



# **UNIVERSIDAD DE CUENCA**

## **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

### **ESPECIALIDAD DE LENGUA Y LITERATURA INGLESA**

#### **LESSON PLANS BUILT ON BIOGRAPHY-DRIVEN INSTRUCTION FOR STUDENTS OF NINTH GRADE OF MERCEDES VAZQUEZ CORREA SCHOOL**

Trabajo de graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa

Directora: Mst. Sonia Catalina Astudillo Neira

Autora: Daniela Alexandra Tola Tola

Cuenca – Ecuador  
2015



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### RESUMEN

Aunque se ha dado mucha discusión en torno al tema del Aprendizaje centrado en el estudiante y sus efectos positivos en el rendimiento del mismo, no ha sido así la profundidad que se le ha otorgado a esta propuesta cuando se trata de la enseñanza de una lengua extranjera.

Es debido a esto, que esta investigación pretende explorar y verificar los efectos del método llamado “Instrucción basada en la biografía” en una típica aula de enseñanza de Inglés como lengua extranjera. Específicamente, este método propone la integración de las cuatro dimensiones del estudiante: socio-cultural, cognitiva, lingüística y académica para un óptimo aprendizaje. La investigación misma se condujo bajo el siguiente proceso y empleando la metodología de la Investigación experimental. En un inicio, la población muestra fue dividida en dos grupos: uno de control y otro experimental, quienes tomaron una “prueba previa” para definir su estado inicial. Seguidamente, y por un período de cinco días consecutivos, se aplicaron planes de lección con el método “Instrucción basada en la biografía” como su pilar fundamental. Finalmente, los estudiantes tomaron una “prueba posterior” para determinar la validez de la pedagogía aplicada.

Una vez finalizado el experimento, los resultados indicaron que el método Instrucción basada en la biografía incrementó el rendimiento de los estudiantes y causó mayor motivación, participación, y comprensión durante las clases. También, se concluyó que repetidos esfuerzos hacia la inclusión de la vida del estudiante en las aulas promueven una enseñanza y aprendizaje más efectivos.

**Palabras clave:** Enseñanza de Inglés, Instrucción basada en la biografía, educación centrada en el estudiante, plan de clase, investigación experimental



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### ABSTRACT

Multiple discussions have taken place about the effectiveness and positive outcomes of Student-Centered Learning, but there has not been enough debate on the topic when it comes to second language acquisition.

For this reason, this research attempted to determine the effects of Biography-driven Instruction in a typical EFL classroom. For this purpose, a process of experimental research was carried out. This started with the administration of a pre-test to the participants to determine their equal condition and to identify their state at the beginning of the experiment. Next, this was followed by the design and application of the biography-driven lesson plans for a five-day of treatment. Lastly, students were administered a post-test to conclude on the validity of the teaching method.

Once the experiment ended, the results indicated that Biography-driven Instruction boosted the performance of students and caused increased motivation, engagement, and understanding during lessons. Also, it was concluded that repetitive efforts towards the inclusion of students' life into the classroom led to more effective teaching and learning.

**Keywords:** Biography-driven Instruction, Prism Model, student-centered learning, lesson plans, experimental research in education



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**Daniela Alexandra Tola Tola**



## ACKNOWLEDGEMENT

Special gratitude goes to my thesis advisor, Mst. Catalina Astudillo, whose patience, persistence, insight, and experience has been invaluable for the development of this study.

Thanks to the authorities, faculty, and students at Mercedes Vazquez Correa, who have been greatly kind and helpful towards the successful implementation of this project in its classrooms.

Finally, a word of gratitude goes also to my family for providing me with the education and support necessary to fulfill this project.



**DEDICATION**

This work is dedicated to my family, who is continuously behind me in all my endeavors.  
May God bless you!



## INTRODUCTION

Student-centered learning is nowadays a common term among educators, and although multiple discussions and training opportunities have been provided about this topic, English instruction still seems to lack exploration on the subject. This is why this thesis attempts to verify the consequences of incorporating the method “Biography-driven Instruction” in the English classroom. In order to do this, this research project was divided into five chapters:

Chapter 1 consists of a brief description of the problem, stating its justification, delimitation, objectives, research methodology, theoretical foundations, and potential contents among other specifications.

Chapter 2 deals with the theoretical foundations of Biography-driven Instruction and its chief component, the Prism Model along with practical “Implications for practice” that will serve as the basis for this study.

Chapter 3 discusses the research methodology that was used in this study. It begins with a technical description of the method, and then it explains how the method is applied to this specific project, defining information about the participants, procedure, and data-gathering techniques necessary to conduct the research.

Chapter 4 covers the treatment description, which is an account of the observations made during the application of biography-driven lesson plans. These observations are detailed day by day and specify the activities students performed as well as the observable behaviors that these activities caused whether they denoted engagement, understanding, or the lack thereof.

Chapter 5 is composed of the examination of the research data in its two spectrums: data assisting the research and data aiding the elaboration of lesson plans. It starts with an analysis of the pre-test and post-test results to



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determine the efficiency of the treatment. Next, it revises the outcomes of a student survey for triangulation purposes. Finally, it interprets data from the student's socio-cultural and cognitive background as the foundation for the construction of the lesson plans.

Finally, this thesis closes with conclusions about the experiment's effectiveness and reflections around the subject as well as recommendations for further research.



## I. THE PROBLEM

### 1.1 Purpose

This research project attempts to determine the effects of Biography-Driven Instruction (BDI) on the students of ninth grade at Mercedes Vazquez Correa School, through the application of lesson plans built on this teaching method.

### 1.2 Description of the problem

As the educational trend of student-centered learning becomes more popular and successful for teachers across all curricular areas, it is evident to see that while English instruction is expanding in many aspects, no conscious or structured effort has been made to tailor the teaching of this language to student needs. Furthermore, experience has shown that a considerable amount of educators lack the time or interest to substantially include student preferences and ways of learning into their lessons. Instead, many teachers have to conform to the given activities designated in the textbook, which is not always the best course of action for the achievement of students.

### 1.3 Justification

The development of lesson plans that profit from student biographies is a demanding need in Ecuadorian English classrooms for several reasons. First, the diversity and varying level of EFL students in the classroom is becoming increasingly evident. That is, a teacher can run into students with zero exposure to English, to more proficient students, to native speakers, to special education students, to disabled students, to learners suffering from ADD, to emigrant families, etc. Therefore, customized methods of instruction are becoming increasingly necessary. Moreover, when learners “are taught in a way that is incompatible with how they learn, the natural strengths of their mind are neglected” (Barringer 17).



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Second, each individual is made up of different dimensions, as pointed out by Socorro Herrera, and experience shows that instruction is optimized when involving all these dimensions, which is one of the bases of BDI (17).

Third, English instruction encompasses foreign concepts, which need to be approached in ways that relate to the student so that he or she can achieve adequate comprehension. As noted by Lumsden, "learning works best when it starts where you are, with your experiences and your life" (11).

### **1.4 Research question**

- To what extent can BDI lesson planning affect students' performance in the English classroom?

### **1.5 Objectives**

#### **General Objectives**

- To determine the results of Biography-driven lesson plans on the achievement of the students of ninth grade of Mercedes Vazquez Correa School.

#### **Specific Objectives**

- To analyze specialized literature about Biography-driven Instruction methodology applied to English teaching.
- To develop English lesson plans for ninth graders of Mercedes Vazquez Correa High School using Biography-driven Instruction.
- To conduct a research study among ninth graders of Mercedes Vazquez Correa high school to find out the results of BDI lesson planning among this population.





## II. BIOGRAPHY-DRIVEN INSTRUCTION

### 2.1. Description of the approach

Biography Driven Instruction was created based on the understanding that education was suffering due to teacher-centered approaches that neglect students' full body of knowledge, which are manifested in their culture, prior experiences, learning style, and numerous other aspects (Herrera 1). Instead, BDI proposes the compilation of all these elements and others to provide teaching that is consistent, informed, reflective, meaningful, and most of all responsive to students' real needs and conditions. Furthermore, Socorro Herrera affirms that the foundation of BDI lies on the urgency to value learners "by first getting to know them as individuals and then using the resulting insights . . . to inform our instruction" (7). Additionally, above those foundations, BDI is also sustained by four pillars sustaining its most crucial element - the "Prism Model." These pillars are the socio-cultural, linguistic, academic, and cognitive dimensions of students (Herrera and Murry 11).

As to why BDI is paramount in the educational arena, its relevance lies in the fact that it validates the learner in his or her whole proportion and this enables teachers to anchor new knowledge. That is, it analyzes students from various angles and utilizes and profits from all the overlooked contributions that the student has to offer from each of these perspectives. Consequently, this capitalization on student assets results in increased personalization, engagement, and retention of contents.

Also, it is important to address the scope of application of the BDI approach. Although BDI emerged as a response to the academic and linguistic situation of ESL students in the U.S., experts claim that it has proven successful in both ESL and EFL settings due to its "engaging" and inclusive nature (Herrera and Murry 10; Collier and Thomas 1). Consequently, it is safe to say that BDI can be positively and effectively implemented in our local classrooms.

## 2.2. The Prism Model

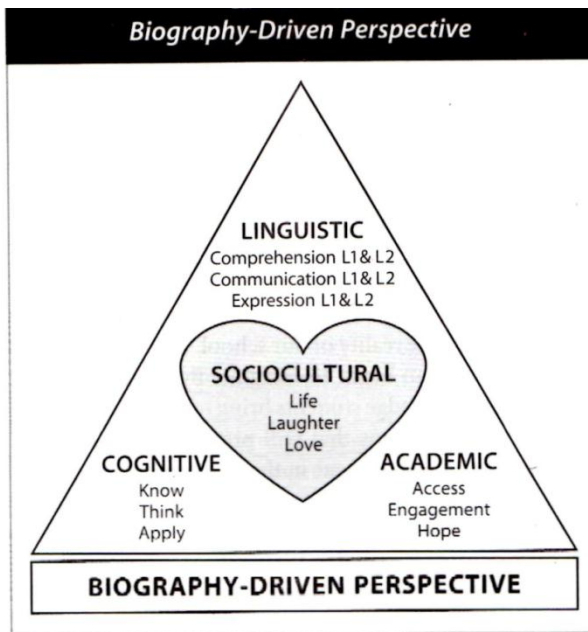


Fig. 1. The Prism Model explained (Herrera 29)

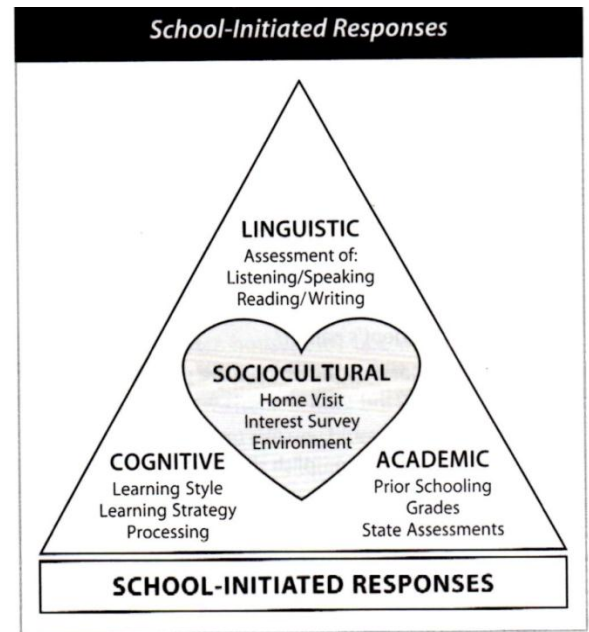


Fig. 2. Some formal elements involving each dimension of the Prism Model (Herrera 26)

The Prism Model is a culturally-responsive notion that represents four ways of perceiving the student: socio-culturally, linguistically, cognitively, and academically (Collier and Thomas 2). This idea was introduced by Mason University professor Virginia P. Collier in 1995 and then perfected by Wayne P. Thomas and Collier in 1997 after a 10-year extensive research (Collier and Thomas 1). Moreover, Collier and Thomas explain that the origins of this model started with studies regarding Hispanic parents' concerns about school and research on the main elements that determined the academic performance of ESL students, thus outlining the four dimensions of the "prism"(1). Regarding its application, the authors of the Prism Model theory claim that it can be employed with students who learn English as their L2 as well as with native English-speakers (1).

But more importantly, what the Prism Model theory proposes is a distinction of the "major developmental processes that . . . need to be supported at school for language acquisition and learning" (Collier and Thomas 1). That is, for students to accomplish success, four aspects of learning must be taken into consideration: the socio-cultural, linguistic, cognitive, and academic dimensions of students (Herrera and Murry 11).



## 2.2.1 Socio-cultural Dimension

Collier and Thomas define the socio-cultural dimension as the compendium of societal and cultural processes that influence the academic performance of students, whether they are experienced in the past, present, or future, or in any situational context, e.g., “home, school, community, and broader society” (3). For instance, some of these processes may include students’ attitude towards school, “instructional environment,” and social biases (3). Specifically, Herrera and Murphy point out the following elements as the major socio-cultural factors to take into account by ESL teachers (12-16).

### 2.2.1.1 Sociocultural Challenges

Although the aforementioned authors focus primarily on the cultural challenges faced by CLD (Culturally and Linguistically Diverse) students in the U.S, they also discuss some elements that are common to the local context (12):

#### **School culture**

As Herrera and Murry point out, school culture impacts “student outcomes” and teachers’ disposition towards curricular modifications. On one side, students may express this in the form of deficiencies in their attitude towards learning, their conduct, and their performance. Also, school culture affects educators on their views about transformation, diversity adaptations, and the role of “educational bureaucracy” regarding accommodations. Experts Herrera and Murphy also affirm that in such defensive environments certain myths are prone to develop among students:

- “A perceived sense of hopelessness about new learning in an unfamiliar language and in unaffirming learning environments;
- A belief that efforts in school will not be rewarded;
- An increasing reluctance to participate or produce in class for fear of ridicule;



- A general disengagement from learning and withdrawal from active participation in the learning process” (15).

Moreover, “rigid and entrenched schools,” tend not to take in and capitalize from students’ previous interactions with content in different settings (out-of-school situations), thus hindering instructional involvement and consequently, linguistic, cognitive and academic development.

### **2.2.1.2 Psychosocial Challenges**

It is widespread knowledge among educators that certain psychosocial features have the ability to either deter or boost student achievement. This was confirmed by Krashen a few years ago through his affective filter hypothesis (Herrera and Murry 16). This hypothesis establishes that regardless of how much comprehensible input the student receives, it will not reach the learner if certain psychological issues are present (Lightbown and Spada 37). These affective influences may consist of “feelings, motives, needs, attitudes, and emotional states” (37).

### **2.2.1.3 Vygotsky’s Zone of Proximal Development**

Herrera also mentions Vygotsky’s theory as one of the founding stones of BDI (10). Vygotsky affirms that the “distance” between one’s understanding and the intended learning goal is crossed through the interaction and guidance provided by a more capable peer (10). At this point, it is worth asking how are teachers to know where students understandings stand if they do not acknowledge the students’ biography? Taking this into consideration, BDI analyses the most important areas that determine students’ current state to adapt instruction from there on.

### **2.2.1.4 Implications for practice**

Understanding the theoretical foundations of the sociocultural dimension is important, but it has little value if we cannot respond to them in the classroom. The following are practical measures to integrate the sociocultural



dimension of students into our instruction (Herrera 23-26; Herrera and Murry 25, 29):

### **Validation of students' culture**

- Involving the culture of the students in storytelling activities.
- Using “songs, rhymes and poems from the students’ culture.”
- Ensuring that “environment and curriculum in some way mirror the lives of the students.”
- Using interest inventories.

### **Scaffolding**

- Providing opportunities for connection to vocabulary and concepts by introducing the lesson in the native language prior to instruction in English.

### **Learner's self-esteem**

- Stimulating students' self-esteem by constantly emphasizing their capability for success and celebrating efforts rather than correcting errors repeatedly.
- Giving positive remarks for adequate engagement in classroom activities.

### **A “safe and welcoming” classroom ecology**

- Taking an interest in students' personal experiences; for instance, asking about family.
- Avoiding forcing the learners to produce language before they are ready, so as not to raise the affective filter.
- Setting clear and consistent classroom routines, so students know what to expect.
- Exchanging information about students' assets and skills with colleagues to inform and improve our teaching.



