



ABSTRACT

Due to the importance of English Nowadays, it is our concern, as teachers, to look for different ways to teach this language. The gamma of methods to teach English is vast, but not everybody is conscious of the great importance and utility of this language, and one of the reasons why this happens might be because we have not been using a contextualized situation in which our students can clearly see that by learning this language they can access a world of opportunities. Therefore, context has become so important to make students realize those aspects that give a powerful reason to learn a second language.

Our proposal called *Content-Based approach* combines the contents of a school subject with a foreign language. The purpose of this method is to give students a context to learn that language, and, at the same time, to reinforce the background knowledge on something that we all start acquiring when we are born.

We consider that a Content-Based Curriculum can be really useful to teach English in our country. Although, there are a few schools in our city that use this method, the contents are a little bit de-contextualized because they use foreign textbooks with information and facts that are strange to us. Unlike this foreign proposal, we suggest a social studies Content-Based Syllabus, but starting in our surroundings, our own culture and traditions, and our own history.



CUE WORDS:

CONTENT-BASED TEACHING

APPROACH

CURRICULUM

BACKGROUND

LESSON PLAN



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SCHOOL OF PHILOSOPHY

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TOPIC:

“CONTENT-BASED: TEACHING ENGLISH THROUGH SOCIAL STUDIES”

**PREGRADUATE MONOGRAPH Prior to obtaining the degree of
BACHELOR IN ENGLISH LANGUAGE AND LITERATURE**

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**All the content of this monograph is the exclusive responsibility of its
authors.**

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INTRODUCTION

According to the educational system and based on the experiences of educators, only in a few schools in our city, the subject of Social Studies has been used to teach languages, thus English could not be the exception. As a result, the Social Studies subject can be used to teach a foreign language to students. This is known as: 'Content-Based Language Approach'. This work attempts to demonstrate that it is possible to teach and learn English considering the different skills in the process mentioned before, speaking, writing, listening, and reading, in an appropriate, practical, and real way through Social Studies. This way the objectives set by the teacher can be reached accurately, in these both cases, teaching and learning English through the two subjects of Social Studies, History and Geography, on which we are basing our study.



Chapter I

Theoretical Background

1.1 Psycholinguistic theories

1.1.1 Second Language Acquisition Theory

According to Stephen Krashen (66) and his theory of Second Language Acquisition, there are some areas or hypotheses which work together in the learning process of a language. Teachers must take into account these areas when teaching English.

The first area to be considered is the acquisition – learning hypothesis which sustains that there are two ways to learn, use, and interact in the Second Language. *Acquisition* is a natural way; this is the way people learn their mother tongue. They get immersed in it since they are babies, and later on they use the knowledge without awareness of grammatical rules. On the other hand, *learning* is the formal process to become competent when using the target language, but it cannot be formally defined as acquisition.

The second area we have to consider is the monitor hypothesis. Krashen argues that the acquired system acts as a stimulator of the speaker's utterances, and it is responsible for fluency and intuitive judgments to use the language correctly. The mentioned system is a kind of "monitor", but using little shifts that have been produced. At this point, it is important to mention three conditions: sufficient time, focus on form, and knowing the rules. It is important to establish a difference; therefore, when we write, the form is the most important thing. This is not the case when we speak because it is more



important the ability to communicate our ideas than the rules, which take a second place. Krashen also affirms that all that is produced in a spontaneous way is acquired rather than learned.

The natural order hypothesis is the third area that we need to consider. It suggests that we learn the rules and patterns of a language by means of a natural succession. This means that some rules are acquired earlier than others. Krashen asserts that the natural order does not necessarily follow the order in which the rules have been taught.

1.1.2 Social Constructivism

Social constructivism is a theory that uses constructionism and puts it into social settings. It emphasizes the importance of culture and context in understanding what occurs in society and in constructing knowledge based on this understanding. Individuals construct knowledge for others. They cooperate and create a small culture of shared artifacts with shared meanings. Living in a culture of this kind provides the learner the knowledge to be part of the mentioned culture on many levels. This idea of Social Constructivism is attributed to Lev Vygotsky (Chen 1).

When we mention Social Constructivism, it is necessary to recall its specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivists, it is important to know the premises that underlie them.



Reality: According to Social constructivists, reality is constructed through human activity. All the members of a society together create the properties of the world. For the social constructivists, reality cannot be discovered: it does not exist prior to its social invention.

Knowledge: Social constructivists believe that knowledge is a human product as well, and it is socially and culturally constructed. Meaning is created by individuals through each other's interactions and with the environment they live in.

Learning: For social constructivists learning is a social process. It does not only comprehend an individual. It is not a passive development of behaviors that are shaped by external forces. Significant learning occurs when individuals are engaged in social activities.

1.2 Methods used to teach English nowadays

1.2.1 Communicative Competence

We can define it as the knowledge of system of rules that in a certain and well-defined way assigns structural descriptions to sentences. However, this definition is not clear about the way the learner constructs the output of the system of rules.

We can also say that competence in any sphere is identified with capacity or ability, rather than actual performance, which may only reflect underlying capacity.



Communicative competence is the core of language acquisition. Here both psycholinguistic and sociolinguistic issues are involved in the process, and the level of understanding of a language makes human communication possible. Vygotsky's theory analyzes this fact deeply.

1.2.2 Communicative Approach

When talking about communicative approach, it is necessary to mention the importance of helping students use the target language accurately through the learning of structures and functions, as well as pronunciation; thus, they will communicate in a successful way.

Students can learn to use the language in real situations by having a variety of activities, such as role play, pair and group work, interviews, games, language exchanges, among others. All of these types of activities will give the students the confidence to develop the language functions and to achieve the students' communicative competence. The whole thing needs to happen in a conscious way by using the real experiences that the students have had in their lives.

By this method, the situations have to change every day and according to the students' responses and reactions. The students will be motivated to learn the target language because of the variety of the meaningful and interesting topics they will use first into the classroom and later in a real situation.

Margie S. Berns (98), an expert in the field of communicative language, says that language is interaction; it is an interpersonal activity and its



relationship with society is clearly established. Language study has to look at the use or function of language in context, both its linguistic context uttered before and after a given piece of discourse and its social or situational context.

According to Claire Kramsch (35) the communicative methods of language teaching, whether the functional ones of the seventies or the competitive-orientation ones from the eighties, expose the learners as much as possible to spoken or written textbooks which have not been made with pedagogical purposes. We hope that by making conversation more authentic, learners can understand the speech customs and the ways of living of people, who have settled down in a country where the language is spoken, thus behave and react appropriately in native-speaker environments. This methodology is inspired mainly in pedagogies developed to teach ESL to immigrants who are living in English-speaking countries.

1.3 Content-Based Approach as a proposal

1.3.1 An Overview to Content-Based Approach

Basically, the content-based approach refers to the study of a language using the contents of a school subject, such as, mathematics, science, social studies, computer technology, and so on. To do so, we follow a common subject program which is planned for the school year, but instead of using the students' mother tongue, we use a target language such as English, which is the language we are concerned about.



