That's why EFL students don't know how to apply the words they have learned practically in various contexts. It's fundamental for teachers to provide a rich context for students' language learning and practice. For instance, linguistic contextual information enhances adolescents' interpretation of idioms (Nippold & Martin, 1989). The contextual cues surrounding particular word can help readers get meaning. In contrast, context-reduced language will be hard for readers to tolerate (Brown, 2001). Consequently, it's more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling."* [14] Teachers have to ensure that the activities used in class are going to help and facilitate the learning of the language. That is why we talk about meaningful activities to improve productive skills in students of third year of bachillerato. We are sure students have to be ready to master English at

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[14] Wu, Effective Activities (The Role of Context in Learning Language).

college, but high school needs to give them strong basis and encourage them to use the foreign language as a useful tool in their future as competitive and capable professionals.

Su-Yueh Wu, writer of an article titled "Effective Activities for Teaching English Idioms to EFL Learners", provides us with some tasks which can be applied in a class to lead students to a meaningful –teaching learning process: *"Illustrations in reading, Group discussion in reading comprehension, Retelling and Re-writing stories to practice English, and Dialogue Writing and Role-play in Reading"* [15].

- **Illustrations in reading**

Wu ensures that students will understand stories or any text better if there are some pictures related to the main topic to help reading comprehension.

- **Group discussion in reading comprehension.**

She proposes that students can practice their reading comprehension by discussing with their peers about what they have read.

- **Retelling stories**

She has proved that through this kind of activity a teacher knows how much his students get from the reading. Also, this task lets students organize events and remember vocabulary from the text they have read.

- **Retelling and Rewriting stories to practice English**

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[15]Wu, Effective Activities for Teaching English.

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The author suggests that through this activity, a teacher can check how much students learn from the reading. By retelling a story students tell in their own words what the reading was about. Here the teacher can also test vocabulary, grammar, word order, and synonyms.

- **Dialogue Writing and Role-play in Reading**

Wu says that dialogues help students not only read aloud but also get involved in role-playing while they are reading. Teacher can also ask students write their own dialogues according to their interests. Students perform real situations where they could feel themselves identified. Also, this task permits to evaluate pronunciation through repetition.

As a conclusion, it can be said that English methodologies to teach this language, as any other language or education in general, have changed many investigations have shown these changes and now students are not seen as empty objects; they take part in their learning with their own experiences and criteria, which influence on the way they learn. Cognitivism opened doors and teachers´ eyes to pay more attention to students´ interests. Teachers must try to improve the methodology they use in their classes. Thanks to this new approach, cognitivism, teachers can improve their methodologies. We can say that not everything in Audiolingualism is wrong. We can use its techniques to help students improve their productive skills; however, teachers must create or redo activities to make them meaningful and useful for students´ real life problems.

CHAPTER III

3. WHAT IS A PORTFOLIO?

A portfolio is a set of worksheets about a specific grammatical point, where teacher can choose an adequate sheet for a class. Teachers use them to reinforce and make students interiorize any theme previously explained; these worksheets are also used to introduce students to the topic. These are organized systematically to start from an easy activity to one more complex. The portfolio is very useful for teachers because it permits to measure students' progress through the activities in each worksheet; in addition, teachers know where students need more help. The activities in a portfolio help to develop and to improve students' skills by using some specific activities.

3.1   PORTFOLIO OBJECTIVES

- To create activities based on the audiolingual methodology and constructivism.
- To help students improve their writing and speaking skills by using the activities on this portfolio.
- To provide some extra material to any teacher who needs it.

3.2 IMPROVEMENT OF THE PRODUCTIVE SKILLS THROUGH SOME MEANINGFUL ACTIVITIES

3.2.1 THE PRODUCTIVE SKILLS

To speak a language, people should develop the four skills: listening, speaking, reading, and writing. If one of those skills is not well developed, a

person will not be able to use the target language when he/she needs it. The productive skills, writing and speaking, are the most difficult to develop, and make students accurate them is even more difficult because they perform them without teacher´s assistance.

The productive skills are very important because they permit students express and use the language itself when they write or speak. Students receive a lot of input during English classes and the teacher has to encourage them to produce the language later.

- **Writing**

Nowadays, students do a lot of writing when they use facebook, twitter, and mails; and we can realize how this skill has become even more popular than speaking. That is why teachers should pay more attention to this. To develop this skill, teachers must provide students lots of vocabulary and rules, and also push them to read attractive texts. Harmer notes down the following statement about writing, " *It can also be a quiet and reflective activity"* [16] because the writer can think more, analyze, and re-write a paragraph as many times as he wants. He can do outlines and spend much time getting his paper better. But the kind of writing teachers ask students do will depend on levels, ages and interests of the class.