## Home-School Relationship

- Exposing the “positive contributions” and favorable school experiences of the learner when meeting with parents.
- Learning about family motivations to “find ways to work together” with them.
- Interviewing parents and community members to have a deeper understanding of family dynamics, and social struggles that may be influencing performance and behavior.
- Interviewing parents to find out family roles, learning styles, strengths, weaknesses, etc., so that this information can be translated to the classroom.

## Affective filter

- Instructional decision making must provide opportunities for the “pre-assessment” of students to identify the role of the affective filter in their understanding (second language proficiency, family dynamics, prior knowledge).

## A canvas of opportunity

- Herrera and Murry insist on the importance of including learners’ life in daily instruction by introducing the concept of a “canvas of opportunity” (Herrera 27; Herrera and Murry 13). That is, they affirm that capitalizing on students’ “gifts and experiences” to bridge academic content causes numerous benefits for educational goal attainment. For instance, students’ anecdotes have the power to make learning more meaningful and create powerful connections (Herrera 28-29).

In fact, as Young and Hadaway note, “any type of ‘conceptual hook’ with the experiences a student has had in the past increases the chance that the information will make it into the student’s permanent memory”(qtd. in Herrera 29). Also, when teachers converse with their pupils before instruction, “teaching effectiveness is improved, re-



teaching is reduced, and students are more motivated” (Herrera and Murry, 23). Moreover, when prior content explorations are denied, learning sets off with a “disadvantage,” thus it may be confused or mistaken with students’ lack of ability (Herrera 20; Herrera and Murry 16).

### **2.2.2 Cognitive Dimension**

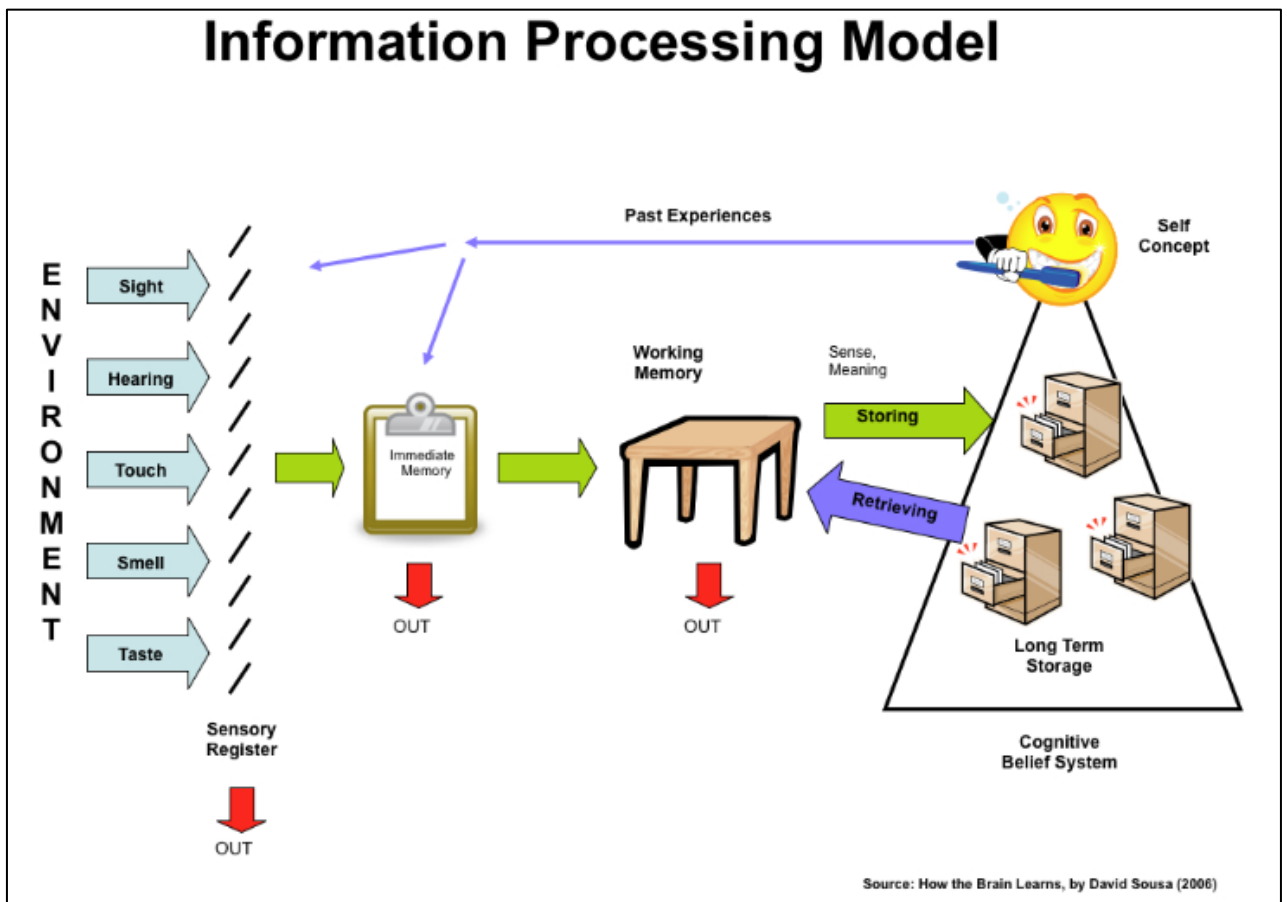
According to author Michael Eysenck, cognitive psychology studies the “main internal processes” that we undergo to understand “the environment” and operate on it; these processes being “attention, perception, learning and memory, language, problem solving, [and] reasoning and thinking” (qtd. in Ellis 405).

On the subject of SLA (Second Language Acquisition), the application of cognitive psychology to teaching and learning has evolved over the years. While at the beginning, the prevalent trend consisted of behaviorist theories, later on, information processing theories and, more recently, Emergentist approaches came to dominate (Herrera 43, 44).

#### **2.2.2.1 Sousa’s Information Processing Model**

BDI rests its Cognitive Dimension foundations on the cognitive approach called “The Information Processing Model” (Perez et al. 28). This paradigm derived from the work of Robert Stahl in 1985, which was then refined and adapted to modern Neuroscience by neuroscientist and educator David Sousa (Sousa 42).

Through his model, Sousa explains how information is perceived by the brain and subsequently stored in short-term and long-term memory for future retrieval (43-58). This mechanism is represented in the following diagram:



This operation goes through a series of carefully synchronized steps:

**A. Data enters the brain in the form of electrical impulses:**

Our five senses, especially sight, hearing, and touch, take in stimuli from the environment, which travels to the thalamus as electrical impulses. There, the sensory register keeps “important information” and discards irrelevant data based on past experiences (sensory filtering) (45).

**B. Information is placed in “intermediate memory:”**

Intermediate memory is symbolized as a notepad as to explain that the brain records “notes” for later use. These “notes” stay there for around 30 seconds while once again the person’s experiences perform another relevance filter (46). This last filter can be highly influenced by threats and affection. That is, because the main “job” of the brain is to ensure survival, it can block any other activity when threatened; also,



emotions have the power to either impede or stimulate cognitive work and memory (47).



Fig. 4. Hierarchy of information going into working memory (Sousa 48)

### C. Information is placed into “working memory:”

Once in working memory, conscious, focused, and intent processing takes over. Specifically, this is when “we . . . build, take apart, or rework ideas” for future storage (ideas can come from the sensory register or long-term memory” (48-49). The number of items or “ideas” that can be managed at a time changes with age; for instance, in adolescents, it can range from 5 to 9.

Also, it is important to note that visual and auditory interactions increase the link between working and long-term memory, boosting the potential for permanent storage (49).

### D. If data has sense and meaning, it is stored in long-term memory.

Once again the brain consults past experiences to decide if data needs to be either kept or dropped out. This is resolved through two questions: “Does it make sense?” and “Does it have meaning?” (52).

Is Meaning Present?	Yes	Moderate to High	Very High
	No	Very Low	Moderate to High
		No	Yes
		Is Sense Present?	

Fig. 5. Probability of Stored Information (Sousa 53)

Also, research indicates that when instruction is understandable and linked to past experiences, brain activity increases and retention grows considerably. However, out of the two criteria, meaning is more transcendental in storing potential (53).

**E. Newly stored data is integrated to the cognitive belief system.**

The cognitive belief system (represented as a triangle) is composed not only of an individual’s long-term memory, but also of the thoughts and interpretations that form his full “view of the world” (56). In the same note Sousa explains that an essential element of this system is the individual’s self-concept; that is, his perception of how he “fits” in the world. Special attention should be paid to this, provided that past experiences either enhance or indispose attitude towards learning (57).

**2.2.2.2 Traditional approaches**

Teachers have pursued varied methods of attending students’ cognitive learning needs. The most widespread approaches include the use of:

- A. Learning styles
- B. Cognitive learning strategies (Herrera 45).

**A. Learning styles**

The theory of learning styles refers to an individual’s “natural, habitual, and preferred way of absorbing, processing and retaining information and



skills” (Lightbown and Spada 59), or as Brown puts it: “the consistent and enduring traits, tendencies, and preferences that may differentiate” us from other people (210). Learning styles can be classified in three categories (Southwestern C.C. 1):

### **Visual**

Visual learners process knowledge best by using imagery. Likewise, they also rely on “non-verbal cues” like body language and facial expressions for full comprehension (Gilakjani 105, Southwestern C.C. 1). Some teaching aids that work well with these students are: “diagrams, illustrated textbooks, maps, overhead transparencies, videos, flipcharts, interactive whiteboards, hand-outs,” highlighting, and note-taking (Southwestern C.C. 1).

### **Auditory**

Auditory learners make sense of content through speech, especially voice “tone, pitch, and speed”. These students profit from verbal lessons, discussions, “talking things through,” reading aloud, and engaging into conversation with others. They may be reluctant towards written material (Southwestern C.C. 2).

### **Kinesthetic**

Kinesthetic learners work best by manipulating the physical environment surrounding them. They demand continuous movement and “exploration” (Southwestern C.C. 2).

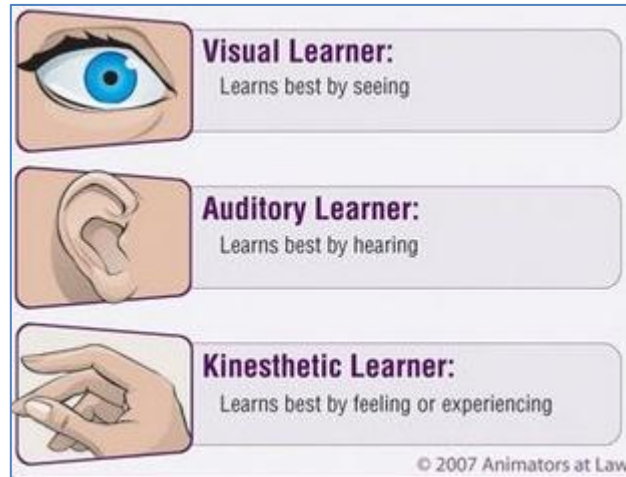


Fig. 6. Learning Styles (Animators at Law 1)

## B. Cognitive learning strategies

Cognitive learning strategies refer to “the steps or operations used in learning . . . that require direct analysis, transformation, or synthesis of learning materials” (Thang and Bidmeshki 3). While there are several valid theories that defend diverse learning strategies, BDI fundamentally relies on educational researcher Robert Marzano’s philosophy (Perez et al. 27). His model defines the following strategies as paramount for promoting achievement (Hill and Flynn 6):

- **Setting objectives and providing feedback**

This practice is essential for making lessons more purposeful, meaningful, and engaging for students, and to promptly inform “how well they are performing [on] a particular learning goal” (Hill and Flynn 6). Also, another benefit that research about this procedure shows is that it directs students’ attention where the main focus of the lesson is (7).

Regarding feedback, the following research-based directions must be considered (Hill and Flynn 7):

- ✚ Feedback must be “corrective;” it must address both successes and mistakes in students’ work offering as much information about each as possible (32).



- + Feedback must be "timely" for correction to be effective (32).
- + Feedback must be criterion-referenced, meaning that it is more useful for students to be given detailed responses on how they performed a specific skill, rather than to receive a numerical but obscure result (32)
- + Students are capable of suggesting their own feedback by means of continuous "self-evaluation of learning and performance" (7).

- **Nonlinguistic representations**

Nonlinguistic representations are valuable because they foster the ability to employ mental images for "representation and elaboration of knowledge". Moreover, since when dealing with these illustrations, we develop further the learning material, not only do we understand more deeply, but also remember more easily (Hill and Flynn 7).

The techniques that result in nonlinguistic representations are: "creating graphic representations, making physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity" (Hill and Flynn 7).

- **Cues, questions, and advance organizers to activate prior knowledge**

At the initial stages of the lesson, cues and questions help students bring up ideas and predictions about the lesson, and, therefore, make the pathway for connection to new learnings. Additionally, they help instructors assess what piece of content needs special attention (Hill and Flynn 45) during the lesson.

Research suggests the following guidelines regarding cues and questions:



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- + Cues and questions should deal with and prioritize the main information about the topic.
- + Higher-level questions cause more depth in learning than lower-level questions.
- + Wait-time can increase learner confidence, quality of answers, and discussion potential (Hill and Flynn 46).

Likewise, with respect to advance organizers, some sweeping statements from research propose:

- + As with cues and questions, advance organizers should concentrate on the main information instead of the “unusual” or “attention grabbing” sections.
- + Higher-level advance organizers achieve superior learning results.
- + Advance organizers are most useful when the information at hand is not well ordered.

- **Cooperative learning**

This technique builds on interaction between group members to achieve further comprehension of new content (Hill and Flynn 9). Hill and Flynn offer some generalizations about cooperative learning:

- + Groups should preferably be non-homogeneous to ensure equal growth of students in all ability levels.
- + Groups should include no more than 3-4 members.
- + Cooperative learning activities work best when implemented in a “consistent and systematic” basis (once per week) (9).



- **Reinforcing effort and providing recognition**

Hill and Flynn affirm that when educators reinforce students' efforts, the association made between struggle and achievement consolidates in students' belief system (11). Research concludes the following generalizations regarding reinforcing effort:

- ✚ Learners do not properly size the impact of effort on success.
- ✚ Students can learn that effort "has a direct effect on their success" (11, 88)

As for providing recognition, understood as "rewards or praise" for the achievement of a particular goal, research claims:

- ✚ Contrary to some educators' views, rewards do not automatically diminish intrinsic motivation.
- ✚ Rewards are more purposeful when given after reaching a certain "standard of performance," not just after completing a regular task.
- ✚ "Abstract symbolic recognition" such as verbal praise is more influential in raising performance than material incentives.

### 2.2.2.3 Implications for practice

#### Accessing intermediate memory

- In order for learning to be able to get into intermediate memory, we must first assure physical and emotional safety. One way of achieving this is by promoting "appropriate risk-taking;" which implies that "students must sense that the teacher wants to help them be right rather than catch them being wrong" (Sousa 47, 48).



### **Capacity of working memory and attention span**

- Given adolescents' working memory capacity, it is beneficial not to overload lessons with excessive objectives; instead, these should be realistic and attainable with the aim that students "remember more of what they learned" (Sousa 51).
- Because the adolescent working memory can attentively manipulate an item for 10-20 minutes, after that time-period, information must be approached differently (another learning activity related to the same topic); otherwise, it can escape from working memory (Sousa 51).
- Student interest and motivation is better exploited when dividing lessons in 15- to 20-minute sections rather than the usual 40-minute standard (Sousa 51).

### **Enhancing sense and meaning**

- Although we may carefully plan for understanding in our lessons, what is really going to engage the students in reaching objectives is the "establish[ment]" of meaning (Sousa 52).
- Past experiences are powerful factors in instruction: they are used as a filter to guide our attention to relevant ideas and reject unimportant ones; therefore, teachers must ensure curriculum creates associations to pupils' past experiences (Sousa 52).
- One way to enhance meaning and retention is integrating different subject areas and guiding students in recognizing future use of learning (Sousa 52).

### **Managing negative self-concept**

- While re-teaching failed topics might be the usual solution to deal with "reluctant learners," a more effective measure is to treat students' self-concept first, which entails tapping into their emotions to gain access to their perceptual register and subsequently acquire learning. This could be achieved by instilling in the student the belief that engaging in class





activity will result successful, and then work towards that success (Sousa 58).