We can consider several advantages of using content-based English language development. First, ESL or EFL students have a rich and real context with a variety of topics and subtopics which can be really interesting to them. In Science, for example, the main topic can be “The Human Body”, and the subtopics may be “The human skeleton”, “The muscular system”, “The digestive system”, and so on. Second, the schema or background, which is merely all previous knowledge that people have, can give students a base to start. They do not begin without knowing a word because the mental images based on their experience gotten during their lives make them contextualize the target language. Third, the time in the school timetable used to cover the target language and the school subject can be reduced at half or remain the same. For example, if the number of History hours at a school is five per week and English involves other five hours, the total number of hours assigned for both subjects will be five, thus, giving the school an opportunity to add more subject or increase the number of hours of certain subjects that may be more necessary according to the expectations of modern world. However, if it remains without changing, the former ten hours in total, the time will be longer in order to fulfill the objectives set in the subject planner. To conclude, we must say that the use of such an approach will open the doors to a new world of experiences and achievements.

The basic difference between a content-based approach in the language learning process and traditional approaches is that the focus is not exclusively, or even primarily, on language learning. Instead, the focus is on learning the content subject.



Henry Widdowson (56) firstly proposed academic subject matter as an ideal vehicle for language teaching, noting that vocabulary, linguistic structures, and modes of expression tend to appear repeatedly in a given subject area. The practice necessary for linguistic mastery is gained through a natural cycle of language pattern repetition related directly to the discipline of study. In art history courses, for example, native patterns are descriptive, while the social sciences use argumentation structures involving cause and effect.

The rationale for the content-based approach is reinforced by Anderson's cognitive theory of learning (132) which posits two different kinds of knowledge: declarative knowledge and procedural knowledge. Declarative knowledge is what a person knows **about**, while procedural knowledge is what a person can **do**. The content-based approach produces both declarative and procedural knowledge. The student gains mastery of the language (procedural knowledge) and mastery of the subject (declarative knowledge) simultaneously. Since internet literacy demands procedural, not declarative, knowledge, the content-based approach should produce internet skills just as it produces linguistic skills.

The content-based approach uses task-based teaching principles to provide the learner with purposeful tasks, the mastery of an academic subject, and repeated opportunities for meaningful communication. The key then to the content-based approach is to increase students' procedural knowledge by providing them the right tools (linguistic or internet) that they need to master their academic tasks.



According to Jean Brewster (01) Content-Based language teaching is a version of bilingual education and subject-teaching, which simultaneously teaches the language required for school learning and promotes thinking skills. In Europe it is referred to as CLIL *content and language integrated learning*; in other areas, it may be referred as *language across the curriculum* or *cross-curricular language learning*.

Henry Widdowson (02) says that the notion of context has increased in recent years in both the study and teaching of a language. Language teachers have been persuaded of the importance of communicative competence as a pedagogic objective and this has generally been taken to mean the ability to use language which is contextually appropriate. The idea, saying that meaning is more important than the form, has been a topic for discussion for a long time which implies giving primacy to context rather than code, as if these were in some kind of necessary opposition.

Content-Based English language development is accurate because it develops academic language skills, and it may be more interesting to students than ESL classes. Content areas like science, mathematics, and social studies give students numerous topics related to a variety of personal interests, whereas ESL classes focus on language only. Students can be motivated by the different topics presented and in knowing that they are developing the concepts and skills associated with these subjects. They are doing “double duty” with the real school work and learning English.



However, applying a content-based English language development has various challenges and demands in order to be successful. LEP (Limited-English-Proficiency) students need systematic and extensive instruction and practice in the types of activities they will encounter in the mainstream class. An occasional, randomly selected ESL lesson on a topic in social studies or science will not adequately prepare students to the type of language-related activities in these subjects that they will encounter in the mainstream classroom, for example, in the middle and upper grades, where the curriculum in the content areas becomes progressively more challenging and demanding in terms of complexity and language demands. To achieve success, a content-based ESL curriculum should follow a sequence according to the student's level in both, content and language subjects. In Geography, for example, our starting point can be features of our city, and then continue with the province, and later on the country. Going back to any of the former topics will cause a gap with its subsequent effects on the students such as boredom and standstill of knowledge.

1.3.2 Social Sciences, History and Geography, as teaching context

History

1. A narrative of events; story.
2. A chronological record of events.
3. The branch of knowledge that records and analyzes past events.
4. The events of the past. ("History")



According to our experience, one of the most difficult grammar tasks when teaching English language is the past tense, whether simple, perfect, or continuous. The lack of real and interesting contexts tends to create ambiguity, making the language abstract and difficult to assimilate. History with its transcendental facts gives us a rich and real context and activates the learners' prior knowledge motivating and making them realize the importance of learning a second language.

Geography

1. The science dealing with the earth's natural features, climate, resources, and population.
2. The physical characteristics, esp. The surface features, of an area. ("Geography")

By means of physical description, Geography provides information about the earth and its shapes, natural features, societies and cultures. Such contexts, interesting for its real contents, can be used in the English language teaching, focusing in its descriptive structures and language.



Methodology and Strategies

2.1 Planning a Content-Based lesson

Planning an accurate content-based lesson can be a demanding job, but the achievement of objectives is worth the effort. Language skills, subject matter content, and learning strategy development can be integrated as one unified lesson. There are some suggestions to start planning such a lesson.

Set both language and content objectives.

The objectives are very important, and they must be clearly specified. In this case we have two kinds of objectives, the ones referring to subject matter or content, and the others involving directly language skills. Different questions can be used in order to identify those objectives related to subject matter. For example, what facts should students acquire as a result of this lesson? What concepts should students get from those facts? What skill will be developed in this lesson? Questions to identify language objectives are: How will students use English to understand and remember facts introduced in this lesson? Which language skills are needed to express knowledge of concepts and facts? How will students use English to practice the skills required in this content area? What additional practice can be included to improve language proficiency of lower students?



Establish suitable learning strategies for the lesson.

Advance organization, selective attention, and self-evaluation, which are meta-cognitive strategies, should be included in every lesson because they are believed to assist transfer of cognitive learning tasks. Those cognitive strategies depend on content and language objectives of the lesson. Thus, if students will acquire facts through reading or listening, summarizing and note taking can be really good strategies. On the other hand, if the lesson requires classification, the best cognitive strategy would be grouping. Social affective strategies must be considered as well, and they have to be selected according to the type of classroom activities rather than the issues to be learned. Asking questions for clarification, cooperation between classmates in groups, and problem solving discussions are some of the activities that should be included in a content-based lesson. Trying to reduce self-talk techniques can lower stress in lessons that are considered as evaluation ones.

Sequence the activities in the lesson through organizing principles.