- **Speaking**

The speaking skill is hard to get among students from all ages; it does not matter if they are children or adults. They always feel ashamed to speak.

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[16]Harmer, How to Teach English, page 79.

Most of the times this happens because of the little time teachers dedicate to make students talk in class, and also because the topics are boring. As we have already talked about meaningful learning, teachers must try to bring out topics where students feel engaged and want to be a part of, because they mean something to them. But speaking exercises do not have to be about a certain grammatical point; they should be free. That is, students could speak in English using as much language as they can. Hamer exposes the following about letting students speak freely, *" It is a way students to ´get the feel` of what communicating in the foreign language really feels like."* [17]

- **Meaningful activities**

The term "meaningful" comes from constructivism. These theory ensures that any kind of exercise will mean something to the student only if he can join the new information with a previous one he already had. So he will create knowledge on his own. Ausubel also states that students learn from their experiences and teachers must try to use them in the topics for the classes. In this way, teachers must select activities according to their students' contexts. The term "meaningful activities" refers to a kind of certain tasks, especially created to accomplish one objective. But these activities have to be well-planned so that they may be a helpful tool for the teaching-learning process.

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[17] Harmer, How to Teach English, page 87.

Teachers need to think in their students and which their needs are. A teacher should think of students´ troubles, their weaknesses and strengths, and how the activities the teacher asks to be performed will help them. The kind of homework or classwork developed to improve the students´ foreign language knowledge has to be fun, interesting, contextualized, according to their level and age; but also relevant. As Chaos theory states, a teacher has to make students´ world tremble, turn their mental schemas upside-down, motivate them to look forward on their own.

Piaget says his theories *are ". . . <<based on the action>>; he worries more about the learning process than what is learnt. That theory suggests <<we get to know>> things directly as the result of our personal experiences . . ."* [18] Some other authors agree with Piaget; Rogers writes *". . . meaningful learning is done just when the subject which is being taught is perceived by the student like something personal, relevant, and when it implies the student´s active participation; that is, when the learning is based on experience."* [19] So teachers have to know their students first to decide what kind of exercises they will use in class.

- **Portfolio contents**

In this job, there will be a Portfolio with the following grammatical points:

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[18] Williams, Burden, <u>Psychology for Language Teachers</u>, page 31.
[19] Williams, Burden, <u>Psychology for Language Teachers</u>, page 44.

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➢ Present and Past Tense: *affirmative, negative and interrogative structures.*

➢ Giving advice: *should (present tense) / should have (past tense)*

➢ Expressing opinions: "*I think", "I believe", etc.*

➢ Future: *going to and will .*

Example of a Portfolio activity

(**ILLUSTRATIONS IN READING)**

1. **Look at the pictures and describe some ideas you have about them.**
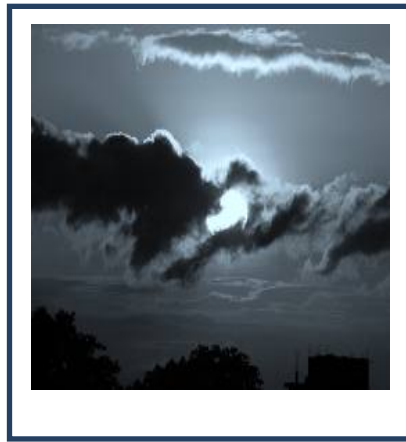
   Picture 1 [20]   **Picture 2** [21]

   - …………………………………………………………….

   - …………………………………………………………….

   - …………………………………………………………….

   - …………………………………………………………..

   - …………………………………………………………..

2. **Try to guess the title of the story.**

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[20]Flickr , "Starry Nights" by Nikhilstreasure, http://www.flickr.com/photos/nikhilstreasure /1129386044/

[21]English for students, "Home Alone"(story), http://www.english-for-students.com/Home-Alone.html

3. Read the story "Home Alone."[22]

HOME ALONE

It was a dark and stormy night. I was alone at home and about to go to bed, when I saw a scary shadow figure at my window. -"Who's there"- I shouted. Suddenly there was a flash of lightning followed by thundershower. I saw a lion's face followed by a scary thunderous roar at the window. It looked like the lion from the local circus that had been announced missing on the television news channel. I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents but there was no reply. Then I remembered they were at a late night party.

I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. Soon the footsteps died off. The grandfather clock struck 12. I went back to bed and tried to sleep, but couldn't. I felt too frightened. I sat up my mind full of scary thoughts. After some time passed, finally I fell asleep. I woke up only after eight in the morning and switched on the TV news. I was excited to see the lion was already trapped in the wee hours of the morning by the ring master of the circus. I felt very much relieved after the news.