### **Variety in strategies**

- Research suggests that successful learners use diverse strategies to absorb and express language, and that these strategies may differ greatly from one individual to another. Therefore, in order to assure maximum engagement in our lessons, teachers also need to constantly vary in techniques and tactics; that is, we have to combine activities that address different learning styles; require group, pair, and individual work; and fluctuate in complexity level (Brown 60).

### **2.2.3 Linguistic Dimension**

Collier and Thomas explain that the linguistic angle of the Prism Model involves both the natural, spontaneous process of language acquisition as well as the deliberate language instruction happening at formal settings, including the development of “written language”. Moreover, they affirm that not only the language elements of the second language must be taken into account, but it is vital to promote L1 development too in order for the linguistic dimension to aid cognitive and academic achievement (335).

On that note, BDI expert Socorro Herrera acknowledges selected key concepts for teachers to better understand this dimension (32-33, 37):

#### **2.2.3.1 Stages of Second Language Acquisition**

Hearne divides Second Language Acquisition in five phases with distinct characteristics each (qtd. in Rhodes and Ochoa 71, Haynes 1-3):



### **Preproduction**

- Silent period (up to 500-word receptive vocabulary)
- Can repeat utterances
- Responds to visual representations
- Can mimic movements, point, gesture, and draw to show comprehension
- Emphasis on comprehension.

### **Early Production**

- 1000-word receptive and active vocabulary
- Uses 1 to 3-word phrases
- Can memorize “short language chunks”
- Identifies some “routine expressions”

### **Speech Emergence**

- 3000-word lexicon
- Speaks simple sentences that “may or may not be grammatically correct”
- Starts short conversations
- Can comprehend easy stories and “content work” through pictures and teacher assistance.
- Can match words with their definitions
- Understands teacher directions and explanations.
- Possess increased overall comprehension

### **Intermediate Fluency**

- 6000-word lexicon
- Use of sentences and grammar with increased complexity and less errors.
- Expresses thoughts and opinions.
- Works with grade-level content.



### Advanced Fluency

- “Near-native” cognitive academic language proficiency
- Applies diverse grammatical structure and vocabulary to speaking and writing

#### 2.2.3.2 Krashen’s input hypothesis

Another foundation of the BDI linguistic dimension is Krashen’s Input Hypothesis. This theory maintains that the language input provided to students must be “comprehensible;” that is, it must include language elements that are at the “i+1” level, “i” being the current linguistic state of the learner, and “+1” meaning structures, vocabulary, etc. that are “just a step beyond that level” (Lightbown and Spada 37). Furthermore, professor emerita Mary Vogt assures that for this input to be comprehensible, supplementary “measures” must be taken: “slowing down and annunciating speech, using visuals, graphic organizers, etc.” (Pearson Education).

Additionally, Herrera comments that practical application of the input hypothesis must involve interpreting the “i” in terms beyond the linguistic situation and encompassing also the biography of the student, so that once teachers know where students stand, they can generate ways to hold their hands through the “i+1” needed (7).

#### 2.2.3.3 Scaffolding

Scaffolding refers to a series of techniques used by the teacher to break down concepts so that students can more easily grasp them. Specifically, it works in such a way that at an initial stage, some support is provided for the student to reach a certain level of understanding. Then, when the student has reached the desired level, the support given previously is taken away. Then again, new support is provided to help the student acquire an even higher level of knowledge and the process continues on and on (Herrera and Murry 74).



### 2.2.3.4 Implications for practice

#### Classroom Impact of the Stages of Second Language Acquisition

According to Herrera, learners in each stage of the second language acquisition process profit from the following adaptations (37):

##### Preproduction

- Pair students with a more proficient “buddy”
- Employ movements, visuals, gestures, and verbal cues to enhance comprehension
- Respect the “silent period” by acknowledging when students are not ready to speak yet and not pushing them to do so.
- Stimulate the use of background knowledge by linking content to the students’ native language and prior experiences.

##### Early Production

- Interact with students in the form of yes/no questions.
- Scaffold vocabulary acquisition through pictures and realia
- Emphasize listening activities
- Support learning via graphic organizers, charts, and graphs.
- Initiate writing development with scaffolded activities that require students to label objects, and produce short sentences.

##### Speech Emergence

- Implement writing journals, where students can comfortably work at “their own pace and level.”
- Use guarded vocabulary and present content through several strategies.
- Model writing activities
- Emphasize communication in meaningful contexts.



### **Intermediate fluency**

- Hold group discussions to deepen into more advanced literature studies
- Seek realistic writing-assignments
- Insist on sheltered instruction and comprehension checks.
- Provide instruction on learning strategies

### **Advanced Fluency**

- Continue building language development through integrated content-area work.

### **Input Hypothesis and Comprehensible Input**

Herrera suggests that in order to apply Krashen's Input Hypothesis and Comprehensible Input theory in classrooms, teachers need to be mindful of students' stage of second language acquisition, preferred interaction style, and cultural relevance of the topics at hand (10).

## **2.2.4. Academic Dimension**

### **2.2.4.1 Overview**

Collier and Thomas relate the academic dimension to the content areas of the curriculum (335). They insist that all other subjects of the curriculum can also contribute to language development; in other words, as students are exposed to diverse English structures and lexicon from other disciplines, their cognitive vocabulary also expands along with other "sociolinguistic, and discourse" elements (335). Furthermore, Herrera and Murry add that this dimension is connected with the "processes that ensure successful academic performance" as well (49).



On a similar note, central to the understanding of the academic dimension, is the distinction between BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency). While the first one encompasses “social, everyday” language, the second one involves the “language of the classroom”, which specializes and differs in every subject area (OUP). Both spectrums of language development are required to avoid “difficulty when trying to understand and communicate [...] cognitively complex concepts in the target language” and, thus, promote academic competitiveness (Herrera and Murry 53). It is also important to mention that this area of the Prism Model relates directly to one of the ultimate goals of the Ecuadorian Ministry of Education regarding English Instruction, which states that the English language curriculum must provide the tools to “interact and communicate in today’s globalized world” and take on “a more proactive role as world citizens” (MINEDUC 5), hence, the imperative need to develop academic language to reach these ends.

### **2.2.4.2 A more humane perspective**

It is also important to acknowledge a more humane view of the academic dimension as suggested by Herrera. According to this author, academic achievement does not only consider the learner’s factual knowledge, but it is also dictated by factors such as access, engagement, and hope. Therefore, she claims these should also be considered when dealing with this dimension (Herrera 62).

### **Access**

Because in the out-of-school context socio-economic circumstances mark differences in the educational opportunities that students receive, school is in charge of compensating and equating those differences to assure success for all (Herrera 62). Therefore, schools take several measures to ensure equal access (62, 63):

- \* Exploiting students’ cultural knowledge and “other strengths.”



- \* Maintaining high student expectations, which is demonstrated through the instructional opportunities teachers make available, and classroom climate and interactions among others.

### **Engagement**

Engagement is fundamental to learning. Consequently, teachers must design lessons that motivate students to learn, take their biographies into account, and allow “equal contribution regardless of [...] linguistic or academic ability” (Herrera 62). In other words, teachers must discover the “conditions” that spark students’ “investment in learning” (63) to recreate these in the classroom. However, chief attention should be given to managing states of mind first. Once feelings of “anxiety, boredom, frustration, alienation, or incompetence” have been attended, then motivation in relation to achieving lesson objectives can be achieved (63).

### **Hope**

Khurt affirms that hope “is the factor that allows even the poorest most destitute individual to succeed” (qtd. in Herrera 66). Keeping this in mind, Herrera affirms that students particularly demand that teachers express their expectations and optimism towards them as individuals and their belief in the students’ potential to reach the learning goal in hand. Failing to do so may result in discouragement and lack of a sense of relevance towards the class (Herrera 63).

#### **2.2.4.3 Implications for practice**

##### **Introducing academic content in L2 instruction**

- For students to expand on academic language, teaching must consider the school curriculum “as the content for language instruction” (Herrera and Murry 58). That is, the curriculum content in the language class



should go hand in hand with “the mainstream grade-level curriculum” (OUP).

- When teaching the L2 through academic content, Collier and Thomas advise that this must be done meaningfully and in such a way that “reinforces and expands on the knowledge developed, but does not repeat the academic work in L1” (335).

### **Content Integration**

- Rather than teaching separate contents isolated from each other, it is more effective to integrate them in thematic units to stimulate concepts connections.
- Give explicit instruction about metacognitive learning strategies.

### **Scaffolding**

- One way to facilitate academic language development is through scaffolded instruction. This may involve adaptations such as increased “student interaction” and use of “instructional aids” like visuals (timelines, maps, charts, diagrams, flashcards), media, manipulatives, hands-on activities, etc. (Herrera and Murry 54, 58).
- “Problematic” vocabulary must be previewed and framed in appropriate contexts to support academic growth (Herrera and Murry 54);
- Facilitate learning using metacognitive strategies;
- Web or illustrate major themes;
- Arrange students in heterogeneous groups of language proficiency;
- Exploit prior knowledge as a bridge for connections with content (KWL charts and brief conversations about the topic are helpful).

### **Positive attitude**

An attitude of hope can be encouraged in students by doing the following (Herrera 63):

- Providing positive feedback.





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- Arranging low-risk learning situations that welcome students' current abilities and understandings, but push them to higher levels of understanding.
- Valuing students' thoughts.



### III. METHODOLOGY

#### 3.1 Method

This research project uses the “Experimental Research” method. Experimental research is a “scientific approach” in which “the researcher controls or manipulates how groups of participants are treated and then measures how the treatment affects each group” (Experimental 1; Lodico, Spaulding and Voegtle 228-29). To put it in technical terms, the researcher influences “one or more” independent variables and examines the resulting change in one or more dependent variables (Corson and Hornberger 79). If after the treatment, quantifiable differences (that did not exist previously) appear between the two groups, then researchers often determine that the experiment sprang this phenomenon (Odle and Mayer 1).

Some particular terms regarding Experimental Research that demand to be specified are those concerning types of variables and groups. While the independent variable is the characteristic that varies among the groups, the dependent variable is the “score” or measure that is used to contrast their performance (Odle and Mayer 1-2). As for groups, they classify in control and treatment or experimental groups. In control groups, no treatment or a different treatment than the experimental group is provided, while every other characteristic stays the same. But in the treatment or experimental group, the researcher applies the theory to be tested (Lodico, Spaulding and Voegtle 234).

Additionally, Experimental research must meet three requirements (Odle and Mayer 1-2):

- a. Random assignment of its subjects.
- b. Experimental control: the groups resemble one another except for the treatment received.
- c. Appropriate measures: the dependent variable accurately tests the research hypothesis.

Regarding its implementation, Experimental research follows these steps: pre-test, treatment, and post-test (Lodico, Spaulding and Voegtle 229).

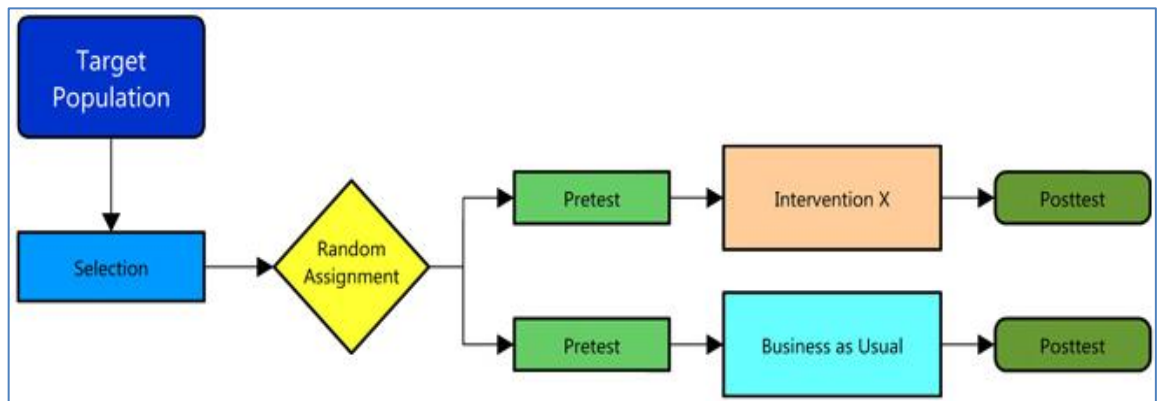


Fig. 7 Experimental research process (NCTI)

### 3.2 Procedure

First of all, this study aimed to answer the following research question: To what extent can BDI lesson planning affect students' performance in the English classroom? In order to accomplish this, the following process was led.

Consistent with the implementation model of Experimental research, this study began with the administration of a pre-test measuring vocabulary and grammar to both control and treatment groups. Then the experiment itself was conducted in this way: for the control group, no instructional changes were made and for the treatment group, biography-driven lesson plans were applied. At the end, a post-test was conducted, assessing the same areas than in the pre-test (vocabulary and grammar).

Regarding the variables observed in this study, the independent variable was the teaching method employed in each group, while the dependent variable was the students' performance, which is determined through the scores of the pre-test and post-test.

### 3.3 Participants

The population of this study consisted of all 56 students from the ninth grade of Mercedes Vazquez Correa School in Gualaceo. Given its size, the whole population was treated for this research, not just a sample. Furthermore, those students were of mixed genders, 80% female and 20% male, ranging ages from 12 to 13.



Regarding their English instruction, the students have had some interrupted English training during elementary school, while during middle school they have been taking English as a regular subject, 5 periods per week during 13 months. This has allowed most students (85%) to reach a “Pre-production” stage with a few of them (15%) amounting to the “Speech emergence” stage.

Concerning the distribution of the participants in the two required groups (control and treatment), the division has been done randomly as the employed method requires it. That is, no particular selection of the students belonging to each group has taken place, but instead the arbitrary division in “paralelos” was adopted to remain true to the experiment (keeping the two groups isolated to avoid “spilling” the experiences between treatments) and for ease of execution.

### **3.4 Data gathering techniques**

In order to execute this research project, data was collected with two objectives in mind: to sustain the research and to elaborate the biography-driven lesson plans.

#### **3.4.1 Instruments assisting the research**

##### **Pre-test**

At the beginning of the study, a pre-test was administered to both control and treatment groups in order to identify their performance score (the dependent variable) before the experiment and to discard any prior differences in aptitude or other features that could have made the groups unequal.

The test, which was naturally the same for both groups, mainly involved objective questions concerned with the vocabulary and grammar items studied during the unit in progress. Specifically, it dealt with action verbs vocabulary, giving positive and negative commands, and expressing abilities using 'can' (Appendix 1).



## **Post-test**

A final test was executed at the end of the experiment to determine the effects of the treatment. The test examined topics related to the unit at hand and studied during the treatment stage of the research. Explicitly, it included: vocabulary on daily routines, functional language on daily schedules, verb tenses, and sequence words. (Appendix 2)

Also, it is important to mention that, as experimental research dictates, the pre-test and post-test predominantly resembled each other in complexity level. That is, while it may be argued that the pre-test is longer and assess higher language abilities than the pre-test, it must also be considered that students had more exposure, practice, and preparation for this examination, therefore, balancing this slight variation.

## **Observation**

During the conduction of the experiment, students were video-taped in order to maintain a record of the experiences, but more importantly, to elaborate a description of the treatment in search for any effects of it in student performance. Specifically, the traits that were observed were motivation, engagement, student interaction, responses to strategies and activities, interaction with the material given, and non-verbal cues that denoted understanding or lack of it. (See Chapter IV)

## **Student survey**

As a method of triangulation, a student survey was conducted with the purpose of gaining feedback on students' experience and perceptions related to the treatment. To accomplish this, four questions were formulated. The first one consulted students whether they enjoyed or not the type of classes received during the application period. The next question asked students to



select the features that they found most pleasant about these sessions from a given list. Then a third question assessed how satisfied students felt regarding their comprehension of the lessons. Finally, the last question asked students whether or not they considered convenient to continue pursuing this type of lessons. (Appendix 3)

### **3.4.2 Instruments aiding the elaboration of lesson plans**

In order to design the biography-driven lessons, student data was imperative. Therefore, a few techniques were used to obtain this information.

#### Parent's Survey

A parent's survey was administered to find out students' sociocultural background, namely parents' perspectives on students' strengths and weaknesses, suggestions for improvement and student home activities. (Appendix 4)

#### Learning Styles Questionnaire

This questionnaire was conducted among students to identify their individual learning styles as well as the predominant style in the class. Later, this information would be employed to better approach the cognitive dimension of lessons. (Appendix 5)



#### IV. TREATMENT DESCRIPTION

Once data about the students' biography was collected and interpreted, the lesson plans were created based on this information. These lesson plans would cover five consecutive days of treatment containing lessons of 45 minutes each. It must be noted though, that in reality, the application period lasted 7.5 days due to repeated interruptions related to school activities and discipline issues.