As teachers, we are completely familiarized with these five organizing principles or stages, which are: preparation, presentation, practice, evaluation, and follow-up. In the preparation stage the teacher gets the students ready for the lesson. He gets them focused on the topic. Brainstorming is a common technique to do so. Students are the ones who provide all the information that they already know about the topic that is about to be studied. In the former



chapter we had mentioned the schema or background which everybody owns as an advantage to develop a content-based lesson. During the second stage, the teacher presents the new material in different ways. This can be done by explaining it, making students read it, showing a video or playing a CD with auditions. The next stage to be considered is practice. In this stage students can immediately practice the new material in order for them to manipulate the concepts and the language skills required to synthesize the new information; this has to be done in an active and meaningful way. The evaluation stage can be done during the practice, taking into account that it can be started by the teacher or the students themselves. Sometimes we tend to confuse the meaning of the term evaluation with examination, but in the learning process it is just the time students should take to correct themselves, or to be corrected by the teacher by means of checking common mistakes or problems that may be encountered. Finally, a follow-up activity should be planned in order to provide students with an opportunity to put everything together, new concepts and skills acquired into the lesson, into their knowledge framework. This is also called the production stage in which students start to use the language with their natural limitations, in a meaningful situation.

By following the suggestions mentioned before, English teachers will be able to achieve success when developing a content-based lesson. They will also be able to fulfill their personal and group objectives.

2.2 English Language Development through Social Studies



The main goal of the social studies curriculum is helping students understand themselves as individuals and then others by means of learning the way people live nowadays, how they lived in the past, and the way society has changed and developed in different areas of the world (Chamot & O'Malley 65). Another important objective in social studies is the acquisition of an identity, being concerned about origin and ancestors; this way, students can learn to be good and responsible citizens.

Social studies emphasize on history and geography of different people and places. Other subjects having to do with social studies are economics, sociology, anthropology, and they are taught progressively. In Ecuador, social studies programs and textbooks start with contents about our immediate environment of family, school, and neighborhood; then it expands progressively to our city, province, and country. Just in that moment, we begin to learn about life in other parts of the world and different periods of history. This sequence is really important because it helps students develop their schema.

The traditional and maybe most important objective of social studies has been learning basic factual knowledge on historical events and geographical features; however, the modern vision of educators has enhanced that classic point of view, and nowadays we have objectives like universal applications with roles, institutions, values, culture, environment, needs against wants, interdependence, and changes. To reach this point, an active and thoughtful participation of students is required, accompanied by learning strategies instructions and activities to develop language skills.



Besides contents including facts and features of the social studies curriculum, it is necessary to consider the development of skills in those LEP students, adjusting to their reality and needs. The curriculum must not be designed only for class A students, but for the lower ones as well. Those skills include reading, listening, vocabulary development, social and academic communication, reading maps and graphs, making tables and charts, study skills, and research and report writing skills. The development of language proficiency on students will be achieved if we consider all these aspects.

Applying a social studies content-based curriculum in all the schools in Ecuador can be a big deal, and it can also happen to be challenging because such a curriculum requires a high level of literacy; however, it gives us a tool to improve not only the knowledge in our students but their lives themselves.

2.2.1 Social Studies for LEP Students

Limited English proficiency students may encounter many difficulties in a content-based curriculum on social studies. They may find it hard to understand the material presented by the teacher as well as those de-contextualized language in social studies textbooks. Students might have to deal with concepts, facts, and features, and besides that, they might have a struggle with the target language. These are some of the possible problems students may face during a development of a content-based lesson:

Vocabulary



Social studies have a specialized vocabulary and students need to learn it so that they can discuss and report their different ideas. Some examples of this specialized vocabulary, in Geography for example, are plain, rainforest, bay, and gulf. In history we can find words like empire, discovery, conquering, and treaty. Of course, the words mentioned before may sound easy for us, as teachers, but they are not every day words for students.

Discourse

Social Studies also need a kind of expository discourse to present facts and concepts. This type of speech begins with series of chronological events, as in history, or cluster of facts as in geography. Thus, students can use discussions of cause and effect, evolution of events, and facts that are being described. It is important to present the texts and readings with an appropriate language so that students can use that language accurately in the upcoming lessons.

Structures

In Social Studies textbooks in Spanish we find long sentences that may result a little bit hard to understand. We can also see the skipping of grammatical tenses such as: from present simple to past perfect, past simple to future and so on. These structures are even presented in elementary level books. As Spanish is our first language, it is not a big deal to understand, but we should try to avoid social studies books in English that come from English speaking countries because they use a language with structures suitable for



English native speakers. The solution to this possible problem is to create material that follows a progressive order; this means from very simple structures for the beginners to more complicated ones for the higher levels.

Language skills

Language skills are used in Social Studies as they are used in other content areas or subjects. These skills vary according to the group's level and the teacher; however, in the very beginning students must learn listening and reading as well as expressing understanding of the facts and concepts that have been presented. Later on, they must be able to participate in class discussions, writing answers to questions, and reporting on research.

Study skills

In education, studies skills are required in all the areas, and social studies cannot be the exception. "These study skills, according to content areas, have been identified as: book skills, library location skills, library resources, note-taking and outlining, test taking, and using graphs, tables, charts, and maps to find and relate information, and to deal with it". (Chamot & O'Malley 69)

ESL teachers should be the ones who prepare the students for eventual misunderstanding and problems. They must incorporate a variety of language activities with social studies contents appropriate to students' age and level. Teachers can provide valuable assistance by showing their students the way



they can use learning strategies to work with the material that has been presented.

Teachers can help lower students overcome their language difficulties that can be encountered in the social studies curriculum by providing them with additional language practice, and by simplifying the language, but not the content, if it necessary. It is important to include activities that may be significant to the culture and background of the students. Nowadays, many students can bring rich resources of their personal experience, knowledge, and understanding to the Social Studies class.

Haggard (Chamot & O'Malley 71) proposes an approach with interaction of different strategies to reading in content areas. According to this approach, students use meta-cognitive, cognitive, and social-affective strategies when reading to learn. First, students work in small groups to share what they already know about the topic. Then, they predict the kind of information that will be found in the material given by the teacher. Once they have done this, they read the material to confirm or work on their predictions. Next, students have to organize the information, and they have to be able to use the material appropriately. There is a vocabulary activity involved in the use of learning strategies. In this activity, students individually select the vocabulary words that may be essential from the reading, then, in groups, they organize lists and definitions. This activity may result interesting because through the cooperation between students, they can get lists of words that are usually similar to the teacher's.



All these activities, language skills, and learning strategies should help teachers develop a good social studies content-based program.

2.2.2 Guidelines for Teachers

There is a procedure teachers must follow when applying a social studies content-based lesson. First, the teacher should establish social studies objectives. As we have mentioned before, these content objectives should be suitable for the age and grade level of the students, they also have to develop subject concepts and social studies skills; for example: how to use maps, graphs, and reference materials. Once more, the selection of the topics should be appropriate because the introduction of a basic level material into a high level group will cause a lack of interest in the students as they may find that material not challenging enough.