Later I narrated the whole incident to my parents. They were dumb shocked and decided in future not to leave me alone at home during night.

**4. Tell to your partner what happened in the story.
Use your own words.**

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[22]English for students, "Home alone", http://www.english-for-students.com/Home-Alone.html

ANNEXES

EXAMPLES OF PORTFOLIOS

ACTIVITY Nº 1

(ILLUSTRATIONS IN READING)
(WRITING)

1. **Look at the pictures and describe some ideas you have about them.**
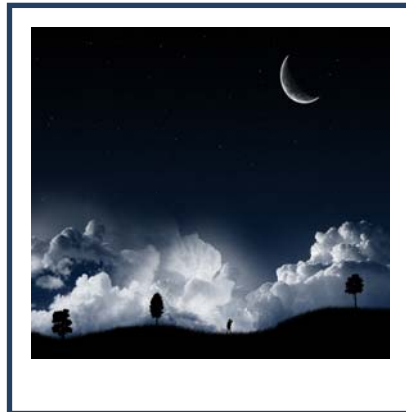
Picture 1 [23]   **Picture 2** [24]

Example: *It is night time.*

-   …………………………………………………………
-   …………………………………………………………
-   …………………………………………………………
-   …………………………………………………………...
-   …………………………………………………………

2. Try to guess the title of the story.

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[23]Blogger, Plantilla Awesome Inc., http://xstrudellx.blogspot.com/2008/07/we-sleep-forever-aiden.html
[24]English for Students, "Home Alone" story. http://www.english-for-students.com/Home-Alone.html

3. Read the story "Home Alone." [25]

<div style="border:1px solid orange;">

HOME ALONE

It was a dark and stormy night. I was alone at home and about to go to bed, when I saw a scary shadow figure at my window. -"Who's there"- I shouted. Suddenly there was a flash of lightning followed by thundershower. I saw a lion's face followed by a scary thunderous roar at the window. It looked like the lion from the local circus that had been announced missing on the television news channel. I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents but there was no reply. Then I remembered they were at a late night party.

I peeped out of my blanket but it was too dark to see anything. Then I heard footsteps. They were getting louder and louder. Soon the footsteps died off. The grandfather clock struck 12. I went back to bed and tried to sleep, but couldn't. I felt too frightened. I sat up my mind full of scary thoughts. After some time passed, finally I fell asleep. I woke up only after eight in the morning and switched on the TV news. I was excited to see the lion was already trapped in the wee hours of the morning by the ring master of the circus. I felt very much relieved after the news.

Later I narrated the whole incident to my parents. They were dumb shocked and decided in future not to leave me alone at home during night.

</div>

4. Read again the text and decide if the following statements are true (T) or false (F).

It was a nice afternoon. …………………

The girl was going to bed. …………………

She saw a tiger from the local circus. …………………

She put a hat over her head. …………………

Her parents were not at home. …………………

The lion was captured next day. …………………

Her parents decided not to leave her …………………

alone anymore.

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[25]English for Students, "Home Alone" story. http://www.english-for-students.com/Home-Alone.html

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ACTIVITY Nº 2

(WRITING)

SLEEP QUESTIONNAIRE [26]

1. Answer the following questionnaire.

❖ **How many hours do you sleep normally?**   ………………..

❖ **Are you a light sleeper / heavy sleeper?**   ………………..

❖ **Have you ever**   yes   no

talked in your sleep?   ☐   ☐

walked in your sleep?   ☐   ☐

had a nightmare?   ☐   ☐

fallen out of bed?   ☐   ☐

had a dream which

repeats often?   ☐   ☐

Describe a dream you have often.

I dream that ……………………………………………………………………

…………………………………………………………………………..…………

……………………………………………………………………………………

……………………………………………………………………………………...

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[26] Harmer, <u>How to Teach English</u>, page 90.

ACTIVITY Nº 3

(QUESTIONS)
(SPEAKING)

1. **Read this text about the Simpsons. Then ask questions to get the missing information.**

Simpson family live in……………………………The family has five members: Homer, Marge, Bart, Lisa and Maggie. Homer is …………………..years old. He ………………………. in a nuclear power plant in Springfield.………..………………..is 34 years old. She cleans, cooks, and shops for the family. Lisa is 8. She is very intelligent. She plays the …………………………….. Bart is 10 and he doesn´t like to study. He ………………………. skating. Maggie is one year old. She doesn´t …………………… yet. She falls a lot.