##### 4.1 Chronology of the treatment

###### Day 1

The first class was the start of Unit 2, which dealt with vocabulary on daily routines, functional language on daily schedules, simple present tense, and sequence words. Therefore, for motivation purposes, the class began with a video called "A day in the life of Domenica Saporiti which is a celebrity that all students relate to and are interested about (Socio-cultural Dimension). For the connection phase, students shared the events concerning daily habits that they recalled from the video; as they shared, the teacher matched their responses with their English counterpart. Then students practiced this vocabulary by playing flyswatter (Cognitive Dimension). Finally, for the affirmation phase, students arranged labeled pictures of daily activities in chronological order and worked on written exercises dealing with combining daily routine items with the appropriate complements, and then listing the resulting phrases in sequence (Cognitive and Linguistic Dimensions). (Appendix 6)

Concerning students' response to the lesson, there was a notorious improvement for the most part. To begin with, they showed positive surprise when confronted with a new, more interactive methodology. For instance, there was evident enjoyment at the recognition of a familiar face in the introductory video. Then, when the new words were presented to them, they stayed focused and attentive. Although they became somewhat distracted when the unfamiliarity and amount of words increased. However, interest was regained when a more moving game (flyswatter) was applied; in fact, students were



raising their hands asking to participate and play again. Afterwards, in the affirmation phase, when students arranged the daily activities, some of them showed neutrality, while others who normally take extra time to finish tasks seemed slightly more accomplished to see they were able to do this faster and without help. Finally, when students worked on the written exercises, initially they were concerned that they did not know all words in the exercise, but once some were clarified, they completed the task effortlessly.

Some challenges during this class were the time taken to set up the computer tools to project the video, and the temporary disruption that kinesthetic activities sometimes cause.

### Day 2

On the second day of treatment, students mainly reviewed daily routines vocabulary from the previous lesson but integrating more complex skills like Speaking and Writing along with exposure to and practice of vocabulary items embedded in full sentences. For the activation phase, students played a “hat game,” which consists in putting on a paper hat with a word in it, then pairing up with other classmates to arrange themselves forming sentences (Cognitive and Socio-cultural Dimensions). Once the game was finished, the sentences were recorded on the board by the students. Next, for the connection phase, students engaged in a Speaking activity involving the vocabulary from the previous task (Linguistic Dimension). Explicitly, students had to ask each other about what they do every day using the example from their worksheet, and then record their partner’s answers on it (Sociocultural Dimension). Finally, for the affirmation phase, students wrote a blog entry describing their day (Socio-cultural, Academic and Linguistic Dimensions). This activity included the projection of video-blog excerpts, brainstorming and modeling as pre-writing strategies (Cognitive Dimension). (Appendix 7)

As for the students’ response to this lesson, it was not as successful as the previous one; however, it still yielded some positive and valuable results. At the beginning, students were attentive and expectant when told that there





would be a new game and that the class would have to go outside to play it. Once outside, some students quickly found the partners that completed their sentences, while others seemed a little confused and had to be guided by the teacher (they were not sure which words go together), making the other ones seem dispirited when they had to wait for their classmates to finish. After that, they went back to the classroom, where they worked on the speaking task.

Unfortunately, the movement from the previous exercise caused some struggles in attention; therefore, when presented with the speaking activity, some students displayed certain confusion and reluctance at first. What is more, it was the first time that this type of task was performed. As a result, while the most proficient students fulfilled the task and even helped their partners, many others either begun the exercise and stopped halfway through or were too self-conscious to speak English. Nonetheless, the students who did try profited from this because they had the chance to discuss about the right answers and ask each other for help, which seemed beneficial for both partners. Lastly, the affirmation activity was more welcome by students. That is, they were pleased at watching a video and knowing that an internet theme was involved, and this sparked their attention and the sharing of comments. Afterwards, the brainstorming and modeling prior to the writing task proved effective since most students were able to work smoothly and with little to no help.

### Day 3

The third day of treatment was devoted to introduce students to the third person form of the simple present tense. The lesson started with a “Find someone who” survey about students’ daily habits and other pastimes; an effort was made to include information that students could easily relate to (Socio-cultural and Linguistic Dimensions). After that, students’ information obtained from the survey was recorded on the board, and they were questioned about what was different in these sentences (s-es-ies ending). Next, they worked with a partner to find out when each ending was added (Linguistic, Cognitive, and Socio-cultural Dimensions), and after some time, they shared thoughts with



the class and agreed on the rules for each case. Additionally, as a scaffolding device, they recorded examples of each grammatical pattern along with graphic representations on a “mini book” that they kept using until mastering its content (Cognitive Dimension). To conclude, during the affirmation phase, students completed the lyrics of a song with the third person form of verbs (Cognitive Dimension). (Appendix 8)

Students’ reaction to this lesson was very satisfactory. During the affirmation phase, most students stayed attentive and on task for the entire length of the “Find someone who” game. Also, it was surprising to see students freely interact with each other in English almost without switching to Spanish at all, especially when they were completely unfamiliar to this type of task, which indicates that presumably the novel, interactive, and genuine nature of the activity may have caused this positive response. In the connection phase, when students had to analyze the sentences on the board, some of them lost interest and had to be included somehow in the explanation to help them maintain focus, but the ones who stayed on task arrived at the expected conclusion rather quickly. Then in order to manage states of mind and motivate students, the mini-book activity had to be introduced immediately. Students copied the sample sentences on the “mini-book” and got in pairs to discover grammatical patterns, but this had a mixed response: while some students willingly engaged in the assignment, a few others had to be guided throughout the process; many demonstrated understanding through the questions they asked the teacher. Lastly, most of the class showed enthusiasm towards working with a song and completed the verbs in the lyrics without any problem.

### Day 4

On the fourth day of treatment, students practiced the third person form of the Simple Present through a reading activity about “A Day in Incan Life” (Academic Dimension). For the socio-cultural connection, students watched a video about an Incan cartoon and shared comments on the lifestyle the video portrayed (Socio-cultural and Cognitive Dimensions). Then, as further



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preparation for the reading, some key vocabulary was reviewed (Linguistic Dimension). Afterwards, in the connection phase, students first completed the reading with the simple present form of the verbs given, and then listened to a recording of the reading and read along, pausing to check understanding (Linguistic Dimension). To conclude, students solved a worksheet about the reading, which assessed vocabulary and comprehension (Linguistic and Academic Dimensions). (Appendix 9)

As far as students' response to the lesson, it could be said that in general, there was a pleasing response, although prompting and extra guidance was necessary at times. When the lesson started, students were looking forward to watching the video, so they kept engaged throughout its projection and the follow-up reflection questions, which helped maintain high participation levels in the subsequent vocabulary presentation. Next, when starting to work on the reading, students had to be briefly reminded about the third person rules and about using their "mini-books" to complete the missing verbs correctly. Although some students had forgotten about the rules learned on the previous class (2 days before), a good number of them performed this part of the task well either by looking at their "mini-book", comparing with a friend, or being led by the teacher. Then, when students listened to the reading recording, about 70% of the class carefully followed the reading, while the rest became distracted and regained some of their attention only when the recording was paused and comprehension questions were addressed to them. Finally, on the affirmation stage, students showed no significant difficulty matching the pictures to the vocabulary items or completing the Venn diagram exercise; however, they repeatedly asked questions about the last task: the comprehension questions. Therefore, students had to be guided on what the questions meant, how they could find the answers on the reading, and how to answer in full sentence form using the Simple Present. At the end, most students demonstrated understanding by turning to the reading to find the necessary information, raising their hands to say the answer, and distinguishing when to add the Simple Present's third person ending more quickly.



### Day 5

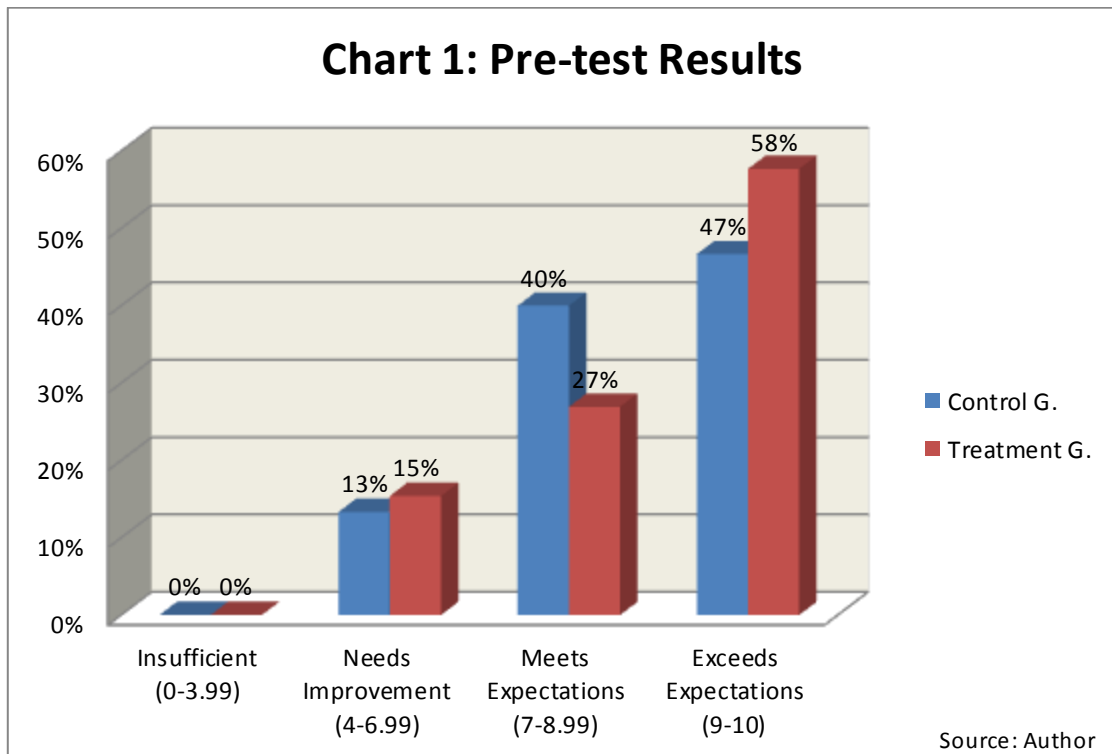
The fifth lesson dealt with an introduction to sequence words. This lesson began with a dialogue about animals' life cycles and students' experiences related to the topic, along with a group activity about unscrambling pictures of an animal's life cycle and presenting this briefly to the class (Academic, Cognitive, and Socio-cultural Dimensions). During the connection phase, the teacher presented the sequence words by posting them on a graphic organizer in random order and then discussing with the class to agree on the correct succession of words (Linguistic and Cognitive Dimensions). Next, the teacher explained the butterfly's life cycle using the new words learned (Academic Dimension). As the last step, students reunited with their groups and made a poster describing their animal's life cycle (Linguistic and Socio-cultural Dimensions). (Appendix 10)

On the whole, this lesson caused a positive outcome in the students' learning. To begin with, during the introductory dialogue, students seemed involved by the topic, and even some students that do not usually engage significantly in class were attentive, sharing opinions, and asking questions. Next, while students worked in groups, most of the class stayed on task for the length of the exercise, and still exhibited curiosity about their friends' presentations. Afterwards, in the connection phase, students lost their full attention and the class had to be stopped a few times due to disruptive behavior. Once the class was calmer and more ready to pay attention, the construction of knowledge on sequence words was possible, and also more attention and participation was given to the Butterfly's life cycle example. Lastly, the group work conducted in the affirmation phase was taken eagerly by students; although there was notorious noise during the activity, there was also collaboration of most group members, questions from students, and a positive reaction the wait time provided, all of which resulted in quality group presentations at the end.

#### IV. DATA ANALYSIS AND INTERPRETATION

##### 5.1 Analysis of Instruments assisting the research

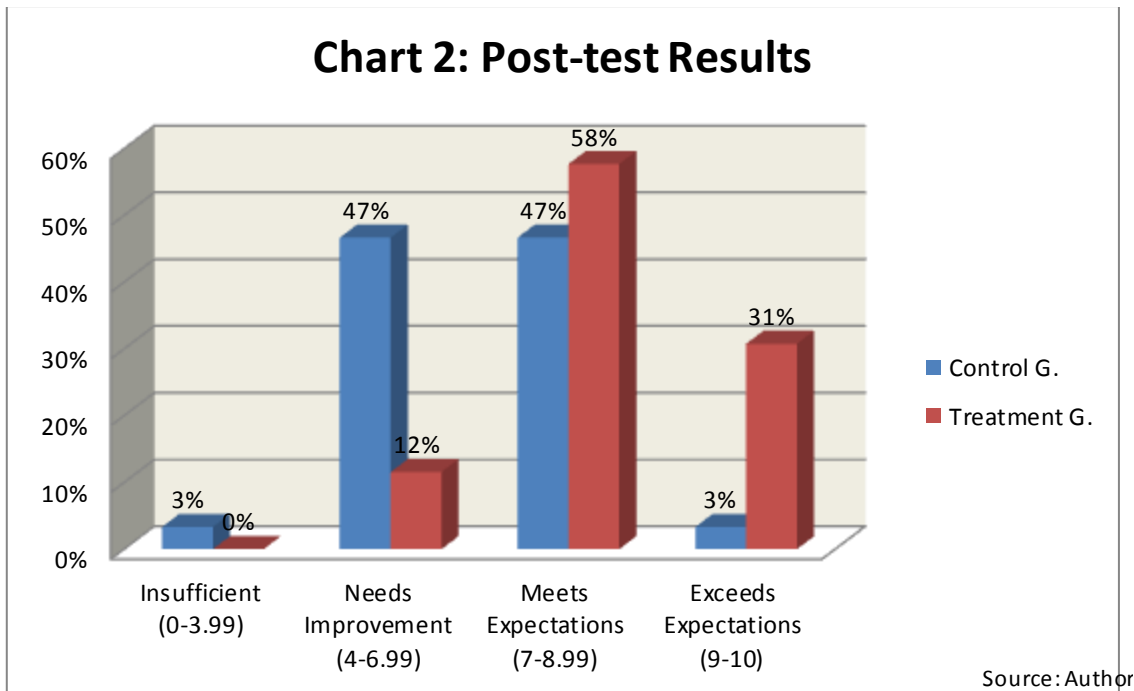
##### 5.1.1 Pre-test



According to the graph, both groups have most of their population in the “Exceeds expectations” category, the treatment group locating slightly higher with 58%, while the control group stands with 47%. Secondly, both groups have a significant section of their population in the “Meets expectations category,” this time the control group taking the lead with 40% while the treatment group amounts to 27%. Furthermore, both groups had their second least performance score in the “Needs Improvement” classification and 0% in the “Insufficient” division.

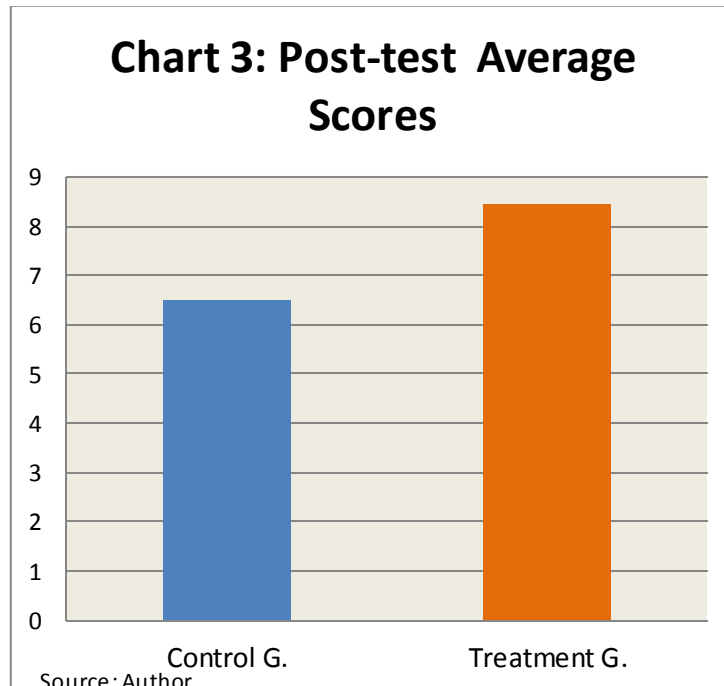
What is more important, the chart shows that both control and treatment groups are more or less similar in performance, which greatly adds to the validity of the experiment. That is, no substantial differences that could have made the groups unequal can be seen, confirming that the population was suitable for the experiment.