It is important to identify language objectives as well. The teacher should incorporate a variety of language activities in order to cover the four skills. These activities can include vocabulary development, listening comprehension, academic and social discussion, report writing, oral presentation, practice in using difficult grammatical structures, and reading for purposes.

The learning strategies that the students can use to understand, retain, record, and use both the content information and the language skills should be determined too. Some of those strategies were mentioned before, but the teachers should choose the ones that they consider more effective as well as the ones used by the students themselves.



Evaluation is another point of discussion; thus, teachers should plan to evaluate social studies language skills and social studies concepts as much as they can. Sometimes the contents may tend to be hard for students during the evaluation; for this reason, a good technique is to keep the language as simple as possible in activities for social studies contents evaluation, and when testing for language, keep the content extremely simple.

Learning strategies

Chamot and O'Malley (73) suggest some of their own strategies besides other well known to be applied in a content-based lesson plan.

When working with social studies vocabulary, we can apply these learning strategies: grouping is a strategy that involves classification of new words according to functions or semantic category; for example: geographical regions and products of a country. Imagery consists on making mental pictures of words or concepts that must be remembered. Cooperation is another useful strategy because students work together to analyze meanings of words, look up definitions in dictionaries, test each other, and do crossword puzzles.

When working on reading of a social studies text, we can use strategies like: advance organization which consist on skimming through the reading in order to preview the topic. Later on, students can practice selected attention as they scan a text looking for specific information, and they are able to identify main ideas, such as people and dates in a history text, and features in a geography text. Students can guess the meanings of new words through



context clues, and they can predict a conclusion or result through inference. Summarizing and note-taking are used to recall the material read. Two specific strategies for social studies reading are transfer and elaboration.

Among strategies to work on listening to the teacher in a social studies lesson, we can mention selective attention, in which students listen for the facts that they considered the most important, like: causes of events, dates, names, and products.

When talking about listening comprehension, it is necessary to mention summarizing and note-taking, which we are very familiar with.

A learning strategy that can also be used in listening recall is cooperation. Once students have listened to an explanation, they can consult each other, and put the information together to reconstruct the audition.

Two learning strategies that can be used for speaking and listening interactions in a social studies class are selected attention and questioning for clarification.

Organization planning is a learning strategy that can be used for preparing and presenting oral reports on social studies topics. Here students plan their presentations or reports with the language that will be needed. Then they can use resourcing and cooperation to begin their reports.

For writing social studies reports, students can use the same strategies as those used for oral reports. For example, the first step would be organization planning, considering the parts of a paper, which include an introduction, a main



body containing the description of the most important events, and a conclusion with its corresponding conclusions. Students should also know how to incorporate linguistic markers.

Once the report has been planned, the students will use resourcing as a strategy that involves study skills. It is basically researching for material that will be used to write the report.

Finally, cooperation and self evaluation are two strategies when writing a report. Cooperation means group working, in which students share their reports and ask for feedback. In self evaluation they look in a critical way at their draft reports and decide whether they need or not to make changes to the final report.

These learning strategies, techniques, and activities that we have mentioned, will be appreciated in the two lesson plans that we have elaborated.



2.3 Social Studies Sample Lessons

“UNIDAD EDUCATIVA MENSAJEROS DE LA PAZ”

LESSON TOPIC: BAÑOS DE AGUA SANTA

CONTENT: Geography

OBJECTIVE: By the end of the lesson, the students will be able to use English to talk about the city of Baños, its location, its geographical features, tourist attractions and entertainment.

METHODOLOGY: Content-based approach

TRANSVERSAL POINT: They participate in the class and talk about Baños naturally.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>GENERAL SKILLS:</p> <ul style="list-style-type: none"> . Reading . Listening . Writing . Speaking <p>SPECIFIC SKILLS:</p> <ul style="list-style-type: none"> . Reading for general facts and other aspects of Baños . Listening to an audition about entertainment in Baños. . Writing a description of Baños . Using the vocabulary about the places and entertainment in Baños 	<p>1.CONCEPTUAL CONTENT</p> <ul style="list-style-type: none"> . Vocabulary . Location, geographical features, tourist attractions, and entertainment. . There is/ there are, adjectives, prepositions <p>2. PROCEDURAL:</p> <ul style="list-style-type: none"> . Brainstorming Baños .Reading about Baños . Presenting video and, or pictures. <p>3. ATTITUDINAL :</p> <ul style="list-style-type: none"> . Punctuality to finish tasks . Attention to the explanations . Predisposition to complete the task . Creativity 	<p>1.WARM UP:</p> <ul style="list-style-type: none"> . Show the video or the pictures. <p>2. PRETEACHING STAGE:</p> <ul style="list-style-type: none"> . Brainstorm Baños. . Introduce the topic through the reading. . Identify new words and go over them with the students. <p>3. KNOWLEDGE BUILDING ACTIVITIES.</p> <ul style="list-style-type: none"> . Do the exercises on worksheet 1(word search, tag pictures, write sentences) . Do the exercise on worksheet 2(existence and spatial relationships); provide the grammar sheet as support <p>4.- FINAL ACTIVITIES</p> <ul style="list-style-type: none"> . Oral practice through a dialogue about students preferences in Baños 	<p>HUMAN:</p> <p>Students and teacher</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> . Reading text on Baños . Pictures . Video . 2 worksheets . Grammar sheet 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> .Write a brief report of another beautiful place in Ecuador <p>SUMMATIVE:</p> <ul style="list-style-type: none"> . Oral presentation “Imagine being in Baños”



“UNIDAD EDUCATIVA MENSAJEROS DE LA PAZ”

LESSON TOPIC: The Incas

CONTENT: History

AIM: By the end of the lesson the students will be able to use English to talk about the Incas, their organization, customs, and some other aspects of their culture.

METHODOLOGY: Content-based approach.