There are also ……..................... pets, a cat and a dog. The dog´s name is ……………………………………………………. Snow ball II is the family cat.

KEY

Springfield	Saxophone	Santa´s Little Helper
38	loves	
work	speak	
Marge	two	

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2. Write the questions you made to get the information and ask them to someone in the class.

Example: Where do you live?

………………………………………………………………………….

………………………………………………………………………….

…………………………………………………………………………..

…………………………………………………………………………..

…………………………………………………………………………..

(ILLUSTRATIONS IN READING)
(WRITING)

1. **Look the following picture and write as many adjectives as you can to describe it.**

Picture [27]

_____

_____

_____

_____

_____

2. **Read the story "Clever Thief" [28].**

CLEVER THIEF

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the King's pajamas.

Devan accepted the challenge. After that he prepared to execute the new challenge. He charted out a plan to steal the King. He prepared himself mentally to carry out a plan.

He went to the King's Palace. He found the King sleeping. He opened a bottle of red ants on the bed. The King was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Devan removed the King's pajamas and escaped. Other thieves were dump founded.

They accepted Devan as their leader.

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[27]Richards, Hull, Proctor, Interchange, page 56.
[28]English for Students, "Clever Thief" story, http://www.english-for-students.com/Clever-Thief.html.

3. **Answer the following questions about the reading.**

Who was Devan?

………………………………………………………………………

………………………………………………………………………

What did he do to help the poor people?

………………………………………………………………..………..

………………………………………………………………..………..

What did the other thieves challenge Devan to do?

………………………………………………………………………

………………………………………………………………………

What did Devan do to rob the King´s pajamas?

………………………………………………………………..

………………………………………………………………..

Try to guess which the message of the story is.

………………………………………………………………..

4. Complete and order the following statements to create your own story finding an end for it.

☐ ……………….….. ´s father had a small store in downtown.

☐ Years passed and…………………. got married with ……………………

………………………..

☐ In a small town named …………………………..

☐ ………………….. was a young and idealistic boy.

☐ .... parents didn´t like they were together and sent ……………..…to another country.

☐ ……………… lived in a big, fancy house in the woods.

☐ ………………….was the prettiest girl of town.

☐ They met in ….…………………….; immediately, they fell in love.

ACTIVITY Nº 5

(QUESTIONS)
(WRITING)

DATING

1. Answer these questions.

   How old were you when you gave your first kiss to someone?

   When did you have your first boy/girlfriend?

   Have you ever had a romantic date?

   Are you dating someone now?

   Describe your perfect match.

2.   Re-write the following statements according to your point of view.

A boy needs to be handsome to be loved.

Faithfulness is not necessary in relationships.

It is necessary to be married to have kids.

Adults do not understand what young people do.

Couples have to think before they get married.

Love doesn´t last forever.

Women rise kids and men work outside.

ACTIVITY Nº 1

(SPEAKING)

1. **Ask the following questions to your partner and write down his/her answers. You also write your answers.**

	Your partner	You
a. Do aliens exist?		
b. Where?		
c. How do they look like? [29]		

2. **Read the following brainstorm and complete it about life on other planets.**

Transportation

Clothes

Life on Other Planets

Food

Where they live
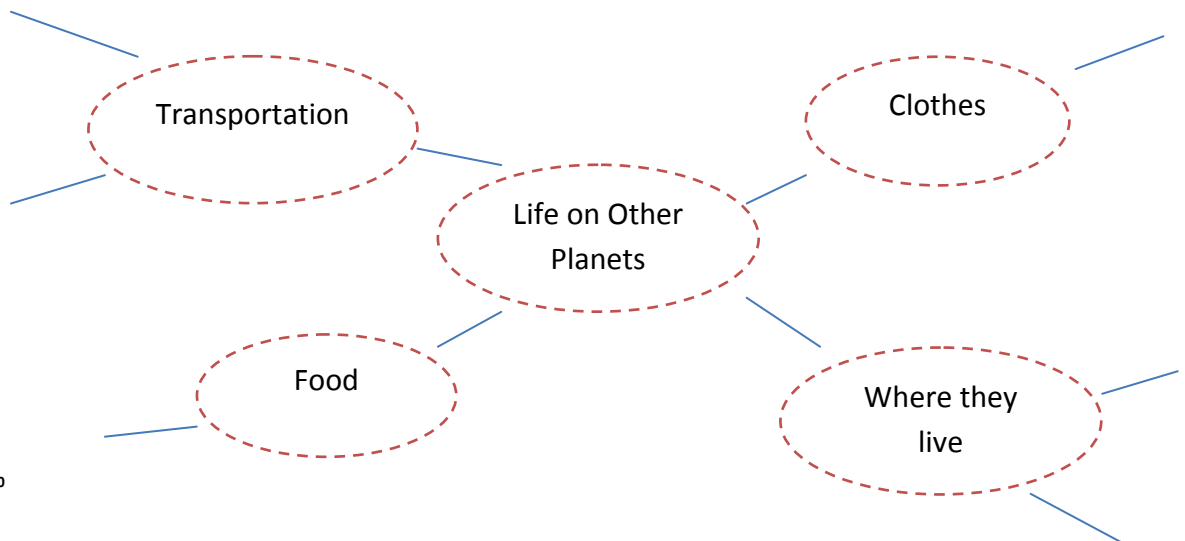
[30]