5.1.2 Post-test



The chart illustrates that after the experiment, the treatment group resulted more proficient than the control group by large. To begin with, in the “Exceeds expectations” category, the treatment group placed first with 31% of its population inside this division, leaving the control group behind with only 3% (a 28% difference). The treatment group also dominated in the “Meets Expectations” section with 58%, which is 11% more than the control group. But the largest variation is in the “Needs Improvement” segment; while 47% of the control group (almost half the class) scored between 4 to 6.99, only 12% of the treatment group obtained such low results. Moreover, nobody in the treatment group got an “Insufficient score”, while 3% of the control group did.

These results suggest that the application of biography-driven lesson plans was successful in raising students’ performance, which might have been due to the attempt to connect students’ life as conceived in the Prism Model with the elements of the curriculum, the use of particular biography-driven strategies, the effort to know and include all individuals in the class, and most important of all, placing the students at the center of learning, planning, and teaching.



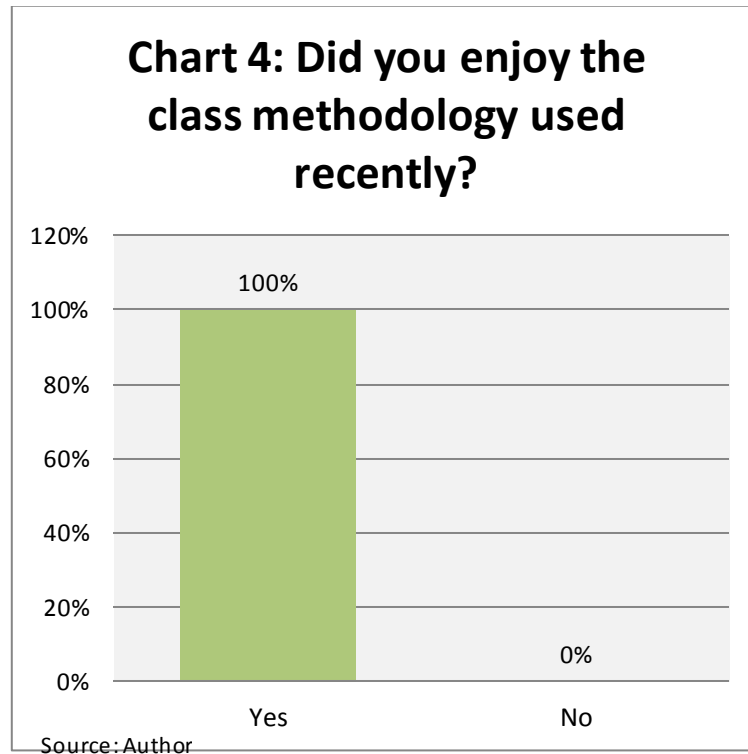
As can be seen from the graph, the treatment group produced higher scores than the control group. Specifically, the treatment group scored an average of 8.43, almost two points higher than the control group at 6.51. This confirms that Biography-driven Instruction does make a difference in students' achievement, even if it is not as large as expected. This is vital considering that two points may be the difference between a pass or fail in school, in a scholarship application process, or a job opportunity.

### 5.1.3 Triangulation

In order to avoid any form of bias, a methodological triangulation process was carried out through a qualitative instrument: a student survey that was applied to the treatment group. The survey was anonymous to ensure validity. These were the results:



**Question 1:** Did you enjoy the class methodology used recently?

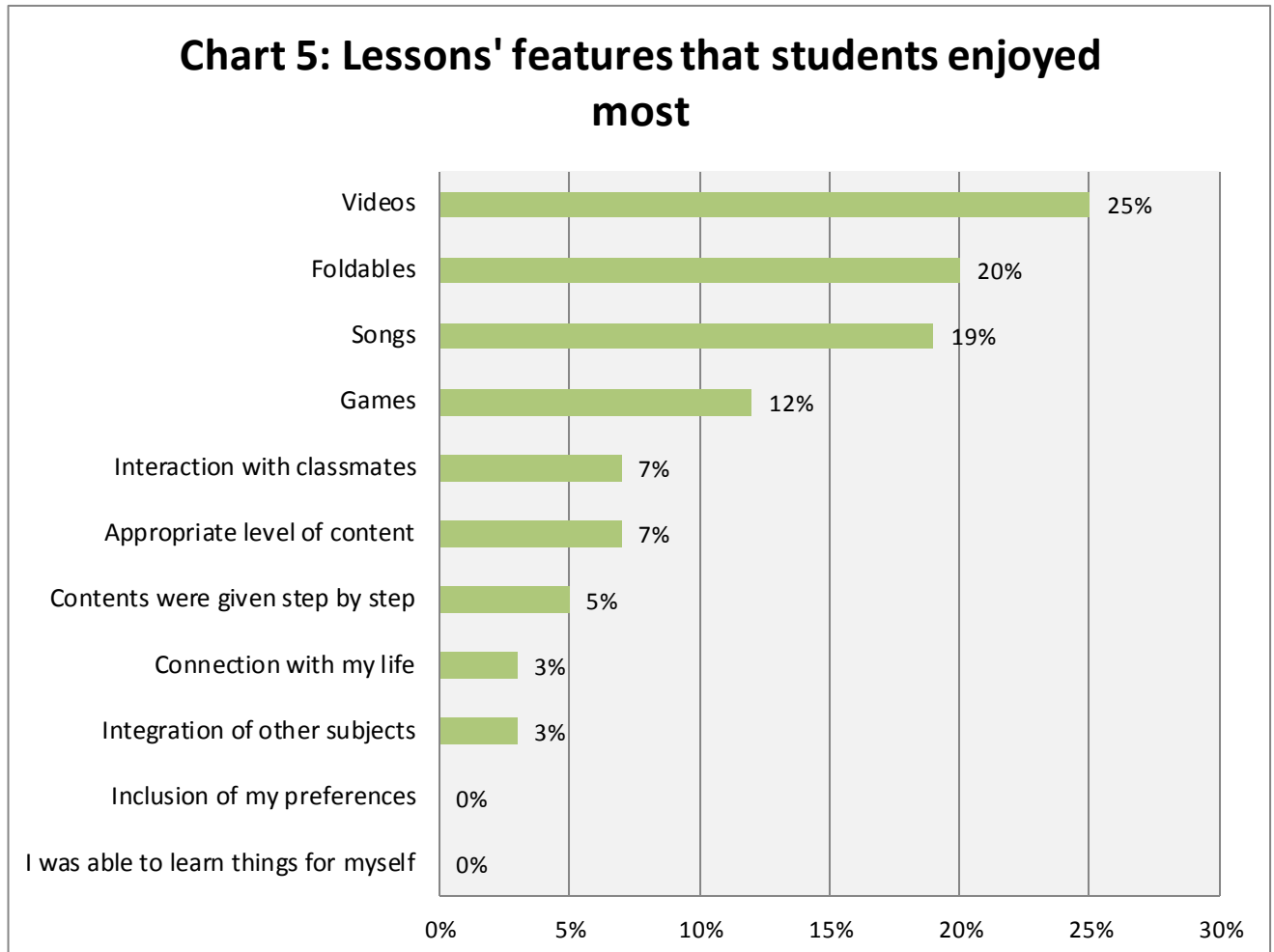


As shown in the graph, the totality of students claims to have enjoyed the teaching methodology employed during the experiment. This matches the results of the post-test in that if students would not have had some level of enthusiasm about the class, it would have been difficult to obtain such good scores. Also, the result of this question can be confirmed through the observations of the experiment, which document evidences of engagement and motivation during class.





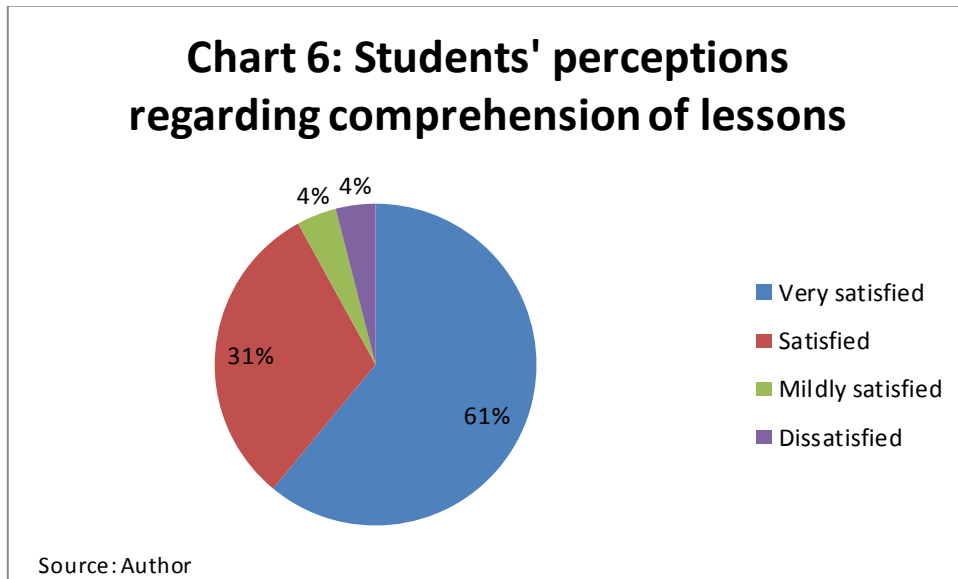
**Question 2:** If the previous answer was “Yes,” check 2 or 3 features that you liked or found most interesting about these classes.



The chart indicates that the lesson features that students liked most during the experiment were the use of videos with a 25%, foldables with a 20%, songs with a 19%, and games with a 12%. To a lower degree, they also appreciated the increased interaction with classmates (7%), the appropriate level of contents (7%), the pace and synchrony of learning activities (5%), the connections with their life (3%), and the integration of other subjects (3%). This information is valuable in that the post-test determined that indeed BDI caused a positive outcome, but the post-test could not specify the exact features that made this instruction successful for these students. Therefore, now that this data is available it could be used for future instruction too.



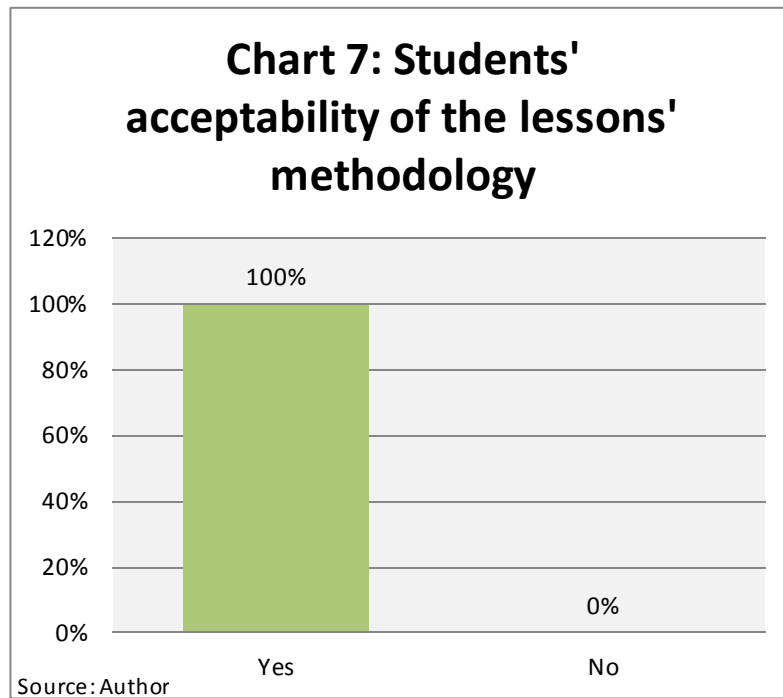
**Question 3:** How did you feel about your comprehension of the lessons?



As is shown in the chart, only 4% of the class felt dissatisfied about their understanding of the lessons. Another 4% felt mildly satisfied. But 92% of them reported positive reactions about their comprehension. For instance, 31%, considered themselves satisfied about their grasp of the lesson, and a substantial 61% considered themselves very satisfied. Again, this only reinforces the results of the post-test: one of the reasons why the treatment group students obtained better scores than the control group ones might have been because the design of the lessons helped students understand better.



**Question 4:** Do you consider convenient to keep pursuing this type of lessons?



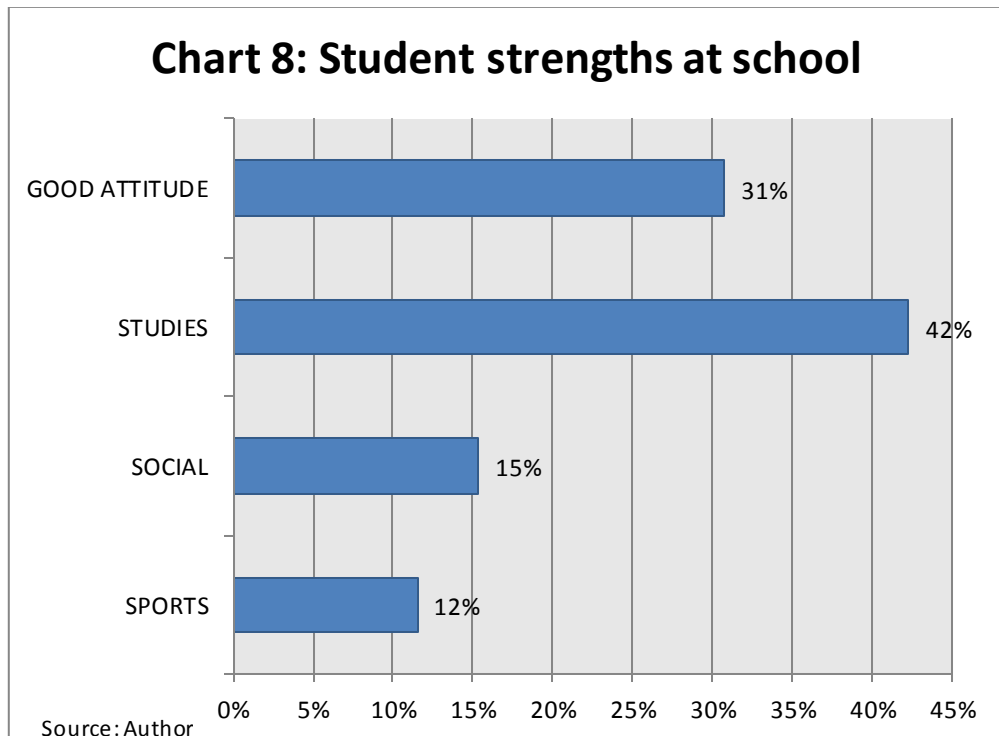
The diagram shows that all the students agree that biography-driven lessons should continue to be implemented in the classroom. The cause of this might be the students' perception of motivation, meaning, success, and mastery of contents that they experienced during the classes, as documented in the observations.