TRANSVERSAL POINT: They assume an active role in the class and get interested in their ancestors.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>GENERAL SKILLS:</p> <ul style="list-style-type: none"> - Reading - Listening - Writing - Speaking <p>SPECIFIC SKILLS:</p> <ul style="list-style-type: none"> . Reading for general facts about the Incas . Listening to an audition about the Incas' development . Writing a brief summary about the Incas . Talking about the Incas 	<p>1.CONCEPTUAL CONTENT</p> <ul style="list-style-type: none"> . Vocabulary . Organization, customs, and other facts of the Incas . Simple past tense, used to, would for habits <p>2. PROCEDURAL:</p> <ul style="list-style-type: none"> . Brainstorming the Incas . Reading about the Incas . Presenting video and, or pictures <p>3. ATTITUDINAL:</p> <ul style="list-style-type: none"> . Punctuality to finish the tasks . Attention to the explanations . Predisposition to work . Creativity 	<p>1.WARM UP:</p> <ul style="list-style-type: none"> . Show the pictures of the Incas and share them with the students <p>2. PRETEACHING STAGE:</p> <ul style="list-style-type: none"> . Brainstorm to get their ideas about the Incas . Introduce the topic through the reading text . Identify new words and go over them with the students <p>3. KNOWLEDGE BUILDING ACTIVITIES:</p> <ul style="list-style-type: none"> . Complete the task on worksheet 1(tag pictures) . Complete the tasks on worksheet 2(content and grammar exercises); provide the grammar sheet as support. <p>4.- FINAL ACTIVITIES:</p> <ul style="list-style-type: none"> . Oral practice through a presentation interesting facts of the Incas 	<p>HUMAN:</p> <p>Students and teacher</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> . Reading text on the Incas . Pictures . video . 2 worksheets . Pieces of information on other pre-Hispanic cultures . Grammar sheet 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> . Write a brief report on other pre-Hispanic cultures <p>SUMMATIVE:</p> <ul style="list-style-type: none"> . Oral presentation of the report



Chapter III

Application and Results

3.1. Conclusions and Recommendations

A content-based program is a long term process that involves a lot of planning. To establish such a program as part of the curriculum in schools it is required to prepare a whole project. We have analyzed the content-based approach as a real and practical alternative to teach English. We have also elaborated two brief sample social studies content -based lesson plans, which were adapted to actual circumstances such as time and infrastructure of our education and environment we apply these history and geography lessons plans in a school called “Unidad Educativa Mensajeros de la Paz”. This is a school located in Santa Isabel which is a small town one hour and half away from Cuenca by car. We chose a school in this town because the school year begins in April and finished in January; this fact gave us enough time to make the proposal to the authorities and do the work.

“Unidad Educativa Mensajeros de la Paz” is a private co-ed school. It is a school that is growing, for this reason the eighth is the highest grade in the school. Kids study in the morning from seven thirty to one thirty p.m.

We decided to work with the eighth grade because we wanted the kids to provide as much information as they could. They also had basic English knowledge which gave us a starting point. There are a good number of students



in this grade, fourteen girls and fourteen boys. They have one hour of English a day five days a week. One class is forty five minutes long, so we use two days for every lesson plan.

When they first saw us, they felt a little bit scared but curious. As this school is private, most kids have a stable economical situation, so they have had the opportunity to visit different places in Ecuador, and couple of them out of the country. Somehow this is an advantage, but the most important thing is the environment itself to develop their schema or background which is so valuable for a content-based approach on social studies because they live their culture every single day.

We did not really feel amazed once they started sharing what they already knew about the topics we had based our lesson plans on because, from the very beginning, we were conscious of the potential that an individual can have just by living day after day; therefore, in that moment we were just proving the value of that previous knowledge.

The association of content and language was not that hard then because their prior knowledge was activated, and all those ideas just needed to be organized and expressed in a different language. By the fourth lesson, we had a clearer idea of the whole process of associating the content and the language. However, as we said before it is not a matter of a few lessons but a whole continuous content-based program.



With just a few lessons it is hard to determine any kind of progress, but there are some very important facts that we were able to actually prove:

- a. The activation of the prior knowledge
- b. Their motivation to learn English in a different way

When we use a content-based syllabus the focus is as strong in the content as in the language.

We highly recommend our readers, which might mainly be teachers, the use of content-based syllabi in order to develop subject matter and language.

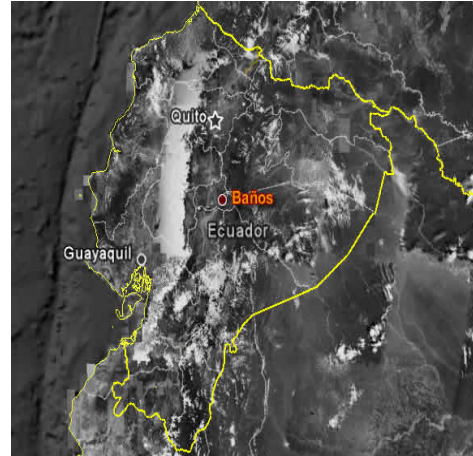


Appendix

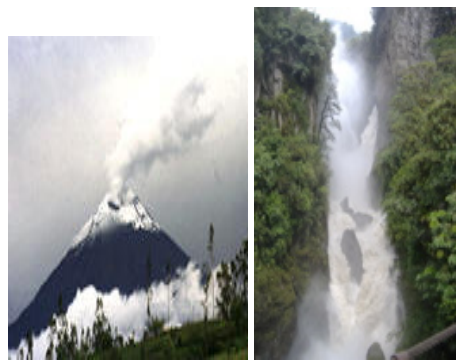


Baños de Agua Santa

Baños is located in The Ecuadorian Sierra in the province of Tungurahua. It is situated in a valley of waterfalls and hot springs, four hours away from Quito by bus. It is a gateway to the Amazon Region. It is a beautiful and quiet place where people can enjoy relaxing and doing different activities.



CA



There is a lot of nature around Baños. There are beautiful waterfalls such as: “El Pailón del Diablo” and “El Velo de la Novia”. There is a mountain range near Baños called “Llanganates”. There is an active volcano called “Tungurahua”. It has been active for ten years.

Besides these natural features, Baños has different facilities such as: hotels that go from 6 to 110 dollars per day, different kinds of restaurants, bars and discos, and thermal water pools. There is also a small zoo where you can see a variety of local animals.



In Baños there are many outdoor activities you can enjoy doing. Among these activities we can mention extreme sport like rafting, kayaking, waterfall climbing and bridge jumping. Other quieter activities are trekking, horseback riding, and swimming in hot springs.

WORKSHEET 1

1. Find some of the sports or activities that you can practice in Baños.

C	N	Q	O	L	C	J	J	G	C	L	I	M	B	I	N	G
V	B	P	P	I	Z	H	F	C	U	M	I	L	I	N	G	I
S	V	R	I	D	I	N	G	I	U	L	Z	X	L	K	P	J
H	O	R	S	E	B	A	C	K	R	I	D	I	N	G	L	U
A	F	R	O	T	E	G	U	L	H	N	L	Z	I	I	I	V
M	O	U	N	T	A	I	N	B	I	K	E	A	N	U	J	D
R	M	I	A	E	D	Y	R	E	F	T	I	N	G	D	N	E
W	U	T	S	G	A	U	S	X	V	B	G	S	P	E	M	S
D	E	R	E	T	R	E	K	K	I	N	G	F	O	W	U	K
A	S	E	M	E	O	P	O	O	M	H	T	Y	U	A	W	V