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[29] Ponce, Rivera, Rosero, Miller, Our World Through English 6, page 20.
[30] Ponce, Rivera, Rosero, Miller, Our World Through English 6, page 20.

3. In groups, discuss and write some ideas you have about *Life on Other Planets*. **Then, share them with the class.**

Example: *I think there is life in Mars.*
I definitely believe that they eat human's brains.

- o ....

- o ....

- o ....

- o ....

- o ....

4. Play <u>Hangman</u> with your teacher.

> **Instructions:**
>
> 1. Contestants: students vs. the teacher
> 2. There are four incomplete words on the sheets.
> 3. Teacher will write the incomplete word on the board, students try to guess the missing letters
> 4. If there are mistaken words teacher will draw: the head, the body, both arms, both legs, the tree, the branch, the rope, and the tide to the neck.

(Space ship)
S _ _ _ _   _ _ _ _

(Invasion)
I _ _ _ _ _ _ _

(Human beings)
H _ _ _ _   _ _ _ _ _ _

(Advanced weapons)
A _ _ _ _ _ _ _   _ _ _ _ _ _ _ _

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ACTIVITY Nº 2

(SPEAKING)

1. **Tick the situations you can not stand.**

☐ People who interrupt while you are talking

☐ A man who believes is charming but is a complete fool.

☐ When your mother tells you what and how to do things every moment.

☐ When you forget your lunch money.

☐ A person who throws you his/her cigarette`s smoke.

☐ People yelling at 5 in the morning.

☐ Your friend flirting with your girl/boyfriend.

☐ When people don´t give back borrowed things.

☐ When the electricity service is cut and you are in the shower.

☐ The phone rings at 1 am and it is wrong number.

2. **Read what some people say about situations they can not stand.**

Τηρεε δαψσ αγο, I ωασ ιν α παρτψ. Α γρουπ οφ βοψσ ωερε σιττινγ νεξτ τ ο με ανδ τηεψ ωερε σμοκινγ. Τηε χιγ αρεττεσϽ σμοκε χαμε διρεχτλψ το μ ψ φαχε. I λοοκεδ ατ τηεμ βυτ ιτ σεε μεδ τηεψ διδνοτ χαρε. I τηινκ πεοπλε σηουλδ ρεσπεχτ σομεονε ελσε ̄σ σπ αχε. Μψ φριενδσ ανδ I βελιεϖε τη ερε ωιλλ βε α λαω αγαινστ σμοκινγ ι ν πυβλιχ πλαχεσ.

I αμ Διεγο. I ηατε ωηεν πεοπλε ιντερρ υπτ με ωηεν I ταλκ. I βελιεϖε ονε ηα σ το ωαιτ τιλλ τηε οτηερ περσον φι νισηεσ ηισ/ηερ σπεεχη.

Μψ ναμε ισ θανε, I ̄μ 16. I χαν νοτ στ ανδ μψ μομ τελλινγ με ηοω τηινγσ μυ στ βε δονε. I τηινκ ιφ I αμ δοινγ σομ ετηινγ I ωιλλ βε ιν χηαργε οφ χο μπλετελψ.

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3. Tell your partner what things you can not stand.

Example

I hate my sister when she wears my clothes. I think she can ask them first.

I believe my friend talks very loud. I can not stand it.

4. Ask your partner what he/she thinks/believes about the following things. Write down his/her answers.

What do you think about.......	
drug addicts ?	
Global Warming?	
abortion?	

5. Tell the teacher your partner`s answers.

Example

She thinks drug addicts are people with a lot of troubles.
Santiago believes drug addicts must look for help.

ACTIVITY Nº 3

1. Read the article "Childhood Obesity in America." [31]

Childhood Obesity in America.