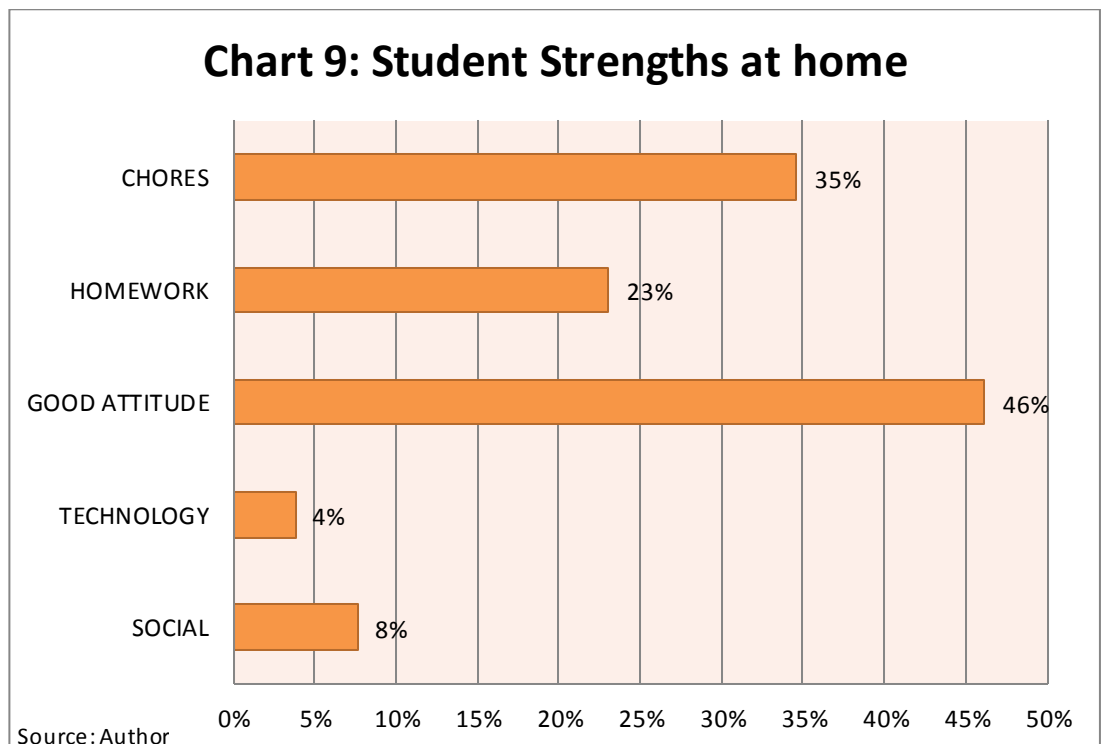
## 5.2 Analysis of data aiding the elaboration of lesson plans

### 5.2.1 Parents survey

**Question 1:** Which are the two main strengths or positive qualities of your child at school and at home?



According to parents, nearly half the class demonstrates dedication to studies as one of their assets in school, which implies that many students may appreciate and welcome the use of a method that helps them understand and remember contents better. Additionally, one third of the class shows strength in the “good attitude” category, which parents related to being polite and respectful to classmates and teachers. Combining this with the 15% of students who reveal a tendency towards social skills may prove students’ willingness to work and help each other; therefore group work must be reinforced to produce effective results. Finally, the graph also shows that sports are also another preference of students; therefore, activities related to sports or physical activity must also be taken into account to de design helpful lesson plans.

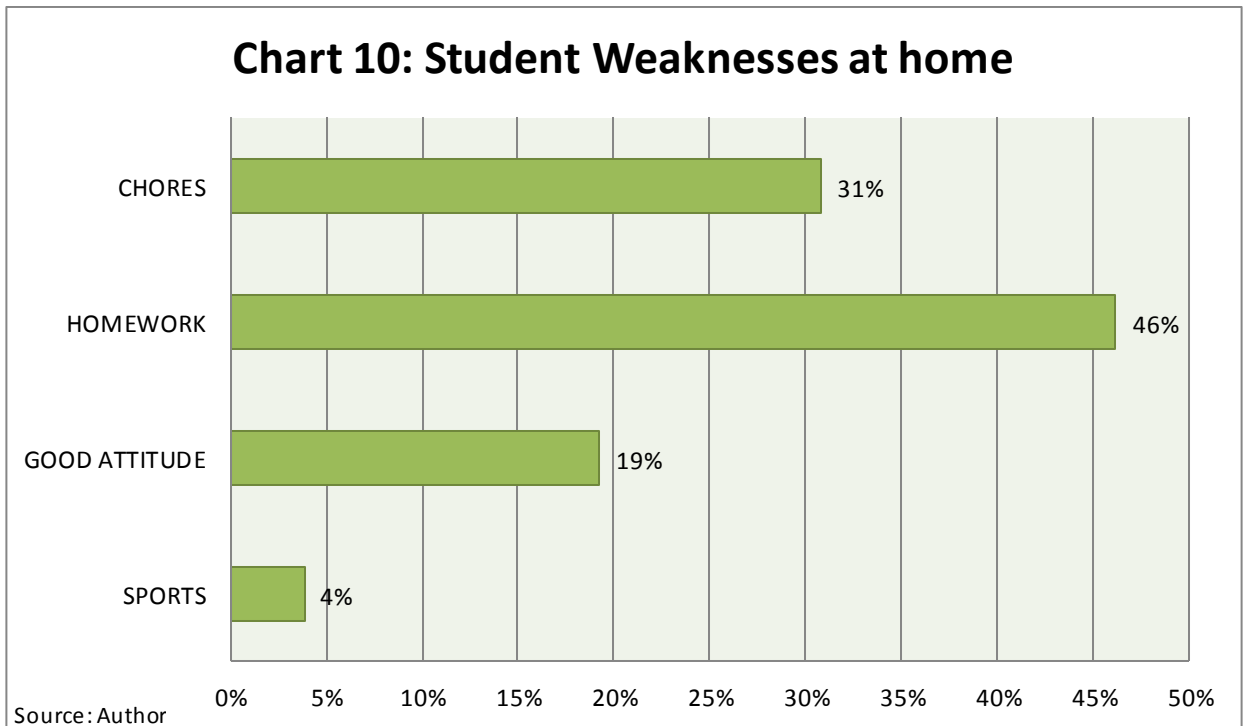


First, it must be clarified that the percentages in this graph do not add up to 100 because parents often provided more than one answer to the question.

The chart indicates that at home, student strengths rely mostly in their positive attitude (as mentioned before, parents related this with the child's obedience, orderliness, and other values) and their responsibility towards house chores. Although this is generally a proficient class, this might explain to some extent the low percentage in the homework category. That is, given that these students take classes in the afternoon, they may have some pressure to complete chores in the morning, rather than devoting their whole attention to homework. This suggests that time to develop the language in class is greatly valuable, given that it might be the only occasion to practice for many students.



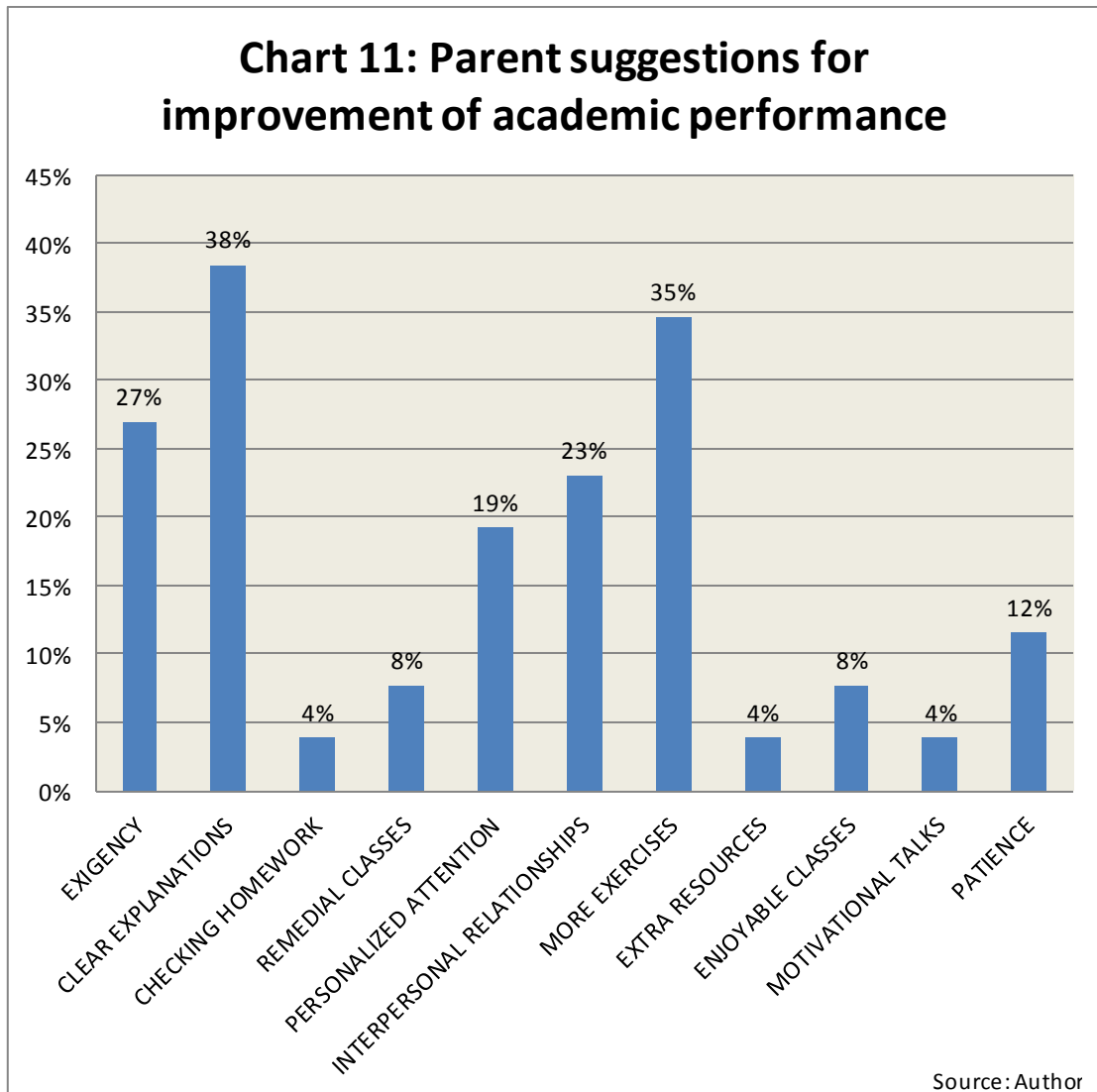
**Question 2:** Which are the two main aspects that you would like your child to improve?



According to the graph, parents indicate that the major factor that they wish their children would improve at home is doing their homework. Again, the data shows issues regarding homework. One solution that BDI can provide is providing scaffolding and modeling, so that students comprehend content better, and this way, it becomes easier for them to work on assignments at home. Also, other areas where parents seek improvement are chores, good attitude and, secondarily, involvement in sports.



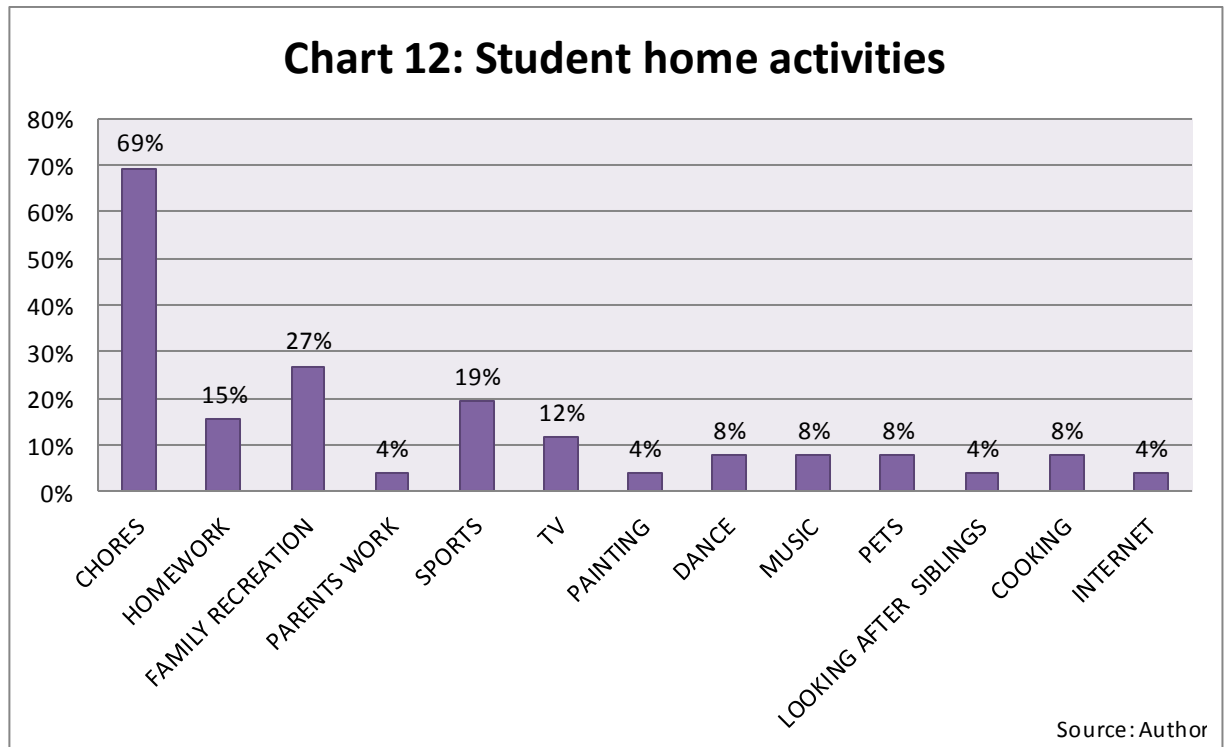
**Question 3:** Suggest 2 ways in which the teacher can improve the academic performance of your child.



The chart exposes that the educator’s features that parents consider most important to improve the academic performance of their children are that the teacher offers clear explanations, several exercises, and demands exigency. Secondly, they suggest good interpersonal relationships, personalized attention, and patience. This ranking means that parents hold high expectations for students and educators. Opportunely, BDI meets those needs by ensuring understanding through connection to prior experiences and also by providing varied opportunities to represent and demonstrate knowledge. Moreover, maintaining solid personal relationships is also embedded in the BDI methodology, through its Socio-cultural angle.



**Question 4:** Besides school work, what other activities does the student do at home?

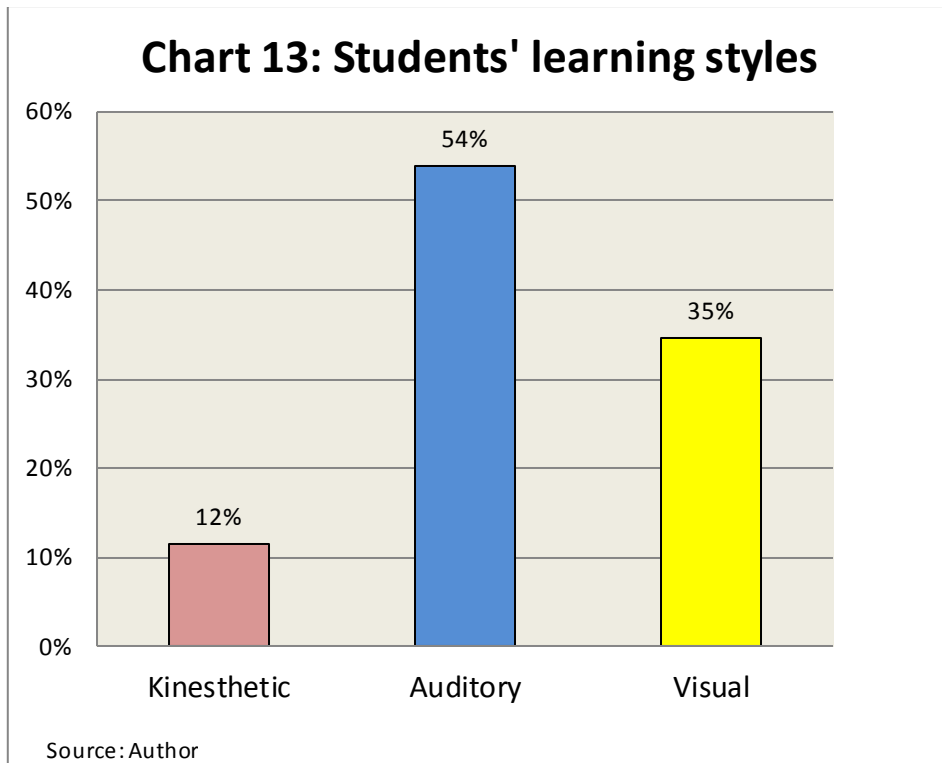


Parents reveal that the main activity that students do at home is their chores. With a much lower percentage, other home activities include family recreation, sports, doing homework and watching tv. This implies that some representation of the activities listed in the chart should be implemented in lessons to ensure engagement.





### 5.2.2 Learning Styles Questionnaire



The most predominant learning style among these students is evidently the auditory style. This may be due to teenagers' natural predisposition towards music and entertainment. Also, this demands that lessons include varied musical or auditory content in one way or another. The second most preferred learning style is the visual style. Therefore, lessons must exploit the use of flashcards, videos, graphic organizers, etc. to take advantage of this asset. Conversely, the least favorite learning style is the kinesthetic style; however, attention must be paid to the fact that lessons should aim to address all styles to reach the highest amount of learners.