2. Tag the pictures of the activities.













3. Write five sentences about sports that you would like to practice in Baños.

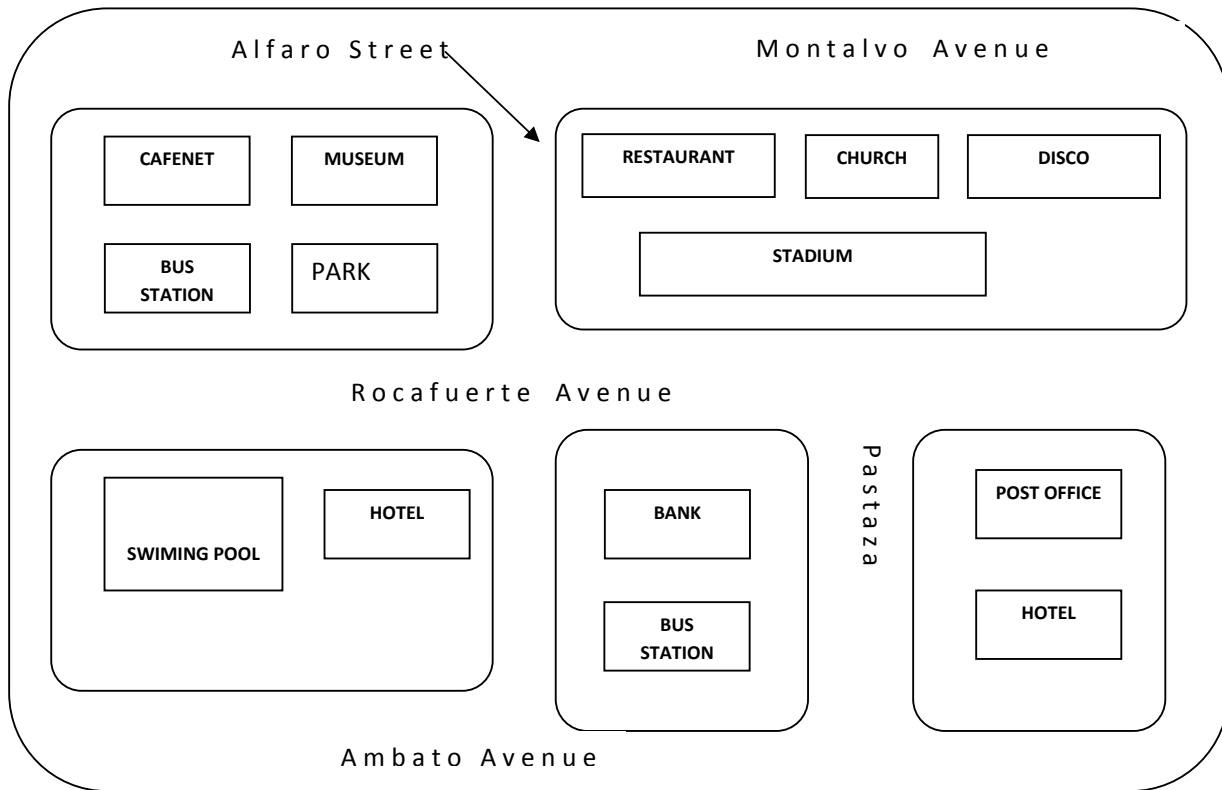
1. -----
2. -----
3. -----



- 4.
- 5.

WORKSHEET Nº 2

1.- What's there in the map? Write sentences using *There is / There are*



1. There are two hotels.
2. There is a church between the restaurant and the disco. It is on Montalvo avenue.
3.
4.
5.
6.
7.
8.
9.
10.



Grammar Reference Sheet

There is / There are

Singular
There is..... (there's)
There is not.... (there isn't , or there's not)
Is there.....?

There is a big tree in the park.

Excuse me, is there a hotel near here?

We can't go skiing. There isn't any snow.

Plural
There are
There are not.... (there aren't)
Are there.....?

There are some big trees in the park.

Are there any letters for me today?

How many players are there in a soccer team?

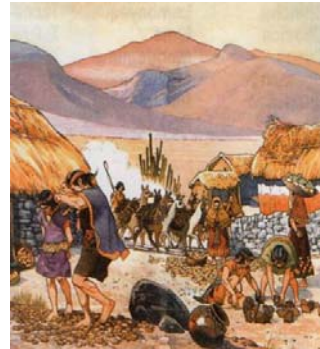
There is and it is

There is
There's a book on the table. Not "It's a book on the table."

It is
I like <u>this book</u> . It's interesting (<u>it</u> = this book)

The Incas

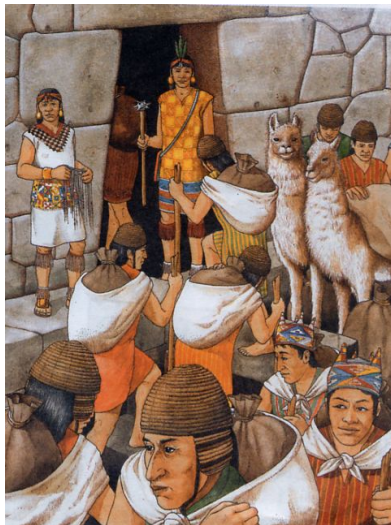
When the Spaniards arrived in America, the Incas already governed the greatest pre-Hispanic empire that extended along the Pacific Ocean and the Andes mountain range. The name of this empire was “Tahuantinsuyo”, in which there were about twelve million people. They used to communicate through twenty different native languages.



The Incas were socially, economically, politically, and militarily well organized. For this reason, they developed a good agriculture using techniques as: construction of terraces, irrigation channels, and silos which were a kind of barn where they would store their corn, which was the main product of their economy. Socially, the Inca people had a pyramidal structure. On top of it was The Inca, who was the king. The nobility, who were Incas Family, was in second place. The governors were the next, and finally, the “Curacas” who were the chiefs of the conquered ethnical groups.

The Incas had certain rules to control the population of the different ethnical groups that joined the big empire.

- They tried to generalize their religion. They used to adore the sun, but they would respect the religion of the conquered groups.
- There were a group of men that controlled possible complots and the correct tax payment.
- Rebels were punished severely in public to scare people and control them.



Their army was big and powerful. It used to impose discipline and watch over the delivery of groceries to the stores.

Their main god was the sun or “Inti”, but they also adored the thunder, the storm, the rain, the lightning, the rainbow, etc.

Of this big empire we preserve the greatest referent sites: “Machu Picchu” in Peru and “Ingapirca” in Ecuador.

Worksheet 1

Match the pictures with the tags.



The Inca's Face



The Inca Empire



The Inca



The Chasqui Route



The Sun Temple



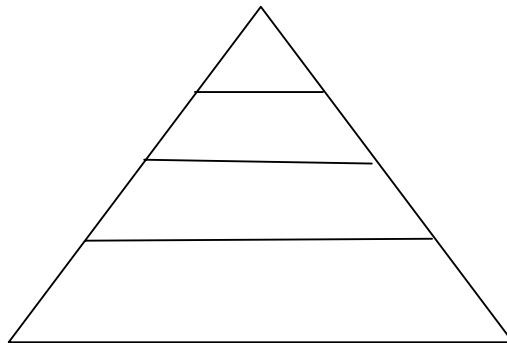
Machu Picchu City



Worksheet 2

a. Answer the questions about the reading “The Incas”.