Childhood obesity has **more than tripled** in the past 30 years. An estimated 17 percent of children and adolescents (ages 2-19) are obese in the U.S. **Obese children are at risk** for numerous health problems during their youth and into adulthood. Children who are obese are more likely to have **high blood pressure, high cholesterol, and Type 2 diabetes.** Not to mention the psychological toll obesity has on children, which can lead to drug and alcohol abuse, depression, eating disorders and other health issues.

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2. According to the definitions, try to guess the word.

They are green and delicious.   _ _ _ _ _ _ _ _ _ _
(vegetables)

It keeps you in shape.   _ _ _ _ _ _ _ _
(exercise)

Children eat them a lot.   _ _ _ _ _ _
(sweets)

It comes in cans or plastic bottles   _ _ _ _
(soda)

Apples, oranges, bananas, cherries.   _ _ _ _ _ _
(fruits)

You eat them with mayonnaise and ketchup.   _ _ _ _ _ _ _ _ _ _ _
(French fries)

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[31]Cala, "Childhood Obesity in America", http://justthink.org/about/childhood-obesity-in-america/

3. Discuss with your partner about some things you think or believe are good to be healthy.Use the ideas in the box.

Exercise regularly – eat fruits – walk 20 minutes (a day) – drink water –try vegetarian food – play any sport – use soya oil – prefer grilled meats – don´t drink soda – go to the doctor once per year – less coffee

What do you think people should do to be healthy?

Example

I believe people should not drink alcohol.

I think children must play outside instead of playing video games all day.

ACTIVITY Nº 1

(FUTURE: GOING TO)
(SPEAKING)

1. **Read and tick the following common excuses for not accepting an invitation.**

Picture [32]

☐ I am going out with my parents.

☐ I ´ll be out of town.

☐ I am going to have a party.

☐ I´m not feeling well.

☐ I´ll have an exam the next morning.

(ROLE PLAYING IN READING COMPREHENSION)

2. **Work in pairs. Listen and role-play the following conversation.**

Lynn: Miguel, what are you doing tonight?
            Do you want to go bowling?
Miguel: I´d love to, but I can´t. I´m going to a soccer match
            with my brother.
Lynn: Oh, well maybe some other time.
Miguel: Are you doing anything tomorrow?
             We could go then.
Lynn: Tomorrow sounds fine. I´m going to work
             until five.
Miguel: So let´s go around six.
Lynn: Ok. Afterward, maybe we can get some dinner.
Miguel: Sounds great. [33]

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[32]Richards, Hull, Proctor, <u>Interchange</u>, page 100
[33] Richards, Hull, Proctor, <u>Interchange</u>, page 100.

3. **Ask the following questions to some people; if they respond "yes", write the name on the line.**

Are you going to……….. ?				
………….. is going to **watch a horror movie next month.**	…………… is going to **eat ice cream next weekend.**	…………… is going to **do the dishes tonight.**	……………… is going to **go out with his / her boy/girl friend next Saturday night.**	…………… is going to **travel to the beach on next vacation.**

4. **Choose some activities and tell your partner your plans for this month. You can add any other activity.**
   **Example:** *I am going to visit my grandparents on Friday 10th.*

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6 attend to a rock concert	7
8	9	10 visit my grandparents	11	12 go dancing at the disco.	13	14
15	16	17 play video games with friends	18	19	20	21 hang out with my friends.
22	23	24	25	26	27 buy a dress/shirt	28
29	30	31 watch a horror movie.				

ACTIVITY Nº 2

(FUTURE: WILL/WON´T)

1. **Look these pictures about Yen´s future. Tick the things he wants for his life in the next 20 years.**

Picture [34]
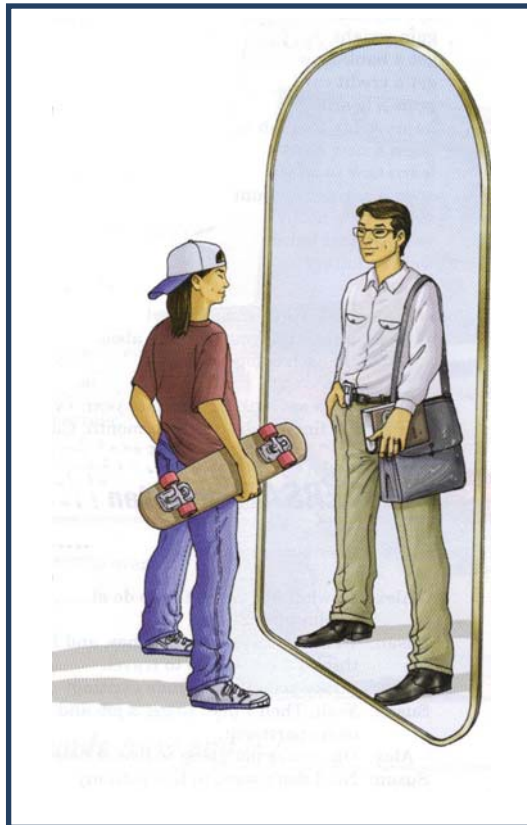
Part time job

I want to be an artist

I don`t like China

I `ll have a fancy red car

…….. He will get a job.