## 5. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

First of all, and to answer the research question that led this study: to what extent can BDI lesson planning affect students' performance in the English classroom, it can now be affirmed that BDI lesson planning has a positive impact on the performance of students of English.

To begin, the study has shown tangible differences in the achievement of students who have profited from this method. As the data interpretation showed, these students' scores dramatically outperformed the scores of those who were not exposed to the method. Moreover, the way Biography-Driven Instruction synchronizes and interconnects all four dimensions of the individual provides for a more solid cognitive pathway that produces quality learning and, consequently, gives rise to more satisfactory scores.

Another positive effect of adopting BDI comes from its motivational value. Through the observations to both participant groups, it was clear to see how BDI introduced meaning, purpose, potential, and even hope by turning away from dull, monotonous, and artificial lessons that do not take advantage of the student and other resources to spark interest and retention. Furthermore, even when the scores do not show this, the author presumes that the motivational effects of BDI, may be more evident in the long term. That is, now that "a seed" has been planted, certainly more students will look forward to English lessons, especially with an increased belief in their capability and less fear.

Additionally, after experimenting with BDI, it can also be concluded that sometimes getting to know students and finding what propels their learning may be a trial and error process. Occasionally, certain activities or strategies may not work as expected, but it is precisely this continuous experimentation what leads to being mindful of effective techniques, taking sound instructional decisions, and ultimately refining the quality of teaching.



### Recommendations

As mentioned before, the influence of the experiment might have a long-term effect on motivation too; therefore, ideally the next step in the research cycle would be to test this hypothesis, which could be carried out by new research teams in the future.

Moreover, although Biography-driven Instruction mainly addresses the education of those learning English as a second language, the effects of incorporating this teaching method in other areas of the curriculum would make a valid theme for subsequent investigations, especially when the foundations of BDI came from universal teaching principles.

Lastly, Biography Driven Instruction is starting to become a trend among Ecuadorian English teachers thanks to the scholarship program “Go Teacher.” Since the government has invested and keeps investing large amounts of money in the aforementioned program, it would be convenient to maintain professional development courses and guidance programs led by experts to ensure the method is properly implemented in Ecuadorian English classrooms.



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APPENDICES

Appendix 1: Pre-test

<b>NIVEL:</b> Básica Superior	<b>ÁREA:</b> ENGLISH	<b>ASIGNATURA:</b> ENGLISH		<b>AÑO LECTIVO</b> 2014 – 2015
<b>CURSO / AÑO EGB/BGU:</b> 9TH	<b>GRUPOS/PARALELOS:</b> "A" Y "B"	<b>QUIMESTRE:</b> 1		
<b>DOCENTE:</b> DANIELA TOLA		<b>BLOQUE CURRICULAR N°:</b> 2		
<b>INDICADORES ESENCIALES DE EVALUACIÓN:</b>				
<ul style="list-style-type: none"> <li>• TO GIVE ORDERS AND SUGGESTIONS USING POSITIVE AND NEGATIVE IMPERATIVES.</li> <li>• TO TALK ABOUT ABILITIES USING CAN</li> <li>• TO RECOGNIZE BASIC ACTION VERBS</li> </ul>				
<b>STUDENT:</b>				<b>DATE:</b>

PRUEBA DE FIN DE BLOQUE  EXAMEN QUIMESTRAL:  SUPLETORIO:  REMEDIAL:

DESTREZAS CON CRITERIOS DE DESEMPEÑO	ITEMS	VALOR
Gives orders and suggestions using positive and negative imperatives.	<p><b>1. Write the command according to the picture.</b></p> <p>Take out your books    Wake up    Please, be quiet    Come in</p> <div style="display: flex; justify-content: space-around;">    </div> <p>_____</p>	0.33 each = 1 p
	<p><b>2. Change these imperatives to NEGATIVE FORM</b></p> <ul style="list-style-type: none"> <li>• Open the notebook. _____</li> <li>• Go to the office. _____</li> <li>• Start your homework yet. _____</li> </ul>	0.4 each = 1.2 p
Talks about abilities using can	<p><b>3. Complete the sentences using I CAN or I CAN'T according to <u>your</u> <u>abilities</u>.</b></p> <ul style="list-style-type: none"> <li>• _____ fly</li> <li>• _____ drive.</li> <li>• _____ play the guitar</li> </ul>	0.4 each = 2.8 p



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	<ul style="list-style-type: none"> <li>• _____ swim</li> <li>• _____ make a movie on my computer.</li> <li>• _____ see through walls</li> <li>• _____ tell the future</li> </ul>	
	<p><b>4. You're interviewing a friend. Write QUESTIONS for him/her using the cues.</b></p> <ul style="list-style-type: none"> <li>• you / swim _____</li> <li>• you / speak some Quichwa _____</li> <li>• your parents / dance _____</li> <li>• your pet / do a trick _____</li> </ul>	0.5 each = 2 p
	<p><b>5. Answer the questions with YOUR OWN INFORMATION</b></p> <ul style="list-style-type: none"> <li>• Can you play the guitar? _____</li> <li>• Can you drive? _____</li> <li>• Can your friends speak English? _____</li> </ul>	0.5 each = 1.5 p
Recognize s basic action verbs	<p><b>6. Write 3 sentences using <u>I + a verb of the week</u> in each one.</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	0.5 each = 1.5
<b>TOTAL</b>		<b>10</b>

ELABORADO	VISTO BUENO
<b>DOCENTE:</b> Daniela Tola	<b>VICERRECTOR(A)/SUBDIRECTOR(A):</b> Lcdo. Julio Zhunio
Firma:	Firma:
Fecha: 8 de diciembre del 2014	Fecha: 8 de diciembre del 2014






Appendix 2: Post-test

<b>NIVEL:</b> Básica Superior	<b>ÁREA:</b> ENGLISH	<b>ASIGNATURA:</b> ENGLISH		<b>AÑO LECTIVO</b> 2014 – 2015
<b>CURSO / AÑO EGB/BGU:</b> 9TH	<b>GRUPOS/PARALELOS:</b> "A" Y "B"	<b>QUIMESTRE:</b> 1		
<b>DOCENTE:</b> DANIELA TOLA		<b>BLOQUE CURRICULAR N°:</b> 3		
<b>INDICADORES ESENCIALES DE EVALUACIÓN:</b>				
<ul style="list-style-type: none"> <li>IDENTIFIES DAILY ROUTINES VOCABULARY</li> <li>WRITES ABOUT DAILY ACTIVITIES USING THE SIMPLE PRESENT THIRD PERSON FORM</li> <li>EXPLAINS SEQUENCE OF EVENTS EMPLOYING SEQUENCE WORDS.</li> </ul>				
<b>STUDENT:</b>				<b>DATE:</b>

DESTREZAS CON CRITERIOS DE DESEMPEÑO	ITEMS	VALOR
Identify daily routines vocabulary	<p><b>1. Label the pictures using words from the box.</b></p> <p>Go to bed      brush my teeth      take a shower      have breakfast      watch tv</p>	0.2 each = 1 p
	<p><b>2. Arrange the activities in chronological order <u>ACCORDING TO YOUR OWN ROUTINE.</u></b></p> <ul style="list-style-type: none"> <li>( ) Have lunch</li> <li>( ) Get home from school</li> <li>( ) Do homework</li> <li>( ) Go to school</li> <li>( _1_ ) Get up</li> </ul>	0.2 each = 1 p
Write about daily activities using the	<p><b>3. Write the correct <u>third person form</u> of the verb</b></p> <ul style="list-style-type: none"> <li>live _____</li> <li>swim _____</li> <li>go _____</li> </ul>	0.2 each = 1.6



<p>simple present third person form</p>	<ul style="list-style-type: none"> <li>• do _____</li> <li>• brush _____</li> <li>• fly _____</li> <li>• pa<u>y</u> _____</li> <li>• have _____</li> </ul>	<p>p</p>					
	<p><b>4. Complete the sentences using the correct form of the verb in Simple Present.</b></p> <div style="text-align: center;">  <p><b>My family</b></p> </div> <p>I am Pedro. I _____ (study) at Mercedes Vazquez Correa School. I _____ (live) in Gualaceo.</p> <p>My sister Ana is very neat. She _____ (do) all her chores in the morning. Then, she _____ (have) lunch, and she _____ (go) to school.</p> <p>My brother Jorge is a gardener. He _____ (start) work at 8:00 am. and he _____ (try) to be home by 6:00 pm.</p> <p>We all have different schedules, but we always _____ (have) dinner together at night.</p>	<p>0.4 eac h = 3.2 p</p>					
<p>Explain sequence of events employing sequence words</p>	<p><b>5. Use the information from question 2 to describe your daily routine. Use sequence words.</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Next</td> <td>First</td> <td>Finally</td> <td>Then</td> <td>After that</td> </tr> </table> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	Next	First	Finally	Then	After that	<p>0.6 4 eac h = 3.2 p</p>
Next	First	Finally	Then	After that			
<b>TOTAL</b>		<p>10</p>					



### Appendix 3: Student Survey

#### Encuesta al estudiante

El objetivo de la siguiente encuesta es recolectar información sobre el impacto de las técnicas usadas recientemente en el aula para determinar su efectividad, de modo que la opinión y el perfil de cada estudiante puedan ser tomados en cuenta para una futura instrucción.

Se aclara que esta encuesta no se relaciona ni afecta las notas de los estudiantes, así como tampoco otorga ninguna calificación.

#### Preguntas

Marque con una X su respuesta.

1. **Le agradó la metodología de clases usada durante las dos últimas semanas?**

Sí \_\_\_\_\_

No \_\_\_\_\_

2. **Si la respuesta anterior fue “Sí” señale 2-3 aspectos que le interesaron o agradaron más durante estas clases.**

- Juegos \_\_\_\_\_
- Videos \_\_\_\_\_
- Canciones \_\_\_\_\_
- Uso de foldables \_\_\_\_\_
- Se realizaron actividades acordes a mis preferencias. \_\_\_\_\_
- Utilicé información relacionada a mi propia vida \_\_\_\_\_
- Utilicé información relacionada a mis intereses \_\_\_\_\_
- Interactué más con mis compañeros \_\_\_\_\_
- Se trató contenido relacionado a otras asignaturas \_\_\_\_\_
- Razoné por mí mismo y saqué mis propias conclusiones sobre la materia.  
\_\_\_\_\_
- Los contenidos fueron impartidos paso a paso y recibí ayuda del profesor o de mis compañeros. \_\_\_\_\_
- Las actividades realizadas estuvieron apropiadas para mi nivel de conocimientos \_\_\_\_\_



**3. Cómo se sintió respecto al nivel de comprensión obtenido después de cada clase**

- Muy satisfecho \_\_\_\_\_
- Satisfecho \_\_\_\_\_
- Medianamente satisfecho \_\_\_\_\_
- Insatisfecho \_\_\_\_\_

**4. Considera conveniente continuar utilizando esta metodología de clases?**

Sí \_\_\_\_\_

No \_\_\_\_\_



**Appendix 4: Parent survey**

**Encuesta al Padre de familia**

El objetivo de la siguiente encuesta es recolectar información sobre las fortalezas y necesidades de los estudiantes de modo que estas puedan ser tomadas en cuenta durante su instrucción.

**Se aclara que esta encuesta no repercute en las notas de los estudiantes ni otorga ninguna calificación.**

Estudiante: \_\_\_\_\_

**Preguntas**

**5. ¿Cuáles son las 2 principales fortalezas o cualidades positivas de su hijo/a?**

En la escuela

\_\_\_\_\_

En casa \_\_\_\_\_

**6. ¿Cuáles son los 2 principales aspectos en que le gustaría que su hijo/a mejore?**

En la escuela \_\_\_\_\_

En casa \_\_\_\_\_

**7. Sugiera 2 formas en las que el profesor puede ayudar a mejorar el desempeño de su hijo.**

• \_\_\_\_\_

• \_\_\_\_\_



**8. Además del estudio, mencione 2 actividades adicionales que realiza el estudiante en casa.**

- \_\_\_\_\_
- \_\_\_\_\_

**9. Siendo yo su maestra de Inglés, ¿qué más le gustaría informarme sobre su hijo?**

- \_\_\_\_\_
- \_\_\_\_\_

Gracias por su colaboración

Daniela Tola







Docente de Inglés

Appendix 5: Learning styles questionnaire

## DISCOVER YOUR PREFERRED LEARNING STYLE







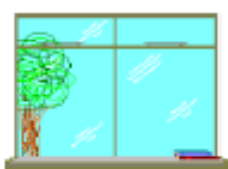
This questionnaire will help you discover what kind of learner you are.

Read each row and tick the ONE option that is most like you.

	<p>I prefer lessons where we can discuss things.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I prefer lessons where we can do something practical – or at least move around.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>I often fiddle with things in class (a pen, paper clip or rubber band.)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I often sing or hum to myself in class.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I often doodle in class.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>When learning a new skill, I prefer to just get on with it.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>When learning a new skill, I prefer someone to explain to me how to do it.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>When learning a new skill, I prefer to watch someone else show me how to do it.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>When the adverts come on the telly – I like to watch them.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>When the adverts come on the telly – I get up and do something.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>When the adverts come on the telly – I like to sing along with them.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>I would prefer to listen to a story.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I would prefer to see a comic strip of a story.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I would prefer to act out a story.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p>I am good at learning physical skills.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I have a good memory for people's names.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>I have a good memory for faces.</p> <p style="text-align: center;"><input type="checkbox"/></p>







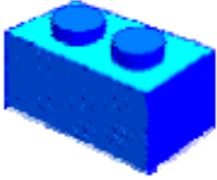
# UNIVERSIDAD DE CUENCA

	I prefer teachers who use diagrams to show us things. <input type="checkbox"/>	I prefer teachers who get us to do something. <input type="checkbox"/>	I prefer teachers who explain things to us. <input type="checkbox"/>
	If I get in trouble in class, it's for talking. <input type="checkbox"/>	If I get in trouble in class, it's for drawing on the desk or all over my books. <input type="checkbox"/>	If I get in trouble in class it's for fidgeting. <input type="checkbox"/>
	On a long journey I like to look at the scenery or read a book. <input type="checkbox"/>	On a long journey I can't wait until we stop so I can walk around. <input type="checkbox"/>	On a long journey I like to listen to music or talk to the other travellers. <input type="checkbox"/>
	I use my hands a lot when I am talking. <input type="checkbox"/>	When I am discussing something, I sometimes use words my friends don't know. <input type="checkbox"/>	When I am discussing something, I like to doodle. <input type="checkbox"/>
	If I could be famous, I would be a sports-person (or dancer). <input type="checkbox"/>	If I could be famous, I would be a film-star. <input type="checkbox"/>	If I could be famous, I would be a singer. <input type="checkbox"/>
	I would rather go outside and play. <input type="checkbox"/>	I would rather watch my favourite TV programme. <input type="checkbox"/>	I would rather listen to my favourite music. <input type="checkbox"/>
	I get distracted in class if I can see something outside the window. <input type="checkbox"/>	I get distracted in class if I can hear something happening outside. <input type="checkbox"/>	I lose concentration if I have to sit still for a long time. <input type="checkbox"/>





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	I am good at drawing. <input type="checkbox"/>	I am good at making things. <input type="checkbox"/>	I am a good listener. <input type="checkbox"/>
	Out of these 3 jobs - I would prefer to be a radio DJ (or presenter). <input type="checkbox"/>	Out of these 3 jobs - I would prefer to be a mechanic. <input type="checkbox"/>	Out of these 3 jobs - I would prefer to be an artist (or designer). <input type="checkbox"/>
	In my spare time I would prefer to do something physical, such as sport or dancing. <input type="checkbox"/>	In my spare time I would prefer to watch TV or a video. <input type="checkbox"/>	In my spare time I would prefer to listen to music or chat with friends. <input type="checkbox"/>
	The type of puzzle I would prefer is "Spot the difference". <input type="checkbox"/>	The type of puzzle I would prefer is "Name that tune". <input type="checkbox"/>	The type of puzzle I would prefer is "Rubik's cube". <input type="checkbox"/>
	If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me. <input type="checkbox"/>	If I needed to build a Lego model, I would try to work out which bits fit together. <input type="checkbox"/>	If I needed to build a Lego model, I would follow the diagram or the picture on the packet. <input type="checkbox"/>



Appendix 6: Lesson Plan 1

Lesson Plan 1

 **Preparation**



**Grade Level Targeted for Lesson:**

**Book # 2 Unit # 2**

**Total # of Students:** 26

**PEPSI Ahh Stages:**

Pre-production: 15 students

Early Production: 11students

Speech Emergence: 0 students





Intermediate fluency: 0 students

Advanced fluency: 0 students

**Content Objective (CO):**

- Students will be able to identify vocabulary related to daily routines.