1. How many people lived in the Tahuantinsuyo approximately?
Approximately _____ people l_____ there.
2. Which techniques did the Incas use to develop their agriculture?
They c_____, t_____, i_____, c_____,
and s_____.
3. Which was the structure of the Incas concerning their society?
They h_____ a p_____ s_____.



4. Which was their most important god?
It w_____ the S_____.
5. Which are their most important referent sites and where are they?
They are _____ in _____ and _____ in _____.

b. Complete the text with the verbs in past tense.

Live have come use be build extend

The Incas _____ in the Tahuantinsuyo territory which
_____ along the Pacific Ocean and the Andes mountains.



They _____ perfectly organized before the Spaniards _____ . They _____ architecture, agriculture, religion, and social organization. They _____ beautiful temples and houses. They _____ different languages to communicate.

Worksheet 3 (Advanced)

The Incas, Part 1

By Jane Runyon

brutal	generation	luxury	negotiation	civilization
city-state	conquistador	maintain	govern	version
throne	existence	military	traces	official

Directions: Fill in each blank with the word that best completes the reading comprehension.

Far to the south of Mexico, the largest empire of the western hemisphere was established. At its height, Inca land covered most of the western edge of what is now South America. This empire began somewhere around 1200 A.D. Three stories have been _____ passed _____ from _____ generation _____ to _____ (1) _____ about how the Inca Empire was _____ founded.



The first story tells of a man who decided to start his own village. He and his four sons, four daughters, and their husbands and wives walked until the grandchild of the man led them to a valley. It was there that they decided to live. The child's father, Manco Capac, became the leader of the village.

In another story, Manco and his wife were ordered to leave the bottom of Lake Titicaca and go into the mountains to create a city by the sun god, Inti. They discovered a series of underground caves and tunnels which led them to where the city would be built. The city was to be called Cuzco.

The third (2) _____ of the story has a sun god complaining to his wife that he is lonely. She suggests that he create a whole new (3) _____. He could order the people to worship him. That way he would never be lonely again. He liked this idea and created the Incan people. He put the people high up in the Andes Mountains so that they would be closer to him. It would



be easy to worship the sun god from there.

The Incas left no books or written history so all of these stories were told to succeeding generations. However the Incas came to be there, scientists can trace their (4) _____ to the late 12th and early 13th centuries. The capital of Cuzco was a (5) _____. There is proof that Manco Capac was the first leader of _____.

About 1438, the Incas decided to organize their kingdom. The land they had acquired through war and through peaceful (6) _____ was divided into four sections, the northwest, southwest, northeast, and southeast. At the corner where each of these sections met was the city of Cuzco. If the Incas found a territory that they wished to add to their kingdom, the leader sent messages to the leader of the territory. He offered them (7) _____ goods and protection if they joined the Incas. The weaker territories couldn't pass up this opportunity. The children of the territory's leader were sent to Cuzco. Here they were trained in ways to (8) _____ the territory and to be good rulers. They then went back to their homes and did the bidding of the Inca leaders.

The leader of the Incas was called the Inca. The Inca usually remained in the same family. It was tradition that the son of the Inca would be the leader of the empire's (9) _____ forces. One such son was able to take territories in what is now Peru and Bolivia. He also took parts of Chile, Argentina, and Columbia. Territories conquered by the Inca were required to pay taxes to the ruler. Since there was no (10) _____ money system, the taxes could be paid with goods or even by working for the empire. It was understood that each family under Incan rule would provide one member of the family to work in the silver and gold mines. When this person died, another would be sent to take his place. It has been told that the tax collectors even took lice from the heads of people too old to work or unable to work. This was a sign that everyone was responsible for tribute of some kind.

A Spanish (11) _____ named Francisco Pizarro landed in Panama in the early 1520's. By 1526, he and his men had reached the Inca territory. They knew right away that this was a very wealthy kingdom. It didn't take Pizarro long to decide that this was a territory that Spain needed. It also didn't hurt to know that conquering this kingdom would make him a very wealthy man. He went back to Spain to tell the king of his findings. The king sent him back in 1532 with orders to make this kingdom a _____ Spanish territory.

Pizarro had only 180 men to the Inca's army of over 80,000. The new leader of the Inca was Atahualpa. He had just become the leader after defeating his own brother in a civil war. Smallpox had killed many of his people. He looked at Pizarro as someone who could help him (12) _____ control of his country. Pizarro and Atahualpa met with a few of their people. A Spanish priest tried to explain Christianity to the Incan leader. Both sides had trouble understanding each other. Pizarro got tired of trying to explain things to the Incan leader and finally took him prisoner.

Atahualpa tried to bargain with the Spaniards. He offered to give them enough gold to fill the room in which he was being kept. He offered twice that much silver also. Pizarro took the gold and silver. He then had Atahualpa executed, saying that he had committed crimes against his own people.

Although another Inca was put on the (13) _____, the



Spanish were now in control of Cuzco and the Inca Empire. By 1572, all (14) _____ of Inca rule had been erased from the vast empire. The Spanish were (15) _____ leaders. They destroyed all of the innovative systems that the Incas had created for farming, trade, and government. The courage of the Incan people to resist Spanish rule served as an inspiration to generations in future.

Name _____

Date _____

* Choose the correct answer.

The Incas, Part 1

<p>1. The Incan Empire was located in South America.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>	<p>2. According to myth, which god created the Incas?</p> <p><input type="radio"/> A Sun god</p> <p><input type="radio"/> B Moon god</p> <p><input type="radio"/> C Star god</p> <p><input type="radio"/> D Earth god</p>
<p>3. How do we know the myths told about the creation of the Incan Empire?</p> <p><input type="radio"/> A They were told from father to son.</p> <p><input type="radio"/> B They were written in Incan history books.</p> <p><input type="radio"/> C They are recorded in cave paintings.</p> <p><input type="radio"/> D They are found on scrolls.</p>	<p>4. How was the Incan Empire organized?</p> <p>_____</p> <p>_____</p>
<p>5. What happened when Francisco Pizarro met with the Incan leader Atahualpa?</p> <p>_____</p> <p>_____</p>	<p>6. What did Pizarro believe he would get from conquering the Incas?</p> <p><input type="radio"/> A Land</p> <p><input type="radio"/> B Dignity</p> <p><input type="radio"/> C Wealth</p> <p><input type="radio"/> D Slaves</p>
<p>7. What did Atahualpa offer Pizarro to</p>	<p>8. When did the Incan civilization</p>



<p>let him free?</p> <p><input type="radio"/> A All the slaves he could use</p> <p><input type="radio"/> B A room full of gold and twice as much silver</p> <p><input type="radio"/> C His throne</p> <p><input type="radio"/> D Enough land to start his own city</p>	<p>begin?</p> <p><input type="radio"/> A In the 20th century</p> <p><input type="radio"/> B Before Columbus arrived in the New World</p> <p><input type="radio"/> C At the same time Columbus arrived in the New World</p> <p><input type="radio"/> D After Columbus discovered the New World</p>
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The Incas, Part 2

By Jane Runyon

drought	civilization	conquer	surrounding
lima	chisel	chipping	standing
primitive	mines	mandatory	value
excess	successful	military	

Directions: Fill in each blank with the word that best completes the reading comprehension.