……… He will travel to England.

….…. He will graduate from college.

……… He won´t be a doctor

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[34] Richards, Hull, Proctor, Interchange, page 107.

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……… He won´t travel to China. ………… He will have a car.

……… He won´t get married. ………… He will get his hair short.

2. **Read what Yen wrote about his plans for the future. Underline the plans which are similar to yours.**

I was thinking about how my life is going to be when I will be 30. I have imaged myself. I will work in a company. I always wanted to be an architect, just like my father is. So, I will get in the Architecture faculty at college. I think I will get married with a beautiful girl and I will have a big house too. I won´t want to have more than two children. Maybe I will travel to Rome or Venice on my vacation. It will depend on my salary (of course). Anyway, I am 18 now; I am not going to stress myself. I want to be successful in my future but I will enjoy my life. Let´s see what happens next.

3. **Use the sentences you underline to discuss with your partner about your plans for the future. You can change them according to your ideas.**

   Example

   I will graduate in Medical School. I want to be a doctor.

   I won´t want to have more than one child.

ACTIVITY Nº 3

(FUTURE: GOING TO / WILL)

1. Complete the following sentences using *will / won´t*.

Where will he be five days from now? He.................. be here; that´s all I know.

I´m going to travel tonight, so I …………………… be at home tomorrow.

John´s birthday is next Friday. He…………….. be 38.

Hear the radio! It ………………. rain. You don´t need the coat.

Tomorrow at 6pm, my mom………………. arrive in the airport.

I forgot your book. It …………………. happen again, sorry.

…………….. Sara be at the party tonight?   "Yes, she will."

My parents …………………..go out probably because our neighbor was robbed at home last week.

2. What are they going to do next Sunday?

Charlie.

take piano lessons.

Claudio

soccer game

Cristine

meet Susan.

Sue and Dave

lunch with Rafael.

Dina

watch a movie.

Charlie is going to ………………………………… next Sunday.

Claudio is…………………………………………… next Sunday.

Christine…………………………………………………………..

They …………………………………………………………

She ………………………………………………………….

3. Underline the correct word, *will* or *going to.*

He **will / is going** to buy a new car tomorrow.

Mara and Xavier are in Spain. Next week, they **are going to / will** be in New York.

I am not ready. I **am going to / will** be late to the concert.

My mother **is going to / will** lie down. She is exhausted.

I **am going to / will** call you tomorrow.

Santiago **is going to/ will** fish this weekend.

I don´t think I **am going to / will** go out with Gina. It is freezing.

ACTIVITY Nº 1

(SHOULD / SHOULD HAVE)

1. **Read the stories of each girl.**

    Pictures [35]

Adriana was 18 when she was raped. A friend used drugs to rape her during a party. She didn´t want her parents to know she got pregnant, so she decided not to have the baby; she had an abortion. Now she regrets because she would have liked to know her baby.

Diana was 19, she and her boyfriend decided to have sex but they didn´t use protection. She got pregnant and she was frightened. Her boyfriend ran away and he didn´t help her. She decided to have the baby but she gave him in adoption.

Alex is 18. She had sex with her boyfriend and she got pregnant. Her boyfriend didn´t want to help her. She had her baby and kept him. She dropped out of school and she got a job. She says she would like to graduate but now she has to feed her baby up.

2. **Read the statements and choose the advice you want.**

    - **Adriana´s friend raped her.**

    ………… She should have gone to the police.

    ………… She shouldn´t have gone to the party alone.

    ………… He should have thought he was hurting someone
    innocent.

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[35] Richards, Hull, Proctor, <u>Interchange</u>, page 58.

- **Adriana had an abortion.**

  ……….. She should have given her baby in adoption.

  ……….. She should have told it to her parents.

  ……….. She should have sued him.

- **Diana´s boyfriend left her alone with the baby.**

  ………… She should have looked for help.

  …………She should have gotten a job to keep her baby.

  …………He should have been conscious the baby was his son.

- **Diana gave her baby in adoption.**

  ………… She should have used protection when she had sex.

  …………. Diana´s boyfriend should have helped her to support the baby.

  …………. She should have been stronger and face the problem.