**Language Objectives (LO):**

- |                                                                                               |                                                                                 |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Listening  | Listening to pronunciation of daily routines vocabulary.                        |
| Speaking   | Practicing pronunciation of daily routines vocabulary                           |
| Reading    | Scanning a list of daily activities to arrange it chronologically               |
| Writing    | Writing a list of daily activities in order according to students' usual habits |

**Key Vocabulary (10 maximum):**

- Get up
- Take a shower



- Get dressed
- Comb/Brush my hair
- Eat / Have breakfast
- Brush my teeth
- Get home from school
- Eat / Have lunch
- Watch tv
- Go to bed

**Materials Needed:**

- English Book 2 from the Ministry of Education.
- Video: “A day in the life of” (famous person that students can relate)
- “A day in the life” worksheet.
- Daily routines labeled flashcards
- Daily routines unlabeled flashcards (for flyswatter game)

*Source: Taken and adapted from Herrera, Kavimandan, & Holmes (2011) p. 98-104.*



**Activation: A Canvas of Opportunity: Before the Lesson**

*(Informing Instruction)*

- First, students are introduced to the topic through the teacher’s statement of objectives on the board.
- Then, students watch a video about “A day in the life of a famous person” (which relates to students’ interests expressed in previous surveys).
- As students watch, they identify a few activities from the video on a worksheet. This can be done through phrases in English, Spanish, or drawings.



***Connections: The Broad & Narrow Strokes of Learning:  
During the Lesson (Formative Assessment)***

**Presentation:**

- Students share the phrases they recorded on the stage before with the whole class.
- As they do this, the teacher confirms and introduces vocabulary about daily routines through the use of labeled flashcards.
- Students repeat vocabulary for pronunciation.

**Practice:**

- Flyswatter game: Daily routines pictures are displayed on the board (unlabeled), and students race to touch the picture corresponding to the given vocabulary word(s). At first, the teacher will speak the vocabulary item to be pointed to, then students continue in turns.



***Affirming: A Gallery of Understanding: After the Lesson  
(Summative Assessment of Student Learning)***

**Exercises:**

- Given the labeled vocabulary pictures students put a number beside each to indicate what they do first, second, etc.



\_\_\_ take a shower



\_\_\_ go to school



↑ get up



\_\_\_ eat or have breakfast



\_\_\_ eat or have dinner



\_\_\_ do homework

- Matching the verb with a phrase.
- Using these phrases to write a list of one's daily activities in chronological order

### Vocabulary

#### Get started

**1** Match a verb from Column A with a word or phrase from Column B. Write the correct letters on the lines.

A	B
<u>e</u> 1. get up	a. my teeth
___ 2. leave	b. home from school
___ 3. get	c. the house
___ 4. have	d. my homework
___ 5. do	e. early/late
___ 6. brush	f. a shower
___ 7. watch	g. breakfast
___ 8. take	h. TV

#### Move up

**2** Now write the activities in the order that you do them.

- get up early \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Appendix 7: Lesson Plan 2

Lesson Plan 2

 **Preparation**



**Grade Level Targeted for Lesson:**

**Book # 2 Unit # 2**

**Total # of Students:** 26

**PEPSI Ahh Stages:**

Pre-production: 15 students

Early Production: 11students

Speech Emergence: 0 students


Intermediate fluency: 0 students


Advanced fluency: 0 students

**Content Objective (CO):**


- Students will be able to produce a short writing piece about one of their usual routines.

**Language Objectives (LO):**

Listening  Listening to a partner describe what he/she does every day.  
Listening to instructions to play a group game.

Speaking  Telling a classmate about one's daily activities using a model question given.

Reading  (none)

Writing  Noting down partner's answers on a worksheet.  
Writing down a blog entry about one of our typical routines.



**Key Vocabulary (10 maximum):**

- Get up
- Take a shower
- Get dressed
- Comb/Brush my hair
- Eat / Have breakfast
- Brush my teeth
- Get home from school
- Eat / Have lunch
- Watch tv
- Go to bed

**Materials Needed:**

- Newspaper sheet hats labeled with words forming a daily activity sentence.
- “A day in the life” worksheet.
- Video blogs excerpts about common routines (my morning routine, my school routine, etc. )
- Blog entry worksheet.

*Source: Taken and adapted from Herrera, Kavimandan, & Holmes (2011) p. 98-104.*



**Activation: A Canvas of Opportunity: Before the Lesson**  
*(Informing Instruction)*



- Hat game: Students are each given a newspaper sheet hat containing a word or picture from the daily activities vocabulary learned the previous lesson.

Their job is to put on the hat and pair up with students who would complete a sentence expressing a daily activity. The first two group members to arrange themselves forming a correct sentence win.



***Connections: The Broad & Narrow Strokes of Learning:  
During the Lesson (Formative Assessment)***

- Interview to a classmate:

Students get in pairs and ask their partners about their daily routine using the example provided in the “A day in the life” worksheet:

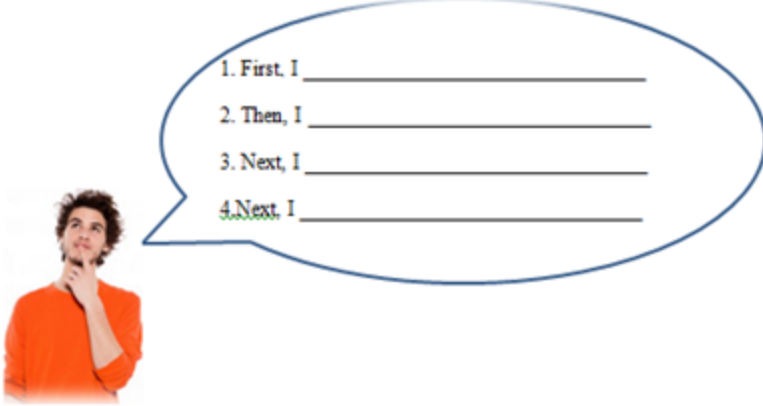
**A:** What do you do every day?

**B:** First, I wake up


Next, I make my bed

Then, students record their partners’ answers in the lines provided.



(The teacher first models the activity with a volunteer student)



**Affirming: A Gallery of Understanding: After the Lesson**  
(Summative Assessment of Student Learning)

**Project:**

- Writing a Blog entry:
  - Students watch excerpts from video-blogs about “My morning routine,” “My school routine,” “My lazy day routine”
  - Individually, students brainstorm around a topic of their choice:
    - My morning routine
    - My night routine
    - My school routine
    - My lazy day routine
  - The teacher models how to use the information from the brainstorming into complete sentences.
  - As homework, students use their own routine information to write a blog entry.

**My first blog entry**

Title: \_\_\_\_\_

Hello everyone,  
My name is \_\_\_\_\_, and this is what I do on a typical \_\_\_\_\_.

First, I \_\_\_\_\_

Then, I \_\_\_\_\_

Next, I \_\_\_\_\_

Next, I \_\_\_\_\_

After that, I \_\_\_\_\_

Next, I \_\_\_\_\_

Finally, I \_\_\_\_\_

Rich text editor icons: Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Link, Unlink, Undo, Redo, Print, Refresh, Close



Appendix 8: Lesson Plan 3

Lesson Plan 3



**Grade Level Targeted for Lesson:**

**Book # 2 Unit # 2**

**Total # of Students:** 26

**PEPSI Ahh Stages:**

Pre-production: 15 students

Early Production: 11students

Speech Emergence: 0 students


Intermediate fluency: 0 students

Advanced fluency: 0 students

**Content Objective (CO):**

- Students will be able to talk about daily routines using the third person form of the Simple Present.

**Language Objectives (LO):**

- Listening  Listening to classmates' usual habits to complete a survey.  
Listening to a song to complete the missing verbs with the correct third person form.



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- Speaking 🗨 Asking each other questions about their usual activities using the structure Do you + a daily activity + complement.
- Reading 📖 Scanning the “Find someone who” questions for new vocabulary.  
Following the lyrics of a song while they listen to it.
- Writing ✍ Reporting information collected in the “Find someone who” activity.  
Completing the lyrics of a song with the corresponding third person form ending.

### Key Vocabulary (10 maximum):

- Wake up
- Take the bus
- Do chores
- Wash the dishes
- Cry at movies
- Have pets
- Put
- Say

### Materials Needed:

- English Book 2 from the Ministry of Education.
- Lesson 3 worksheet
- Bond paper (A3 size) for “mini-book”
- Homework Worksheet

*Source: Taken and adapted from Herrera, Kavimandan, & Holmes (2011) p. 98-104.*



**Activation: A Canvas of Opportunity: Before the Lesson**  
(Informing Instruction)

- Find someone who:

Students are given a “Find someone who” worksheet. They ask their friends about whether or not they do a particular activity every day. Here they will practice daily routines vocabulary that is already known for them and a few new related words. (They will use Do you + a daily activity)

For example:

Do you...

wake up with an alarm?

have breakfast in bed?

do chores before school?

Note that the teacher previews vocabulary and models the activity first with the purpose of scaffolding students in the acquisition process.



**Connections: The Broad & Narrow Strokes of Learning:**  
**During the Lesson (Formative Assessment)**

- Students share their results with the teacher and the class.
- Meanwhile the teacher records the students examples on the board.

For example:

Karina wakes up with an alarm

Pedro has breakfast in bed

Nadia does chores before school

- Briefly, the teacher elicits the third person form.

- What do you notice that is different or new about these sentences?
- Is only an “s” always added?
- In pairs, students figure out the rules for Simple Present ending using the examples on the board from the “Find someone who” activity.
  - 1) Ss build a “mini-book” (a cognitive technique) and write down each sentence in each page with a related picture.
  - 2) Students get in pairs to analyze possible rules for adding –s, -es, or –ies.
  - 3) Students share their findings with the class while the teacher confirms or disconfirms these assumptions. (Feedback)
  - 4) Students record correct rules of usage under each example of their “mini-books.” (Metacognition)



## ***Affirming: A Gallery of Understanding: After the Lesson***

*(Summative Assessment of Student Learning)*

- **Completing the lyrics of a song:**

In order to practice the use of the verbs in the third person form of Simple Present, students complete each missing verb in the lyrics of “Wonderful



Tonight” by Eric Clapton.

- Students preview overall meaning of the song and specific meaning of each verb to be used.
  - Students listen to the song and write the third person form of the verbs in parenthesis. (cognitive preferences)
  - Teacher and students check correct answers. (feedback)
- 
- **Homework:** Worksheet



Appendix 9: Lesson Plan 4

Lesson Plan 4



**Grade Level Targeted for Lesson:**

**Book # 2 Unit # 2**

**Total # of Students:** 26

**PEPSI Ahh Stages:**

Pre-production: 15 students

Early Production: 11students

Speech Emergence: 0 students

Intermediate fluency: 0 students

Advanced fluency: 0 students


**Content Objective (CO):**


- Students will be able to identify key vocabulary and information from a reading passage about a typical day in Incan life.

**Language Objectives (LO):**

Listening  Listen to an audio version of the reading as they follow.

Speaking  Brainstorm about selected vocabulary pictures

Reading  Understand key information about the passage

Writing  Write down the Simple Present form of verbs  
Answer comprehension questions.



**Key Vocabulary (10 maximum):**

- Wake up
- Take the bus
- Do chores
- Wash the dishes
- Cry at movies
- Have pets
- Put
- Say

**Materials Needed:**

- Video: “The emperor’s new adventures trailer”
- Vocabulary flashcards about new words from the reading
- Audio recording of the reading
- Lesson 4 worksheet
- ‘Mini-book”

*Source: Taken and adapted from Herrera, Kavimandan, & Holmes (2011) p. 98-104.*



**Activation: A Canvas of Opportunity: Before the Lesson**

*(Informing Instruction)*

**Video:**

- Students watch a video about a cartoon character living in the Inca period.
- The teacher asks questions about the video:
  - What period of time is the movie set in?
  - Where might the plot take place?





- How is Cuzco's life in the movie?
- Is this a realistic perspective of actual Incan days? Why?
  
- (As the teacher converses with students, he notes down their thoughts to link them to new content later.)
- The teacher elicits the theme of the lesson.

### **Vocabulary Preview**

- The teacher asks students to briefly brainstorm about the vocabulary pictures presented. Then he confirms or disconfirms students' thoughts by stating the name of each image next to it.



***Connections: The Broad & Narrow Strokes of Learning:  
During the Lesson (Formative Assessment)***

### **Simple Present Practice**

- Before reading, students fill in small sections of the passage with the correct Simple Present ending. Then, they check with their partner and the teacher.

### **Reading the passage**

- Students follow the reading as they listen to its audio version.
- Periodically, the teacher pauses and checks for understanding.



***Affirming: A Gallery of Understanding: After the Lesson  
(Summative Assessment of Student Learning)***



- **Post-reading exercises:**

First, the teacher arranges the students in heterogeneous groups. Then they solve comprehension exercises

- Labeling pictures about key vocabulary from the reading.
- Organizing information in a Venn diagram.
- Answering comprehension questions from the reading.



Appendix 10: Lesson Plan 5

Lesson Plan 5



**Grade Level Targeted for Lesson:**

**Book # 2 Unit # 2**

**Total # of Students:** 26

**PEPSI Ahh Stages:**

Pre-production: 15 students

Early Production: 11students

Speech Emergence: 0 students





Intermediate fluency: 0 students

Advanced fluency: 0 students

**Content Objective (CO):**

- Students will talk about the butterfly's life cycle using sequence words.

**Language Objectives (LO):**

- Listening  Listening to classmates expose about different animals' life cycles
- Speaking  Exposing a poster indicating different animals' life cycles and using sequence words
- Reading  (none)
- Writing  Writing down about an animal's life cycle using sequence words



**Key Vocabulary (10 maximum):**

- First
- Then
- Next
- Finally
- Eggs
- Caterpillar
- Lay eggs
- Hatch
- Become
- Emerge

**Materials Needed:**

- Animals' life cycle flashcards
- Sequence words flashcards
- Poster paper

*Source: Taken and adapted from Herrera, Kavimandan, & Holmes (2011) p. 98-104.*



**Activation: A Canvas of Opportunity: Before the Lesson**

*(Informing Instruction)*

- The teacher starts the lesson by asking students about anecdotes related to the topic:
  - Do all animals have the same life cycle?
  - Are there any animals that have a particular life cycle that is a little different from other animals?
  - Have you ever seen a butterfly, a frog, or any insect in its early forms?

- Can you tell the class something interesting about the time you found this animal?

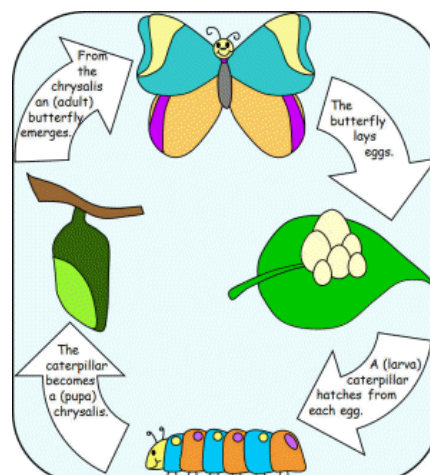
**Group activity:**

- Students get in groups. Then each group is given pictures of the life cycle of a certain animal. The group members work together to arrange the pictures in order.
- 2-3 groups are called to expose their findings to the class.



***Connections: The Broad & Narrow Strokes of Learning:  
During the Lesson (Formative Assessment)***

- From the prior student presentation, the teacher elicits the need to express order when explaining events.
- The teacher presents the sequence words by putting them in random order on a graphic organizer. After that, volunteer students go to the board and arrange the words as they think necessary.
- The teacher and the class confirm or disconfirm the volunteer students' thoughts and agree on what sequence words should go first, in the middle, or last.
- The teacher briefly explains the butterfly life cycle using the new sequence words students learned.





***Affirming: A Gallery of Understanding: After the Lesson***

*(Summative Assessment of Student Learning)*

- Students get in groups again and rearrange their pictures to elaborate a poster explaining the sequence of events of their animal's life cycle using sequence words. (The teacher first previews vocabulary needed for the activity)
- Once appropriate wait time is given, the groups expose their work to the class.