The people of the Inca civilization lived high in the Andes Mountains. They had to adapt their way of living to their surroundings. Can you imagine trying to plant crops on a hillside? Can you imagine living in a civilization that had no written language? Can you imagine living thousands of miles away from other people in your empire?



The Inca Empire was divided into four different regions. The regions all met at one corner. Located at that corner was the city of Cuzco. The ruler, called Inca, lived in the city of Cuzco. He ruled all of the lands around him from his palace. Each of the four regions had their own governor. He watched over the local officials. The local officials were in charge of the farms, the cities, and the (1) _____. The (2) _____ and the religious groups had their own officials. In a way, having these different leaders worked much like the checks and balances found in the United States government. No one had too much control. The local officials helped settle disputes among the people. They also were in charge of making sure everyone contributed to the *mita*. *Mita* was their word for



(3) _____ public service. Each family was expected to volunteer one of their members to work for the benefit of all of the people. In most cases, this meant that one member from each family had to work in the gold or silver mines.

The Inca were highly skilled architects. They were able to construct stone buildings without using any mortar to seal the stones together. They used a process of placing one large stone on top of another and then lifting it up again to (4) _____ any rough spots off. By the time they were finished (5) _____ and sculpting the stones, they fit together perfectly. Not even an earthquake could topple the stones in the building. The temples at the Inca city of Machu Picchu are a (6) _____ monument to the engineering genius of the people.

Another incredible ability of the people was their farming. The hills (7) _____ Incan cities were steep. Fields could not be plowed in the normal fashion. Any seeds planted on the hillsides would slide down to the bottom in a good rain. The Incans developed two types of farming which have survived the centuries. They developed terrace farming that surpassed any other attempt in any other part of the world. They were able to create flat fields in stair steps up the mountain side. They incorporated a watering system that kept the crops from washing away. They planted different crops at different levels. This way, if one crop failed, it was likely the other wouldn't. The Incas also developed "raised fields." The fields were on platforms built by the farmer. The field was surrounded by canals which provided water to the roots of the plants. These fields and the use of bird droppings as fertilizer helped provide outstanding crops for the farmer. The Incas also believed in storing food for emergency. It has been estimated that the Incas were able to store enough food to feed the people of any city for seven years. They didn't worry about (8) _____ or bad weather. They knew they would have enough to eat.

The Incas enjoyed a variety of foods. They raised corn, tomatoes, peppers, (9) _____ beans, and squash. Their most (10) _____ crop was potatoes. They were even able to develop a (11) _____ form of freeze drying their potatoes. They would put them out to dry during the sunny days and then leave them out in the cold nights. They learned to stomp on the potatoes to squeeze (12) _____ water out of them. These potatoes could now be stored for long periods of time without spoiling. They also preserved meats by salting and then drying them. The nutritional (13) _____ was not lost by doing this. Very little cooking was done in Inca villages. They were so far up in the mountains, there were few trees. What woods they had was used very sparingly.

The Incas believed that when they died they would go somewhere else to live according to how they had spent their life on earth. They had a code which they were expected to live by. The code was "ama suwa, ama llulla, ama quella" which means "do not steal, do not lie, do not be lazy." If they were able to keep the rules of this code, when they died they went to live in the sun's warmth. If they did not live by the code, they were doomed to stay in the cold earth.



Although the Incas had no true written language, they developed a form of communication that was fascinating. A series of multi-colored threads with knots at different places told the whole story. The threads were called Quipu. Many of the Inca people were able to communicate in this way.

When the Spanish entered the Inca world and tried to (14) _____ it, the people of the Inca (15) _____ held out as long as they could. When the Spanish took over one city, the leaders fled to another hard-to-find city and continued to rule. It took over 36 years for the Spanish to finally wipe out the Inca Empire. Yet, the creativeness, the engineering and the courage that the Incas displayed have stayed around for centuries.

Name _____

Date _____

* Choose the correct answer.

The Incas, Part 2

<p>1. The Incan people were ruled by an Inca. <input type="radio"/> A False <input type="radio"/> B True</p>	<p>2. In what mountains did the Incas live? <input type="radio"/> A Himalayas <input type="radio"/> B Berkshires <input type="radio"/> C Alps <input type="radio"/> D Andes</p>
<p>3. What did you have to do to live in the sun after death? <input type="radio"/> A Follow the Golden Rule <input type="radio"/> B Not steal, lie, or be lazy <input type="radio"/> C Be kind to others <input type="radio"/> D Do your best in school</p>	<p>4. What did the Inca have instead of written words? _____ _____</p>
<p>5. What is unusual about the way buildings were constructed in Incan cities? _____ _____</p>	<p>6. How many years of food were the Incas able to store in case of emergency? <input type="radio"/> A Two years <input type="radio"/> B Ten years <input type="radio"/> C Seven years <input type="radio"/> D Five years</p>
<p>7. What was the Inca's most successful crop? <input type="radio"/> A Peppers</p>	<p>8. What form of farming did the Incas perfect? <input type="radio"/> A Hydroponics</p>



- B Potatoes
- C Corn
- D Tomatoes

- B Slash and burn
- C Terrace farming
- D Crop rotation

Grammar Reference Sheet

a. Simple past tense (positive)

* We use the past simple tense to talk about finished events in the past.

Take a look at these examples:

The Incas **started** to develop about 8 hundred years ago.

The Incas **built** the city of Machu Picchu.

* We often form the past simple of regular verbs by adding *-ed* to the base form.

Start + ed = started Work + ed = worked

* We have spelling variations according to verb endings.

Study \Rightarrow studied Cry \Rightarrow cried

* Irregular verbs have their own past form.

Build \Rightarrow built Make \Rightarrow made

*There's only one past form for every person.

I	worked
You	worked
He, She, It	worked
We	worked
You	worked
They	worked

b. Used to and would (positive)



*** We use *used to* for regular activities or situations in the past that don't happen now or are no longer true.**

The Incas **used to communicate** through different languages.

The Incas **used to punish** rebels in public.

*** Note that *used to* is followed by a base form of a verb.**

*** We use *would* for regular activities in the past.**

The Incas **would grow corn**.

The Incas **would always bow** in front of their King to show respect.

Note that *would* is followed by a base form of a verb.



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