- **Alex dropped out school.**

  ……….. She should have continued studying at nights.

  ……….. Her boyfriend should have given her some money.

  ……….. She should have given her baby in adoption.

ACTIVITY Nº 2

(SHOULD/ SHOULD NOT)
(WRITING)
 1. **Answer the following questions.**

   What should you do if you were pregnant?

   I should………………………………………………………………

   …………………………………………………………………………

   What should you do if you knew your friend was raped?

   …………………………………………………………………………

   …………………………………………………………………….......

   What should your parent say if you were pregnant?

   …………………………………………………………………………

   …………………………………………………………………………

(GROUP DISCUSSION IN READING COMPREHESION)
(SPEAKING)

 2. **In groups, discuss one of the stories on the previous sheet.**
    Write some ideas.

   E.g. *Women should think a baby is an innocent human being.*
   Diana shouldn´t have had an abortion because it could be dangerous.
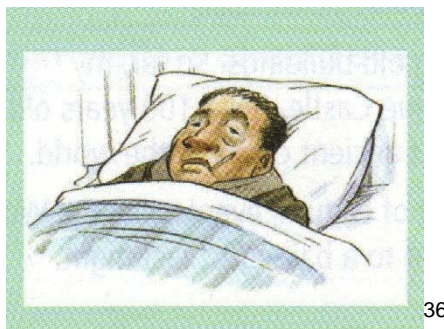
   -
   -
   -

ACTIVITY Nº 3

(SHOULD / SHOULD NOT)
(WRITING)

1. **Read the story about Michael. Underline the symptoms he has.**

I can not believe that I have a terrible cold. Last night I ate some ice cream. I think it made me sick. I have a date at night, and I am afraid I won´t go out. I am cold, my throat hurts. I cannot breathe well. I drink some hot lemonade and take some pills but it is not getting better. I feel myself hot, I am trembling; I think I have a fever. I also have a horrible headache. I turned off the TV and the radio but it didn´t work. Tomorrow, I´ll have to work but I don´t want to go out of my bed. I sneeze every moment. Please, do you know what I should do?

2. **Underline the advice you think is right.**

My throat hurts.

a. I should eat lots of sweets.

b. I should buy a cold coke.

c. I should drink hot lemonade

d. I should get a cough syrup.

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[36] Richards, Hull, Proctor, Interchange, page78.

I have a fever.

a. You should take a bath.

c. You should put some hot water towels on your head.

b. You shouldn´t go to the doctor.

d. You should rest at home.

3. **Write some advice for these health problems.**

Fever

…………………………………………………………………..

Sun burn

………………………………………………………………….

Stomach ache

…………………………………………………………………

Hangovers

…………………………………………………………………

CONCLUSION

In the past, teaching a foreign language was addressed to make students memorize grammatical patterns and rules. It was supposed that a person learning or acquiring a foreing language would be able to communicate in the target language by simply learning some grammar rules and vocabulary. New approaches have come to make teaching and learning evolve. Cognitivism stated that students were not "parrots" and that they had to be taken into account in the teaching –learning process. Students were considered as active participants in the creation of knowledge on their own with a minimum of teachers´ intervention.

Behaviorism states knowledge is transmitted, not learned. According to this, students can be trained to repeat through the use of positive and negative reinforcement. Cognitivism students are able to produce a strong and permanent knowledge; they relate the new information with experiences they have. Here, the student is the most important part of teaching and learning, so every activity or task has to be planned according to the students´ interests and needs. The activities developed in this work expect students may improve their productive skills.

To conclude, we can say teaching and learning foreign languages has always had the same objective: communication. In the past, the teaching – learning process was mechanical, but later it changed to become more meaningful to the people who learn a foreign language. Teachers are the

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ones who must create specific and well planned tasks that encourage and

motivate their students to produce the language in order to express their

ideas, thoughs, and opinions when they need to.

RECOMMENDATIONS

All schools have an English textbook full of activities related to the book`s structures and the author`s point of view. Sometimes the tasks found in the book are far different from the real context or environment of our students. That is why a teacher always has to have some extra activities which will serve to adapt to the group`s needs. We can not forget the activities on the portfolios have to take into account the students` interests, age, and level.

Portfolios are very useful material inside any subject and in English classes there is no difference. These worksheets, as they are called in Testing, pretend to improve any kind of knowledge previously learnt in class. The activities developed on the sheets are planned in the order they appear from the very beginning, going from simple to more complex activities.

The activities developed in this work are planned to be used with students of third year of Bachillerato. They pretend to improve the productive skills by using some themes that can be interesting and appropriate for teenagers.

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